

KARADENİZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI

UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI

**PRE-SERVICE EFL TEACHERS' BELIEFS ABOUT COMMUNICATIVE SKILLS
DEVELOPMENT AND COMMUNICATIVE APPROACH IN TURKISH CONTEXT**

YÜKSEK LİSANS TEZİ

Yıldıray KURNAZ

NİSAN 2018

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NİSAN 2018

TRABZON

APPROVAL

Upon the submission of the dissertation, Yıldırım KURNAZ has defended the study “Pre-Service EFL Teachers’ Beliefs About Communicative Skills Development and Communicative Approach in Turkish Context” in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/~~majority~~ vote on 04.05.2018.

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DECLARATION OF ORIGINALITY

I, **Yıldırım KURNAZ**, hereby confirm and certify that;

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,
- this work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,
- all data and findings in the work have not been falsified or embellished,
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Yıldırım KURNAZ

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ABSTRACT

Concerns about the purpose of developing communicative skills in English teaching and approaches to overcome them have always had an important place in language teaching. Besides the fact that teachers' roles are important, their beliefs about the approach are thought to have a profound influence on their professional achievement. In this regard, the aim of the present study is to determine Turkish pre-service EFL teachers' beliefs about developing their prospective students' communicative skills with communicative approach in Turkish context. The data obtained through Pre-Service Teacher Beliefs Questionnaire, in which 445 participants took part, and focus group interviews with a total of 28 participants are analysed quantitatively and qualitatively. As a result of the analysis, it is found that pre-service English teachers generally have positive attitudes towards improving communicative skills of their prospective students with communicative approach, but it is difficult for this approach to work properly in Turkey and in Turkish education system due to various reasons. In addition, it is found that pre-service English teachers' self-efficacy beliefs are correlated with their attitudes towards the approach, and that many sub factors such as second language proficiency also have an influence on the attitudes. Lastly, these findings are found not mostly to be significantly different according to age and sex, but it is found that there are significant differences between departments.

Keywords: Communicative Approach, Communicative Skills, Pre-Service EFL Teachers Beliefs, Foreign Language Teaching in Turkey

ÖZET

İngilizce öğretiminde iletişimsel becerilerin geliştirilmesi amacına yönelik çabalar ve bu çabaları gerçekleştirmek için geliştirilen yaklaşımlar dil öğretiminde her zaman önemli bir yer edinmiştir. Bu kapsamda, öğretmenlerin rollerinin çok önemli bir paya sahip olmalarının yanında, öğretmenlerin, kullanacakları yaklaşıma dair inanışlarının mesleki anlamda başarılarına önemli etki yaptığı düşünülmektedir. Bu bağlamda, bu çalışmanın amacı Türkiye’deki hizmet öncesi İngilizce Öğretmenlerinin mesleğe başladıklarında öğrencilerinin iletişimsel becerilerini geliştirmek için faydalanacakları iletişimsel yaklaşıma karşı inanışlarının ve bu yaklaşımın Türk eğitim sistemindeki yerine dair düşüncelerinin incelenmesidir. Toplamda 445 katılımcının yer aldığı Meslek Öncesi Öğretmen İnanışları Anketi ile 28 kişinin katıldığı odak grup görüşmeleri ile toplanan veriler nicel ve nitel veri analiz yöntemleri ile analiz edilmiştir. Analizlerin sonucunda, hizmet öncesi İngilizce öğretmenlerinin iletişimsel Yaklaşım ile öğrencilerinin iletişimsel becerilerini geliştirmeye karşı genel anlamda olumlu tutum sergiledikleri, fakat bahsedilen yaklaşımın bazı sebeplerden dolayı Türkiye’de ve Türk eğitim sisteminde kendine yer bulmasının zor olduğunu belirttiler. Bunun yanında, hizmet öncesi İngilizce Öğretmenlerinin yaklaşıma dair öz yeterlilik inanışlarının, yaklaşıma karşı geliştirdikleri tutum ile korelasyonlu olduğu tespit edilip, ikinci dil yeterlilik inanışları gibi birçok etkenin de yaklaşıma karşı geliştirilen tutumla korelasyonlu olduğu, bu bulguların da yaş ve cinsiyete göre çok fazla anlamlı farklılık göstermediği, fakat bölümlere göre anlamlı farklılıkların olduğu bulunmuştur.

Anahtar Sözcükler: İletişimsel Yaklaşım, İletişimsel Beceriler, Hizmet Öncesi İngilizce Öğretmen İnanışları, Türkiye’de Yabancı Dil Eğitimi

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LIST OF ABBREVIATIONS

ASTP	: Army Specialized Training Program
CA	: Communicative Approach
CC	: Communicative Competence
EFL	: English as a Foreign Language
ELL	: English Language and Literature (Department)
ELT	: English Language Teaching
ELT	: English Language Teaching (Department)
EPI	: English Proficiency Index
GTM	: Grammar Translation Method
MoNE	: Ministry of National Education
TEPAV	: The Economic Policy Research Foundation of Turkey
ZPD	: Zone of Proximal Development

INRODUCTION

The present study which aims to determine Turkish pre-service EFL teachers' beliefs about developing their prospective students' communicative skills with communicative approach in Turkish context is based on the long lasting and world wide concerns about the purpose of developing communicative skills in English teaching and approaches to overcome them within the scope of Turkish formal education system. With the purpose of achieving the expected goals, the present study is organized in a descriptive way including both qualitative and quantitative data collection and analysis process.

The first chapter of the present study is comprised of five subheadings including background to the study, statement of the problem, purpose of the study, significance of the study, and research questions. In the background to the study section, the basis of the problem is clarified after the clarification of the subject. In statement of the problem section, the problems which lead the researcher to carry out a research on the present subject are discussed with some basis from the field. In the purpose and significance of the study sections, the aims and expected gains of the study is discussed. In research question section, three main research questions and some specific questions which are aimed to be answered within the scope of the present study is stated.

In the second chapter of the study, the literature is stated under four headings including history of EFL teaching in Turkey's formal education system; foreign language teaching methods; teacher beliefs, self-efficacy beliefs and their emphases in EFL teaching; teacher beliefs, self-efficacy beliefs and their emphases in pre-service EFL teaching. In history of EFL teaching in Turkey's formal education system section, the history of EFL teaching in Turkey's formal education system is discussed in a chronological order. In foreign language teaching methods section, foreign language teaching mehods are discussed in comparision with each other in the order of their emergences. Additionally, communicative approach is discussed in a relatively more detailed way in this sectio. In teacher beliefs, self-efficacy beliefs and their emphases in EFL teaching section, the terms beliefs and self-eficacy beliefs are discussed within the scope of EFL teaching in the light of some previus research based studies. Also, in teacher beliefs, self-efficacy beliefs and their emphases in pre-service EFL teaching section, the terms beliefs and self-eficacy beliefs are discussed within the scope of pre-service EFL teaching in the light of some previus research based studies with pre-service EFL teachers.

In the third chapter, the methodology followed in the present study is stated including some critical views about the data collection and analysis methods applied. Participants of the study, the progresss made during pilot works, questionnaire and focus grup interview procceses, and data analysis processes are stated clearly in this chapter.

In results and discusion chapter, the findings and discussion of the study are presented. The findings of the data are analysed and presented both qualitatively and quantitatively in line with the research questions for a better relativity between research questions and the findings.

In conclusion and implications section, in addition to the interpretations of the findigs of the present sudy in comparision with some previous research results, some academic and pedagogical implications are stated in the light of the fidings of the present study.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Background to the Study

While the developing technology eliminating the time and place concepts through leading to a rapid globalization (Oral, 2003: 1, Beck, 2002:19), not only in political, but also in academic aspects (Altan, 2010), English Language has evaluated and dominated most parts of the world (Graddol, 2000; Altan, 2010; Altan, 2017; Bottery, 2000; Chang, 2006). The spread of English as a lingua franca had not been experienced by any other languages before (Crystal, 2003; Kachru, 1986; Swales, 1990). For this reason, the issue of teaching and learning English as a foreign language has taken an important place in many countries' education systems. In parallel with their own national interests and policies, each country has aimed to develop their own curriculums to keep pace with this global tendency. In this direction, Turkish Ministry of Education carried out the 'The Ministry of Education Development Project' in 1997 for increasing the significance of English language teaching in the formal education system in addition to taking the first step into replacing the traditional methods with the more student-centred ones (Kırkgöz, 2007). This step could also be considered as the touchstone in the formal Turkish ELT history when communicative approach was first taken into consideration (Kırkgöz, 2005: 161). Even though the ultimate aim of the project was to develop communicative skills in the classroom and encourage teachers to revise their teaching learning environment in this sense, English language teaching in Turkey has not reached the desired level yet.

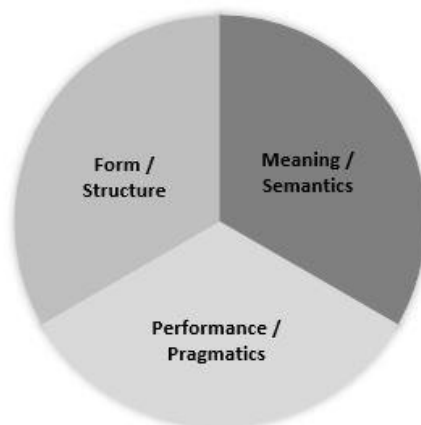
According to the English Proficiency Index (EPI)'s 2017 report, Turkey ranked 51st out of 72 countries. Also, EPI's 2014 report revealed Turkey as the 47th out of 63 countries, and 41st out of 60 in 2013. This level of success is not satisfying for Turkey as a country of a large economy and investing large amount of MoNE and effort on educational issues. As a result of this undesired level, Turkey has sought the reasons behind this negative picture especially in recent years. One of the studies revealing the problems of foreign language teaching in Turkey was TEPAV (2014) report in which basic deficiencies in foreign language teaching in Turkey were stated. First, the teachers having been observed seem to prefer grammar-based instructions to using English as the means of communication in the classroom no matter how adequate they are for doing so. This could be a reason for students' lack of communicative skills after graduation. Second, being related with the previous one, one another problem observed is the 'undesired' dominance of teacher in the

communication activities instead of creating a free environment for students to communicate with each other. Additionally, seating orders of the classes observed are not suitable enough to provide a communicative environment.

1.2. Statement of the Problem

While the ultimate target of the curriculum designed in 2011 and then 2014 was to provide a better environment for developing communicative competences through practicing four skills in a student centred manner (MEB, 2011 & MEB, 2014), it still seemed to lack effective use of communicative approach. With the latest reforms, foreign language education begins at 2nd grade at primary school in Turkey today. Additionally, Turkish Ministry of Education (MoNE) announced in January 2017 that English chapters of fifth grade are increased in number and content as the ultimate aim about that grade is turning it into a foreign language preparation class in the future (Altan, 2017c). However, the newly developed curriculum for 5th grades is being used at pilot schools during 2017-2018 academic year. Yet, even though students start learning English at an earlier age, some problems of language teaching in Turkey seem to be stable (Işık, 2008; Akalın & Zengin, 2007; Çelebi, 2006; Gedikoğlu, 2005), the results of this new regulation of 5th grades is still awaited doubtfully. As Akpınar & Aydın (2009) argue, the problem of foreign language teaching in Turkey seem to be more than the lack of exposure to it as even students taking English classes for about ten years could be observed to have just some grammar knowledge. For the very reason, considering the four aspects of communicative competence including grammatical competence, discourse competence, socio-linguistic competence and strategic competence (Brown, 2000; Skehan, 1998; Byram, 1997; Liao, 1997; Celce-Murcia et al., 1995; Bachman, 1990; Weir, 1988; Savignon, 1983 & 1997; Canale and Swain, 1980; Hymes, 1972), it is essential to state that the lack of Turkish language learners' communicative competence arises from the others except for grammatical competence. Also, as Figure 1 shows, Altan (2017b) summarizes the aspects of communicative skills with a three dimensional phenomenon and states that the problem Turkish EFL learners have in communicative perspective is at meaning/semantics and performance/pragmatics with a portion of two out of three also including form/structure dimension regardless of the amount of English classes attended.

Figure 1: Three Dimensions of Communicative Skills



Source: Altan, 2017b

At this point, being the implementers of the policies suggested and put into practise, focus turns towards the teachers as they are the in-class authorities of a learning teaching environment. The proficiency of teachers who are both foreign language teachers but comes from non-area, and who have graduated from education faculties is open to debate. According to Özoğlu (2010), education faculties are insufficient in terms of not only physical environments but also human resources. The most important basis of this insufficiency arises from the fact that pre-service EFL teachers are not exposed to the target language during their teacher education. Even though some pre-service EFL teachers at some major universities can have the chance to have native speaker instructors at their departments, most of them graduate without facing a native speaker instructor during their teacher education. All these reasons, including their prior learning experiences, may lead them to negative ideas about the program they are enrolled and the beliefs they bare towards the language they will teach and the approach they are going to implement in the future.

Moreover, even if the teachers think that the educations they have received have prepared them well and they have positive attitudes towards their profession, teachers generally complain about the fact that the ideal education they receive is not applicable when they start their profession (Uysal, 2012). In this direction, even though they are well equipped during their pre-service teacher trainings, teachers do not generally lean towards communicative based education, they do not benefit from the materials provided even if they are suitable for communicative requirements, and they continue teaching in traditional ways which are relatively more grammar based (Peker, 2012). There may be some reasons to be discussed which lead them to such an attitude. For instance, it is hard to say that how to conduct communication based activities in crowded classes is emphasised at pre-service teacher trainings. One reason why teachers avoid communication-oriented methods is the examination system in our country. Multiple-choice test questions encourage English teachers to teach grammar and vocabulary, that is, to teach a test technique. It is known that in our country,

teachers are left alone after being appointed. It should be questioned whether school administrators, who are also educators, are competent enough to guide generally, and especially foreign language teachers. Graduated from university, a teacher lacks adequate professional guidance and supportive supervision. Even when teachers play games in crowded classrooms, they express that it is embarrassing for the teacher when other teachers or a school administrator come to the classroom and as if there is no teacher in the classroom because of the noise caused by communicative activities (Uysal, 2012).

Considering all these problems in foreign language teaching in Turkey, whether the problems arising from insufficient adoption and improper implementation of a new approach developed need results totally from external factors or the teachers' beliefs play an important role in such a deficiency need to be discussed in the light of research based studies. In this context, what kind of beliefs do Turkish pre-service EFL teachers have about communicative skills development and communicative approach in Turkish context is searched and analysed within the present study.

1.3. Purpose of the Study

This study was carried out to explore teacher's beliefs about their profession and the methods they use or will use have an impact on the way they carry out their classes. In the present study, beliefs of pre-service EFL teachers about developing their students' communicative skills in parallel with the requirements of communicative approach in Turkish EFL classes were analysed. Within this purpose, being mostly based on communicative problems, the underlying reasons of the undesired English proficiency levels of Turkish learners were tried to be analysed and some implications were made by means of the beliefs of pre-service EFL teachers regarding their prospective career. As their beliefs about their teaching profession could not be based on actual teaching experiences due to their lack of field work, pre-service EFL teachers' beliefs and ideas about teaching could be considered as their future expectations influenced by their learning experiences and observations during their education life. So, it could be said that pre-service EFL teachers' negative prior learning experiences may lead to negative prejudices towards teaching (Mak, 2011, Pajares, 1992, Zheng, 2009). EFL students and teachers need to be more focused on how they develop their beliefs and what factors determine their beliefs in the context of foreign language learning (Raofi, Tan & Chan, 2012). In this sense, the beliefs of pre-service EFL teachers are thought to have importance in order to find solutions for the problems of EFL teaching in Turkish formal education system.

The extent to which communicative approach contributes to a learning teaching process is determined significantly by the beliefs and skills of the teachers about the methodology (Richards, 2006; Crawford, 2004). In this manner, the way the new curriculum and efforts to improve it in

parallel with the requirements of communicative approach are not observed in the learning outcomes. Indeed, it could be argued that not only foreign language practices in Turkey varies and experiences some inconsistencies, but also teachers have some problems in adopting and putting newly developed innovations into practice (Arı 2014; Oral 2010). Particularly, relatively more experienced teachers who are accustomed to their teaching styles find it hard to changes their habits (Akpınar-Dellal and Çınar, 2011). Altan (2006) clarifies this difficulty in adoption by stating that 21st century's demands cause some serious challenges for foreign language teachers in Turkey, and their qualities need to be improved by offering them some productive support.

1.4. Significance of the Study

Due to those reasons stated above, it is hard to argue that the theories developed and put into practice by MoNE in Turkish formal education context for the purpose of improving foreign language teaching will yield the expected results. This means that there is a necessity for the effective feedback for reporting its positive and negative aspects. However, as stated in the further parts of the study, even though there are large amount of studies on this issue applied on in-service teachers and language learners, there seems to be a lack research based studies pre-service EFL teachers' beliefs within this scope. For that reason, this descriptive survey study aims to contribute to the field and the literature in addition to providing some descriptive data to policymakers, curriculum designers and academicians of teacher training program including especially teacher trainers.

1.5. Research Questions

1.5.1. Main Research Questions

1. What are Turkish pre-service EFL teachers' beliefs about communicative competence?
2. What are Turkish pre-service EFL teachers' beliefs about communicative approach and its practicality in Turkish formal education system?
3. To what extent do Turkish pre-service EFL teachers feel self-efficient in communicative approach?

1.5.2. Specific Research Questions

- Is there any difference between pre-service EFL teachers' beliefs by gender, department and age group varieties?

- Is there any correlation among pre-service EFL teachers' beliefs about communicative approach, their self-efficacy beliefs in their EFL skills and in their knowledge of communicative approach?
- What are Pre-service EFL teachers' beliefs about their teaching trainings?
- How could their beliefs about their previous learning experiences influence their future teaching beliefs and preferences?



CHAPTER TWO

2. LITERATURE REVIEW

This chapter aims to provide an insight into pre-service EFL teachers' beliefs about communicative skills development and communicative approach in Turkish formal context. It is comprised of four sub-headings including "History of EFL Teaching in Turkey's Formal Education System", "Foreign Language Teaching Methods", "Teacher Beliefs, Self-Efficacy Beliefs and Their Emphases in EFL Teaching" and "Teacher Beliefs, Self-Efficacy Beliefs and Their Emphases in Pre-Service EFL Teaching". Moreover, each subheading is discussed within its related subheadings. In history of EFL teaching in Turkish formal education system section, the history of foreign language teaching in Turkey is discussed to outline a scheme for the foreign language teaching phenomena in Turkey with empirical and normative basis from the field. In foreign language teaching methods section, the approaches and methods are discussed with their advantages and disadvantages within the scope of communicative skills development. In this section, communicative approach was at the focus point of analysing foreign language teaching methods on the basis of its various aspects. In teacher beliefs, self-efficacy beliefs and their emphases in EFL teaching section, clarification of the terms beliefs, self-efficacy beliefs and their emphasises are discussed within the light of some research based studies.

2.1. History of EFL Teaching in Turkey's Formal Education System

Because of their considerably moving lifestyle leading to direct interaction with various languages and cultures, the language Turks have used for ages has always been in an evolving and developing situation (Buran & Alkaya, 2001). Language teaching in Turkey has a long history. The language of the Qur'an is Arabic and the Ottoman lands spread over a very wide area have made it a requirement to learn foreign languages. With the influence of westernization movements, then French learning became important (Boyacıoğlu, 2015: 654; Doğançay-Aktuna, 1998). Among these, the latest dramatic change Turkish language has experienced took place just after the foundation of the Republic. Following the fall of Ottoman Empire and foundation of Turkish Republic in 1923, among various new revolutions brought into the new republic was the shift to Latin orthography in the written language. The replacement of Arabic and Persian terms with their Turkish equivalents was a part of the 'Turkification' of Turkish language, as well. In a comparative analysis, Turkish language used by the majority of the Turkish society could be considered to have a new and still developing structure (Lewis, 2002). It is necessary to review English teaching

history in Turkey to have a grasp of Turkish educational context (Sarıçoban & Sarıçoban, 2012), which is one of the three dimensions of the present study.

Similar to the changes Turkish language experienced, tendencies towards foreign languages have also changed during the recent centuries and decades of Ottoman/Turkish society. Moreover, Davison (1990) puts forward the idea that Ottoman Empire had already faced towards West following its foundation. Yet, it was not much before the ‘Tanzimat Period’, after 1750s, English was integrated into Turkish education system as a foreign language, which is also regarded as the initial pace of Westernization tendency in the Turkish education system. (Kırkgöz, 2005). The globalizing world started to have an effect upon Turkish context following the mid-1980s (Robins, 1996). The new era of English Language in Turkish formal education system could be thought to begin in 1923, after the foundation of Turkish Republic, bringing in various revolutions in many aspects of formal education system as well as in social life itself. Especially after being a member of NATO and starting negotiations with the European Union, the importance of learning English in Turkey has increased. For the aim of developing English levels of students, the Maarif Schools, which would later be named as “Anatolian High School”, were opened. The aim of English language teaching in Anatolian High School offering preparatory education is to increase students’ level of English to be able to grasp the contents of the lessons such as Mathematics and Science which are conducted in English. In these schools, teaching lessons such as Science and Mathematics in English has been the subject of discussion as students who take these courses in English are expected to solve the exam questions in Turkish. Due to this situation, the necessity of teaching English in the classes was abolished in 1999 and 2004. (Şahin, 2013). Also during the republic period, 1997, the year of *Education Reform* in Turkey bringing in many considerable changes in the formal education system could be referred as the third and still ongoing era of English Language in Turkish formal education system. 1997 can be considered as the last cornerstone of today’s English teaching attitudes in Turkey as 1997 Education Reform, which will be dealt with under a separate heading in the next section, is accepted to bring in considerable changes and developments into the Turkish formal education system, and English teaching in Turkey, as well (Ozsevik, 2010).

2.1.1. 1997 Education Reform

Within the scope of the present study, the 1997 education reform in Turkey becomes more of an issue as ELT gained more importance in the formal education system as a result of MoNE’s efforts in this aspect.

Besides extending formal compulsory primary education duration from 5 to 8 years, English language education starting at secondary school up to that time was determined to start at 4th grade

and onwards for the purpose of making students to be exposed to English during a longer period which could enable a better acquisition. Also, in the 1997-1998 academic year, secondary education of Anatolian High Schools was closed with eight years of compulsory and uninterrupted primary education reform and naturally preparatory class application was shifted to high school level. In addition to elimination of preparatory classes from secondary school level, various changes were made in English teaching at elementary school level. Along with the regulation in 1997, the foreign language course became compulsory to start from the fourth grade of primary schools. However, since the necessary number of teacher employment was not available, these changes were limited to the figures only. Many people from outside the field were employed as English teachers to compensate for the lack of English language teaching during this period (Koçak & Kavak, 2014).

Kocaoluk & Kocaoluk (2001) lists the objectives of the new English curriculum for grades 4 and 5 as follows:

- raise foreign language awareness of students,
- encourage positive approach towards learning English language,
- improve students' motivation and interest towards learning English language,
- provide an enjoyable classroom where students could have fun and play games while learning English language,
- create dialogues and learning activities within contexts.

Aiming to provide students with the opportunity of acquiring English language in every aspect of four skills through beginning at an earlier age, 1997 education reform was also the introduction of Communicative Approaches into English language teaching curriculum history of Turkey (Kırkgöz, 2005). Following its gaining a major source of influence in 1970s (Richards, 2006), as many countries around the world made considerable finance and labour investments for providing better application of CA following its initiation in 1980s (Savignon, 2002), Turkey joined that group with the new curriculum introduced through 1997 education reform (Kırkgöz, 2008). The renewed curriculum included various learning activities like songs, plays and colour-drawing activities to include students as active learners compared to the previous years as it was a shift from teacher-centred to students-centred learning teaching process (Sarıçoban & Sarıçoban, 2012). For the implementation of the newly introduced curriculum better, MoNE applied in-service trainings for teachers in collaboration with foreign associations such as the British Council and United States Information Agency (Kırkgöz, 2007).

Also, one of the most important reforms concerning foreign language education is the one known as the 4 + 4 + 4 in the public changing the 8 year of the compulsory education to 12 years.

According to this law, the most important change regarding foreign language education is the beginning of these courses starting from the second grade. With this change, it is aimed to introduce foreign language at an earlier age. With the new regulation coming into force in 2011, in addition to the starting English language instruction in the second year, the foreign language class hours are increased from two to four. When the changes in the English class hours are considered in general, it can be said that the closure of the secondary school sections of Anatolian High Schools and the resultant shift of preparatory classes to high school level, but then the removal of preparatory classes from high schools can be called negative developments in terms of quantity. Beginning of English education in the 4th grade in 1997, 2nd grade in 2011, transformation of general high school into Anatolian high school and as a result, the number of English lesson hours has increased in all high schools.

2.1.2. ELT Approaches Applied During Republic Period

Despite the claims put forward by various resources about the ELT approaches history in Turkey, the period prior to 1940s seems to be vague to account how English had been instructed until then.

However, the period following the mid-1940s provides more information about the way of ELT in Turkey. During the years between 1945 and 1960, Direct Method, regarding the main target of learning and teaching English as ensuring ability to communicate in English, is reported to be used in state schools (Tarhan, 1998).

Implementation of the direct method, as Richards & Rodgers (2001:20) states, aims to enable 'direct' communication in the target language, depends on the exposure of useful everyday English by means of encouraging students to 'directly' think and speak in English by their teachers through making use of real objects, visual aids or demonstrations. Clarifications are also made without using mother tongue, including inductive way of grammar teaching, as well, suggesting teacher exemplifications leading students to guess the rule rather than explanations making them learn what is told.

Having been the predominant teaching method applied in Turkey for a long period, even today, Grammar Translation Method (GTM) revealed itself in the ELT history of Turkey in the late 1960s. Being regarded as a 'traditional method', GTM focuses highly on the grammar and vocabulary acquisition in an inductive way. Application of this approach includes providing students with detailed grammatical information followed by tasks of translating bi-directional texts. Clarifications and explanations are made with the help of mother tongue and details are not only mentioned but also emphasized as much as possible. Considering Turkey, Turkish has been the

touchstone of English classes organized within GTM. Stern (1983:455) describes this situation as the consideration of the mother tongue as a reference system in foreign language acquisition.

Although CA started to be applied in Turkish education system following the introduction of 1997 Education Reform (Kırkgöz, 2008), traditional (attributed to GTM) language teaching methods were dominant in the language teaching curriculums until 2006 (Haznedar, 2010). Also, as Uysal (2012) and Peker (2012) state in furtherance to the findings of Kırkgöz (2007b), despite the changing policies about the issue, perceptions and behaviours of the EFL teachers are resistant to change which again signs the requirement of some developments in-service and pre-service teacher training in Turkey.

Analysing the curriculum having been implemented since May 2006 shows that considerable steps are taken for leaving the traditional approaches behind. The new curriculum having been followed since that date seems to be more student centred and process-based in a deductive way rather than focusing on inductive grammar teaching. Accordingly, instead of methods based on grammar analyses, teaching methods enabling communicative skill acquisition are adopted (Haznedar, 2010).

2.2. Foreign Language Teaching Methods

The methods and approaches used in foreign language teaching are neither disconnected nor unrelated. The emergence of any method is related to a previous one. In this regard, having knowledge about the various factors that are effective in the emergence of the communicative approach could be useful at the point of drawing a general framework for future work in the area. It is thought to be important to gain some literary knowledge about the process of communicative studies in terms of foreign language teaching, which has spread in a very wide area and has a relationship close to almost all disciplines.

Having been used to teach Greek and Latin for the first time (Thuleen, 1996), the grammar translation method was widely used in Europe from 1840s to 1940s. The method was originated from Germany. The leading advocates of this method are J. Seiden, Karl Platz, H.S. Ollendorf and Maidenger (Nagaraj, 2005). In this method, word lists, translating sentences are presented to the students in an abstract form and students are asked to do these works. The phrases reflected the grammar system and were not related to the communication language (Nagaraj, 2005). In this method, firstly language rules are analysed in detail and then this information is put into practice with the translation text between the target language and the mother language. Additionally, it puts primary emphasis on vocabulary memorization (Larsen-Freeman, 2000). In the grammar translation method, the mother tongue is protected as a touchstone in foreign language acquisition

(Stern, 1983:355). In developing and underdeveloped countries, teacher-centred, book-based grammar translation is used. Also, in crowded classrooms and when the teacher is proficient in target language, this method is preferred and it does not seem possible to abandon it in the short run. Later, direct method is put forward by some linguists as an alternative to GTM for overcoming some of its deficiencies for more contribution to communicative skills.

The direct method has emerged in the 1950s as a reaction to the grammar translation method and has been used extensively in as many as 2000s in many countries. In the 1880s, a new element physical activity-was added to language teaching, and in his work, *The Study of Languages and Teaching Art*, Gauin presented the basic views that constitute the current direct method (Demirel, 2012). This approach regards language learning process as a natural approach in which language is heard first, then spoken, read and written in order. In this regard, its primary target is associating the target language and speech directly with real life situations (Larsen-Freeman, 2000). In the development of the method, Herbartian (1776-1841) education opinion, Gestalt psychology and Humboldt's (1767-1837) language culture interpretation were effective (Demircan, 2012). However, the weakness of the methodological basis, the dependence of the learner on the abilities of the teacher, and the lack of a linguistic theory compatible with applied linguistics can be considered as weaknesses of this method (Richard and Rodgers, 1980). Although students have various successes in the short term, it is difficult to talk about a long term success. One another method which could be considered with its advantages and disadvantages in terms of communicative skills development is situational language teaching.

In foreign language teaching, if it is planned to say what and how under which conditions, it is regarded as situational language teaching (Demircan, 2012). Being introduced by West, the approach puts emphasis on reading skill development through vocabulary acquisition (Zimmerman, 1997). It is aimed to change behaviours in situational language teaching. Therefore, while repetition and prompting correct behaviour are crucial issues, inductive teaching is used in teaching grammar and the words are not fully explained. Additionally, structures and vocabulary are transferred to the new situation by generalization while target language is also used outside the classroom (Demirel, 1993). As a result, in this method aiming to teach four basic skills, vocabulary and grammatical accuracy have indisputable importance and there is error is intolerable in language teaching. Despite its aim to empower four basic skills at one time, situational language teaching can be criticized within the scope of its contribution to communicative skills against audio lingual method.

Audio lingual method gives priority to the spoken aspects of language through developing listening and speaking skills with intense listening and communication activities in a parallel order with the principles of behavioural theory (Demircan, 2012). Also known as the army method, the

audio linguistic method emerged as a reaction to grammar translation method after World War II (Davies, 1996: 111). As it is known, the United States has established large army units in many parts of the world during World War II resulting in a necessity for being able to communicate in those countries' languages. Because of the unsuccessful traditional methods, universities were asked for a help, and a program called the Army Specialized Training Program (ASTP) was created by the University of Michigan (Demirel, 1983). However, as Demircan (2012) states, the audio-lingual approach can lead to some problems as it delays reading and writing skills. For example, for students who are used to learning by traditional methods, mere speaking activities can be discouraging. In addition, it is hard for students to transfer the skills they learn through memorization, repetition, and imitation to new situations. Also, in the audio-lingual method during implementation of which teacher is in the centre of the process, it may not always be possible to create appropriate exercises for each situation, or the heavy workload may exhaust the teacher. As a result, the United States based method has received serious criticism even though it has been widely used in many parts of the world. However, as a result of the various deficiency beliefs of this method, cognitive linguistic method has emerged.

According to Chomsky (1965), language phenomena is made up of two different notions: competence and performance. To make it clear, performance stands for the proficiency in language use while competence clarifies the ability to use language. Also, language competence cannot always explain how language is used. According to generative linguistics, linguistic competence of someone could enable making and commenting on infinitive sentences. For this reason, the aim of language teaching is to produce a structure that will achieve language production. Yet, there is a necessity of a distribution between what is known and how is said directs to the notions of linguistic competence and linguistic performance. Another theorist of the cognitive learning approach Ausebel (1981) argues that the learning progresses cumulatively. He states that new knowledge could only be developed on a grasped old knowledge. Learning is the mental perception process and is a creative process. However, upon creating a revolutionary effect in the first period of its emergence, this method has been exposed to various criticisms because of lacking care about communicative competence and, therefore, has prepared the necessary infrastructure for the emergence of a communicative approach.

One another methods applied to solve the problems in communicative requirements is Total physical response with its initial and following aims to develop listening comprehension skills and bring learners to the first step of oral expressions without any compulsion, respectively, through physical (motor) activities that fulfil oral orders (Demircan, 2012); as knowing as many as words in the target language is argued to increase the chance of being understood by speakers of that language (Edge, 1993). However, although the total physical response approach is suitable for use at the beginner level, its use at advanced level poses various problems.

The suggestopedia method developed by the Bulgarian educator and psychologist Gorgi Lozanov uses Soviet Union soul knowledge, yoga and Zen Buddhism techniques (Demircan, 2012). It offers both creating positive assumptions in learners' minds and preventing the negative assumptions which could inhibit their language learning potentials (Lozanov, 1978) developed after 1960, this method was used in many Eastern Bloc countries and then introduced in various European and North American countries such as England, France and Canada in the 1970s. In this method, the class order is designed to have the highest level of communication. Music is the most important communication tool. The class is organized in such a way that enables students sitting comfortably. The places are carpeted, the students sit in the seats and the teacher is in class. Dialogue production is at the centre. The dialogue in target language is first read aloud by the teacher. Later on, the students are informed in the target language and, if necessary, in the mother tongue. In the final stage, students try to memory the dialogue and structures in their minds accompanied by classical music. Before all this process is initiated, it is suggested to the students that they are new individuals and have different identities (Larsen - Freeman, 2000). Thus, it is aimed to get rid of the negative experiences of previous periods about language learning. This method does not actually seem to provide a different approach than the previous methods. However, its having an intensive training may provide a success in learning the target language for adults.

The silent way method in which teacher does not often talk and organize the process through selective rewarding is developed by Caleb Gattegno through 35 years of teaching and learning experience (Demircan, 2012). Richards and Rodgers (2001: 81) state that "It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible." Being a constructive approach, the silent way method is based on the sentence and the given constructs are processed through an inductive approach. Gattegno gave much importance to vocabulary teaching. Therefore, it was necessary to limit which words would be taught. Teaching is prior to learning (Larsen-Freeman 2000). The main purpose of the silent way method is to increase the basic auditory and verbal abilities of the students in the target language. In this direction, learners are expected to keep silent as much as possible at the beginner stage (Richards and Rodgers, 2001). Silence makes it possible to focus. The overall aim is to help the students have fluency in the target language. On the other hand, the immediate goals to be realized by the students are being able to give personal information while using the basic grammar rules learnt without ignoring pronunciation.

However, whether the approaches any introduced approach contributes to the communicative needs of language learning and teaching has always been discussed. In this respect, the last approach introduced to the area for communicative purposes is communicative approach. Also, it

has been discussed and developed since its introduction. In the following part, aspects and development of communicative approach is discussed.

2.2.1. Communicative Approach (CA)

Putting emphasis on purposeful and meaningful activities, making use of genuine elements and additional materials besides textbooks as well as various real life activities while avoiding mechanical drills in pair or group work activities (Yang and Cheung, 2003); CA has been an approved and acknowledged approach in the language teaching field for the last few decades (Savignon, 2001). Being highly accepted around the world, governments have made use of considerable financial and human resources for the purpose of providing learners with the necessary CA environment (Savignon, 2002).

Despite the fact that it has been approved and acknowledged for the last few decades, the origins of CA dates back further in the history. The idea that meaning should take precedence over structure has always been supported (Savignon, 2001). Yet, CA has been regarded as a new, context-based approach since 1970s as a counter-view towards traditional language teaching approaches. As opposed to the structuralism and behaviourism dominant in the language teaching approach, CA is regarded as the communicative British linguistic movement having aroused in the late 1960s (Hui & Jin, 2010). It was an innovation in the field that functional aspects gained importance with the tendency towards communicative competence as the ultimate aim of language learning and teaching (Stem, 1983; Richards and Rogers, 2001).

Four components of communicative competence argued (Brown, 2000; Skehan, 1998; Byram, 1997; Liao, 1997; Celce-Murcia et al., 1995; Bachman, 1990; Weir, 1988; Savignon, 1983 & 1997; Canale and Swain, 1980; Hymes, 1972) are:

1. Grammatical competence: Being also referred to as linguistic competence, the term grammatical competence stands for the level of grammatical and lexical efficacy. It means that a person with adequate level of grammatical competence knows the rules of morphology, syntax, sentence-grammar semantics and phonology. Being able to make and interpret meaningful statements being in the same direction with language code including the meanings attributed to them by native speakers.
2. Discourse competence: Expressing the level at which the intended meaning of the message is grasped and interpreted the term discourse competence refers to being able to generate proper sentences in discourse.

3. Socio-linguistic competence: Representing the level at which a speaker perceives the social environment of the language, socio-linguistic competence refers to having adequate knowledge of the socio-cultural rules of language and discourse. In other words, it means having a conscious mind in vocabulary, register, politeness and style in particular situations and conditions.
4. Strategic competence: Meaning the level of efficacy to introduce, develop, conclude and redirect communication, strategic competence means having adequate knowledge of not only verbal, but also non-verbal strategies to communicate in order for having the ability to developing the efficiency of communication and dealing with the disorders in communication. By means of having such a competence provides the speakers with the opportunity to express their statements and understand what is expressed to them by asking for clarification and restatement with the help of such strategy.

From this point of view, the idea that these four aspects of communicative competence should be acquired and developed through language learning and teaching process came into prominence. This innovation emerged as a result of British applied linguistics' priority about language teaching turned out to be functional and communicative aspects. The idea that developing communicative proficiency should take precedence over providing proficiency in structural patterns defended by British linguistics impressed contemporary and descendent scholars a lot (Hui & Jin, 2010; Savignon 2001). So, the origins of Communicative Approach is accepted to date back to 1960s around when structural and situational methods were common and learners' communicative needs were not met (Nunan, 1988; Richards & Rodgers, 2001).

Discussing its development in a chronological order, around the end of 1950s and beginnings of 1960s, Audio-Lingual Method was the most preferred foreign language teaching method. Depending on structural methods developed by linguists such as Bloomfield and Fries together with Skinner's behavioural method, Audio-Lingual Method regards language learning process as a habit formation formed with structural elements (Finocchiaro & Brumfit, 1983; Richards & Rodgers, 2001). After, Situational Language Teaching replaced Audio-Lingual Method and became the most preferred one in 1960s (Richards & Rodgers, 2001). In Situational Language Teaching, basic structures are taught through exercising on meaningful situational activities (Demircan, 1990).

Towards the mid-1960s, the displeasure with structural and situational methods caused discussions on these methods (Johnson, 1981; Nunan, 1988). Also, in his reference book *Syntactic Structures* (1957), the American linguist Chomsky states that the standard structural methods of that time fail to satisfy the most important features of language: creativeness and uniqueness. He,

additionally, criticizes the mentioned methods through adding meaning factor into his model. On the other side, English linguists emphasized the functional and communicative aspects of language which were thought to be disregarded in Chomsky's theory and language teaching approaches of that period (Richards & Rodgers, 2001). At the same time, Chomsky's (1965) theory describing a mere linguistic system or abstract grammatical knowledge from the point of speaker's competence was objected by Hymes (1971) in the US (Cai, 2008; Liao, 1997; Savignon, 2001). Cazden (1996) states that Chomsky's theory puts emphasis on the idea that abstract competence possessed by speakers makes it possible for them to form sentences without grammatical incoherency. The competence put forward by Chomsky is mentioned as linguistic competence by Hymes (1971), arguing it to be a limited aspect of a broader concept of communicative competence.

Besides, the developments in education all around the Europe caused the emergence of new methods in foreign language teaching. The growing cultural and economic cooperation among European countries revealed the necessity of learning and teaching major languages of European Common Market and Council of Europe (Richards & Rodgers, 2001). On the basis of this necessity, the methods providing language learners with the necessary skills for a better self-expression. It was observed by some educators that students fail to make proper sentences out of the classroom even though they succeed in doing so in classroom (Larsen-Freeman, 2000). This could be accepted as the evidence of the methods' disregarding communicative skills while putting emphasis on teaching structural patterns. Also, attention was drawn to the fact that it requires more than knowing structural patterns of a language to communicate in the classroom (Larsen-Freeman, 2000; Richards & Rodgers, 2001). More than just linguistic competence, being able to communicate requires acquiring the competence of being able to know what, when and how to say whom (Hymes, 1971). The mentioned discussions on the contemporary methods caused a shift from structural to communicative approach towards the end of 1970s and beginning of 1980s (Widdowson, 1990).

In response to the deficiencies of the structural theories putting much emphasis on the grammatical aspects of language use (Canale & Swain, 1950; Melrose, 1991); the 'newly recognized' modern CA has arisen depending on the new developments both in Europe and North America.

Communicative Approach has been one of the most preferred one among language teaching approaches of the recent decades (Brumfit, 2001). In recent years, language proficiency understanding has changed and the frameworks of language teaching have been much different from the previous claims (Bachman & Palmer, 1982). Theoretically, CA depends on developing individuals' communicative proficiency (Canale & Swain, 1980; Finocchiaro & Brumfit, 1983; Richards & Rodgers, 1986).

In modern linguistics, it has been Chomsky to put forward the terms ‘competence’ and ‘performance’ for the first time. Yet, his language and linguistics approaches have been criticized by many linguists (Canale & Swain, 1980; Hymes, 1971 etc.) for disregarding the social interaction factor of language learning and teaching process. The most serious objection has been by Hymes (1971) claiming that it is meaningless to grasp the rules of the grammar without learning the rules of the language itself.

Apart from some counter-discoursing minor groups, high percentage of English teachers today claim that they give much importance in developing communicative skills and therefore prefer to make use of communicative approach in the classroom. Yet, it is a question of fact whether they are well-informed about what CA is (Richards 2006). However, besides many discussions on its implementations in detail, there is a commonly agreed point about the nature of CA as it is clarified by Richards, et al. (1992) in the Dictionary of Language Teaching and Applied Linguistics as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence”. Being a relatively simple explanation, it briefly summarizes the ultimate points of the theory. Focusing on meaningful communication rather than structural patterns (Hui & Jin, 2010); and perceiving the main aim of language teaching as developing communicative skills (Liao, 1997), Communicative Approach (CA) is a set of principles enabling implementation of various methods in parallel with learners’ needs. Although, the variety of the methods and activities may lead to incoherence among implementers, Tong (2008) argues that activities could be preferred without any limitation as soon as they are communication-based. From this point forth, Savignon (1991) regards CA as a method associating both the process and the goals of language teaching.

Contrary to the traditional approaches prior to 1970s, considering language learning as a set of rules and forming a linguistic competence through intensive grammatical exposure (Richards and Rodgers, 2001); CA is based on learners’ intensive exposure to the language itself as the ultimate aim of the language learning process is acquiring communicative competence through making the learners be aware of the fact that language is the *tool* for communication (Hui & Jin, 2010; Liao, 1997). However, rather than avoiding the hegemony of structural aspects in classrooms through separating them from language teaching totally, CA favours combining both functional and structural aspects in such a systematic way that enables grasping the structure through functional means (Littlewood, 1981). Structural patterns still have an inevitable place in communication development. Yet, CA helps learners widen their boundaries further than structures through grasping communicative aspects of a language (Littlewood, 1981). In this sense, considering the fact that meaning has the precedence, the focus need to be on communicative functions in a classroom rather than developing sole linguistic competence through structural concerns (Brown, 2000; Widdowson, 1990).

Also, in contrast to the traditional classes where teachers are in the centre of the learning-teaching process, CA puts learners into such a central position where they are expected to be highly active; in constant communication with others around while the teacher acts as the counsellor, guide, organizer, and facilitator of the process (Liao, 1997). In this sense, Breen and Candlin (1980) argues the role of teachers as not only facilitating the communication process among the participants in the classroom through organizing a variety of activities and texts, but also acting in an independent manner within the learning-teaching process. In this sense, expectation from teachers is to organize the environment in such an interactive way that enables learners to learn in a social network. At this point, sociocultural theory Vygotsky (1978; 1994) could be related to the communicative learning environment with its social learning aspects.

2.2.1.1. Vygotsky's Sociocultural Theory and CA

Within the scope of sociocultural viewpoint, Vygotsky (1978; 1994) attributes individual development to social sources. Storch (2002) and Wertsch (1991) support this theory with the thought that learning takes place through internalizing social interactions. Also, Ohta (2000) shares this idea arguing that learners acquire the language by the way of social interaction through developing grammatical, expressive and cultural competence in parallel with their individual objectives.

Considering Vygotsky's sociocultural theory, *zone of proximal development* (zpd) arises as a non-negligible claim. For Vygotsky (1978), zpd is the gap between the level of development through individual problem solving and the level of potential development under adult supervision or in cooperation with more competent peers. Learning and teaching environment shaped in accordance with zpd makes use of social interaction empowered with person to person communication (Wells, 1999). For the purpose of making more use of this interaction, more capable members are required in the environment for providing assistance and scaffolding in parallel with the less competent students' needs. From this point of view, the tasks of teachers in language classrooms should be initiating and organizing active communications empowered with co-operation among students at upper and lower levels of competence (Ohta, 1995). Second language acquisition should take place in such a social interaction environment where more capable ones constitute a source for new learners just as it happens in first language acquisition with the difference that it is more difficult to interact with native speakers in second language learning-teaching environment (Ohta, 1995).

In addition to the scaffolding between teachers and students, *collective scaffolding* can take place among learners, as well (Ohta, 2000). Scaffolding among peers avails in terms of the fact that students who are teaching both learn new things and develop their present knowledge through

articulation (Allwright, 1984). An effective expert – novice relationship within a well-organized cooperation yields satisfactory results of scaffolding through collaborative dialogues including problem solving and knowledge building processes (Storch, 2002).

Students have a chance of making sense out of the mentioned content in target language through collaborative integration that charges students with problem solving and knowledge building activities. By means of ‘real life’ based activities, students learn to solve the communication problems arising from the gap between classroom experiences and the outer world (Allwright, 1984). Additionally, while making sense out of the mentioned content in target language, learners, either consciously or subconsciously, pay attention to the grammatical structure of the language through collaborative communication. Also, instructions help learners grasp the structure and function of the target language (Savignon, 2005). During interaction, “saying” and “what is said” could be referred as process, presenting meaning; and product, target to be reached, respectively (Swain, 2000).

To associate CA and Vygotsky’s sociocultural theory, also supported and developed by others as mentioned, the extent to which a meaningful and collaborative interaction, mostly among students in an expert – novice relationship rather than teacher – student interaction, makes sense in terms of providing novice learners a chance to gain communicative skills through exemplifications and instructions in target language while helping expert students re-build and develop their present knowledge. In a learning teaching environment organized within sociocultural perspective, learners develop skills to initiate communication, bridge the gap between classroom and outside world, overcome problem solving processes, and meanwhile acquire linguistic awareness through structural images embedded in certain contexts. In this sense, a CA classroom, in terms of sociocultural perspective, includes large amount of communication activities prepared and organized within a framework serving to form a meaningful interaction environment well in hand through negotiations and instructions.

2.2.1.2. Strengths and Weaknesses of CA

Various language teaching methods and approaches have been brought forward for decades. Yet, it still remains for linguistics, theorists, and teachers hard and unconvincing to regard one method or approach as the best one with all aspects. Significantly, it may not be a realistic idea to expect one approach to meet all needs and objectives of any region, institution or student. A method developed in one region of the world may unfit to one another region or educational system (Holliday, 1994; Kramsch and Sullivan, 1996).

Putting regional distinctions aside, Howatt (1984: 280) defined strong and weak aspects of CA as two versions: The weak version (Weak CA) “stresses the importance of providing learners with opportunities to use their English for communicative purposes” while the strong version (Strong CA) “advances the claim that language is acquired through communication.” Yet, because of not identifying the distinction between the two versions clearly, some kind of confusion about CA arises (Ellis, 1999). To put it more explicitly, the ‘strong’ CA argues the fact that language acquisition takes place through communication without any requirement to previous knowledge of the language while the ‘weak’ CA argues the necessity of activating existing or presented knowledge to through communication. That’s to say, the former claims ‘learning to use English’, the latter argues ‘using English to learn it’ (Howatt, 1984: 280)

Considering Vygotsky’s (1978) zone of proximal development (zpd) suggesting instructions that help learners grasp the structure and function of the target language (Savignon, 2005), sociolinguistic viewpoint underlies the weak version of CA. However, while bandying about structural and functional instructions, contrary to the previous thinking, the order of importance and consider has still shifted from structure to the communicative means and purposes (Finocchiaro and Brumfit, 1983), and the idea that grammatical and structural features form the primary units of language gives its place to functional and communicative meaning (Richards & Rodgers, 2001).

On the other hand, Strong CA promotes accuracy, as well, while primarily focusing on fluency. The tendency from Weak to Strong CA can be explained as “from content to processes of learning and procedures of teaching - in other words, to methodology” (White, 1988: 5).

Also, it could be disappointing for learners to shift from a classroom where CA is implemented to a daily life where it is hard to practice the competence earned. Deckert (1987) and Ellis (1996) argue the difficulty in the practicality of communicative competence outside the classroom in such countries as Brazil, Colombia, Japan (or Turkey) where English is not commonly of choice for communication in daily life. In such countries English may not be something beyond the classroom activities. Additionally, in such countries English learning is commonly regarded as a means of passing exams such as graduation or university entrance which makes learners step out of the communicative objective of language learning (Gorsuch, 2000; Li, 1998; Liao, 2000).

2.2.1.3. Research Based Studies on Communicative Approach within Turkish Context

In this chapter, the related research based studies on communicative approach are presented in parallel with the mostly studied aspects of the approach from not only learners’, but also in-service and pre-service teachers’ perspectives.

a) Studies from Students' Perspectives

Firstly, most important results of the study carried out by Coşkun (2011) was the fact that there is still much progress to be made in order to solve communicative skills based problems in foreign language teaching in Turkey. To begin with, in their study conducted on 26 high schools in Gaziantep to seek students' ideas about the way they are thought English, Bağçeci and Yaşar (2007) found that half of the students participated in the study claimed not to be pleased with the way they are though English within the scope of communicative purposes. They complained about the unattractiveness of the English classes and the lack of supportive material. The results show either the curriculum or the way it is implemented does not meet the needs of CA.

Also, in an experimental research by Tayhani-Temizgöl (2013) on 50 tenth grade students from a High School in Şanlıurfa in 2011-2012 academic year, CA was found to be more effective than GTM in terms of vocabulary teaching. In one another experimental study to make comparison between CA and GTM in terms of how influential they are on students' achievement, tenth grade students participated in the study in 2007-2008 academic year. Also in this study, Temizöz (2008) used pre-test post-test technique applied to the students. The quantitative data again revealed the superiority of CA over GTM.

Additionally, in his experimental study carried out on 52 sixth grade students at a Secondary School to investigate the benefits of teaching speaking and reading in an integrated way in pairs and groups in the classroom, Aktimur (2007) found that not only, teaching specific skills integrated through pair work or group work yielded much better results when compared to traditional ways, but also the students' levels of enthusiasm in taking part in the activates of group/pair work were higher. In partly contrast to Aktimurs' study, the results of the study Tok (2010) carried out on both students and teachers to investigate and compare teachers' and students' ideas of effective teacher behaviours revealed that students were more in favour of grammar-based approach against teachers' communicative based preferences. On the contrary of their teachers, students were found to be reluctant for taking part in group/pair work activities due to anxiety caused by their lack of speaking skills.

In a comparative study to compare the attitudes of the learners and teachers of two universities from Turkey and the UK towards the CA, Metin (2008) carried out the research on 50 prep class students and 10 English teachers from Abant Izzet Baysal University and Sussex University. The data obtained by a questionnaire revealed a significance difference between not only the learners, but also the teachers of the two universities. To clarify, participants of Sussex University were found to have more positive attitudes towards CA when compared to those of Abant Izzet Baysal University.

b) Studies from In-Service EFL Teachers' Perspectives

Even though students are at the centre of a learning teaching environment shaped within the requirements of CA, it could not be denied that teachers have an important role in the process. So, the research based studies carried out on in-service teachers in Turkish context are explained below in this section.

Firstly Karapirinler's (2006) study on foreign language teaching in private elementary schools revealed that the teaching process was in accordance with Common European Framework of Reference for Languages. The study also showed that among various teaching methods preferred by the teachers, CA was one of the most preferred one in private schools.

Also, the qualitative research study by Altınuç (2012) with 5 English teachers with the purpose of finding out the beliefs of English teachers' about CA in Turkey revealed that crowded classes, insufficient time for extra studies or works for a better reflection to the learning teaching process, central exam anxiety were the issues mostly complained by the participants in the implementation of CA in their classes. The results of the study suggested an urgent interference to the improvement of the in-service teachers within the requirements of CA.

Additionally, the study by Hunutlu (2011) with 111 English teachers from various parts of Turkey revealed that the participant teachers found it hard to teach in accordance with CA's requirement even though they have positive attitudes towards the approach. The reasons for this gap were claimed to be the most frequently complained insufficiencies of Turkish context.

Moreover, a study by Özşevik (2010) on the Turkish EFL teachers' understanding of English teaching and the difficulties and challenges they faced in the implementation of the CA in the Turkish context revealed that Turkish EFL teachers faced various problems originating from teachers, students, educational system or the CA itself while implementing CA. Despite their positive attitudes towards it, participants of the study claimed to be pessimistic about CA under present conditions.

In her study with 150 beginner level undergraduate and graduate students investigate whether the CA was utilized in grammar teaching at Çukurova University, Foreign Language Teaching Center, Emeli (1999) found that not only their practices, but also the teachers' beliefs were not in accordance with the requirements of CA. Its being conducted at an earlier year than the other studies could be a reason for this kind of difference especially in beliefs as CA had been introduced to the Turkish education system just two years earlier than the research.

The influence of the professional experience and English self-efficacy beliefs of 48 English instructors working at Yıldız Technical University School of Foreign Languages on their communicative language teaching practices was researched by Aliş (2008). The study showed that the participant instructors' self-efficacy beliefs and their attitudes towards CA were in the same direction. In other words, how efficient they believed to be in their professions were similar to their beliefs about it.

A study to investigate the difference between the awareness of novice and experienced language teachers about CA by Çimen (2008) on 14 teachers from different secondary and high schools revealed that novice teachers were more aware of the theoretical background of CA when compared to the more experienced ones.

Soğuksu (2013) carried out a study to investigate the reflections of the CA on the classroom applications in the tenth grade English lessons at three Anatolian high schools in Ankara during 2011-2012 academic year with the participation of 85 tenth grade students and 3 English teachers. The results of the study revealed similarly to the previous studies that applicability of CA in Turkish formal education at government schools seem to be hard under the present conditions because of the student numbers, seat orders, lack of materials etc. The classroom observations also showed that there was no focus on meaning, no real life situation based communication, and no learner-centred environment, which are the fundamental aspects of CA. Also, in a study with similar purpose to investigate the footsteps of CA in classroom environment conducted by Şeker and Aydın (2011) with tenth, eleventh and twelfth grade students at a high school, it was found that there was a big gap between the targets of the curriculum and the learning output. As it was limited with the target group, CA were not found to make and reasonable contribution to the language learning teaching process.

The comparative study by Karakaya (2005), which is similar to the study by Metin (2008), on 120 teachers to investigate the similarities and the differences in language teaching at schools in England and in Turkey found that the organization of learning teaching process in accordance with CA was better in England than Turkey, and one-way process in Turkish schools were opposed with two-way process in British educational institutions.

c) Studies from Pre-Service EFL Teachers' Perspectives

When compared to those of students' and teachers' perspectives, there is a lack of study on pre-service EFL teachers within the scope of CA. This increases the significance of the current study's contribution to the field.

To begin with, Yılmaz (2005) investigated the students' competence in using foreign language as a means of communication in the English departments of Dokuz Eylül University and Ondokuz Mayıs University. According to the results of the data collected from 307 undergraduates via a questionnaire, the students were found unable to use the foreign language in an efficient way for communicative purposes and the present teaching programs were not sufficient in terms of improving their communicative language skills.

The study by Akyel (2015) with 24 pre-service EFL teachers revealed that the participants make use of practice teaching and research engagement during their school practicum. Akyel, depending on the findings, also recommends the teacher research become an essential part of teaching and learning for the purpose of supporting teachers' professional learning.

Finally, for the purpose of finding out the influence of the CA on students' phrasal verb acquisition, Büyükkarcı (2006) conducted a study with students at Selçuk University English Language Teaching Department. The results of the experimental study by Büyükkarcı revealed that CA made significantly better contributions to learners' level of acquisition in comparison to traditional based approach. Meanwhile, even though it is a study from the perspective of learners, the pre-service EFL teacher characteristics of the participants made it reasonable to explain it in this section.

2.2.1.4. Roles and Significances of EFL Teachers in Communicative Approach

As it was stated before, however shaped the approaches or designed the curriculums are by developers and inspectors, their practicalities depend of the teachers' sufficient use of them. In other words, rather than the curriculum itself, it is the teachers who need to be qualified enough to implement it in the desired way within an approach. So, in this part of the present study, the focus is on the teachers within the scope of their roles in the implementation of the teaching approach.

With the introduction of CA, teachers are required to conduct learner-centred classes contrary to the former teacher-centred practices. Considering the main principles of CA mentioned in the previous sections, the basic roles of teachers in CA classes could be defined as first enabling communication among all participants in the classroom together with familiarizing participants with various activities and texts; and second, acting as an independent participant in the teaching and learning groups (Breen and Candlin, 1980). Regarding these operational roles in the classrooms, CA teachers are defined as being facilitators, group process managers, needs analysts and counsellors (Richards & Rodgers, 2001). However, the suggested facilitator role of the teacher recommending minor teacher talk while promoting more and more student talk during the classes could be handled carefully for avoiding another unexpected problem resulting from the less teacher

talk. O'Neill (2000) states that learners in the classrooms typically all speak the same language; Spanish in Madrid, Polish in Warsaw, Japanese in Tokyo (Turkish in Ankara) and so on. They do not use English outside the classroom and they rarely -if ever- hear it used by anybody else. There is only one person in the classroom that has a reasonable command of English who is able to engage them in active use of English in which they also hear someone using that language competently. That person is the teacher and CA insists on 'cutting teacher-talking-time to an absolute minimum'. So, while carrying out their roles in parallel with the requirements of CA in a classroom, teachers need to take the communicative principle (referring to the fact that learning should be promoted with activities bearing real-life communication performances), the task principle (referring to the fact that learning should be promoted with meaningful tasks), and the meaningfulness principle (referring to the fact that learning process should be promoted with meaningful language exposure) into consideration (Hui and Jin, 2010).

According to Richards and Rodgers (2001), teachers should assist students in identifying and understanding the value of communicative activities for their communicative competence development. The period of adjustment will help students become more familiar with CA, and, in consequence, allow them to benefit more from its activities.

The activities of CA for classroom interaction "forgoes much of the familiar and requires something different" (Deckert, 1987) as the students' native language (the familiar one) do not make much sense during the classes (Larsen Freeman, 1986), and therefore, the target language (something different) is the communication tool during activities in addition to classroom management by the teachers (Celce-Murcia, 1991) providing students with meaningful real life exposure suggested by Hui & Jin (2010). Littlewood (1981: 87) describes the teachers' roles in Communicative Approach as in the followings:

1. If learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items. If pupils cannot agree on any point, he can resolve their disagreement. In other words, he is available as a source of guidance and help. His presence in this capacity may be an important psychological support for many learners, especially for those who are slow to develop independence.
2. While learners are performing, the teacher can monitor their strengths and weaknesses. Even though he may not intervene at the time, he can use weakness as signs of learning needs which he must cater for later, probably through more controlled, pre-communicative activities. In this way he can maintain a constant link between pre-communicative and communicative activities in the course, each type reinforcing and providing input to the other.

3. There may be occasions when the teacher decides to exercise a more immediate influence over the language used. Most obviously, he may need to discourage learners from resorting to their mother tongue in moments of difficulty. He may also decide that a particular error is so important that he must correct it at once to prevent it from becoming fixed in the learners' speech.

Also, the way a teacher behaves in the implementation of a method depends on his or her beliefs about it, Richards (2006: 2) emphasises the roles of teachers' beliefs in the application of the CA as below:

“Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention “communicative” as the methodology of choice. However, when pressed to give a detailed account of what they mean by “communicative,” explanations vary widely.”

Additionally, one of the most important, sometimes the primary, problem to be dealt with in foreign language classes is the anxiety and inhibition which may also result from previous experiences. In such a situation, learners hesitate or even feel afraid of communicating with others around even if they have something to say together with the ability to do so. Littlewood (1981) suggest that the development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. Here arises the importance of the teachers' beliefs and professional knowledge base referring to the teachers' both field and pedagogic capability gained during teaching training program.

2.3. Teacher Beliefs, Self-Efficacy Beliefs and their Emphases in EFL Teaching

Teachers' role in a learning-teaching environment is claimed to be shaped by their teaching perceptions and preferences about a subject. Yet, in order to be able to comment on the teaching perceptions and preferences of teachers, their attitudes need to be mentioned, as well. Attitude could be defined as a fairly permanent system with cognitive and emotional factors and a behavioural tendency. Cognitive items related to attitude are argued to be shaped by beliefs which represent the knowledge and thought that the individual has about a phenomenon (Arkonaç 2001; Freedman, et al., 2003). According to the common viewpoints of anthropologists, social psychologists and philosophers, beliefs are the psychological understanding, propositions and arguments that are felt to be right about the world (Richardson, 1996: 102, also cited in Altan, 2012: 481). Beliefs consist of an eclectic mix of practical rules, generalizations, ideas, values and anticipations (Lowyck, 1994). Individuals act, behave, tend and make decisions in the direction of their beliefs (Bandura, 1977; Nisbett & Ross, 1980; Rokeach, 1968), and thus, beliefs constitute the source of individuals' attitudes (Şimşek, et al., 2003; Eren, 2004; Kağıtçıbaşı, 2006). When considered in the field of education, the concept of belief is regarded as philosophy, beliefs,

principles and opinions of the individual regarding learning and teaching (Haney, et al., 2003). Education beliefs include understanding, suggestions and arguments about education (Denessen, 1999). In this context, teachers' perceptions, attitudes towards learning and teaching processes, and thus, their classroom preferences could be claimed to be influenced by their beliefs about teaching. For the purpose of developing in service teachers' in-class performances, or developing pre-service teachers' trainings, focusing on and understanding teachers' belief systems seem to have a crucial emphasis (Bauch, 1982; Buchmann, 1984; Clark, 1988; Goodman, 1988; Enochs & Riggs, 1990; Wilson, 1990; Brookhart & Freeman, 1992; Pajares, 1992; Fang, 1996; Haney et al., 2002; Woolley, et al., 2004; Levin & Wadmany, 2005). Because the roles and responsibilities of teachers, their professional values and ethical principles, their decisions on planning, implementing and evaluating teaching process, and their class management skills can be said to be shaped by their beliefs about education. From this point, it could be claimed that individuals' teachings beliefs are shaped by the "Philosophy of Education" adopted by them (Pajares, 1992; Silvernail, 1992; Fang, 1996; Woolfolk-Hoy & Murphy, 2001; Rideout, 2006; Seshadri, 2008; Yılmaz, Altınkurt & Çokluk, 2011).

In order to have a grasp of the reasons lying behind beliefs, "Philosophy of Education" which is seen as a subdivision of philosophy, a branch of education, and a part of moral and social philosophy, could be discussed on. Initially, Philosophy of Education tries to explain the problems of education, concepts related to education, thoughts and principles (Ergün, 2009). Being claimed to determine teaching beliefs through shedding light on the purpose of education, roles of teachers and students; how the content, learning-teaching process and assessments would be, educational philosophies are names as "Prennialism, Essentialism, Progressivism, Re-Constructionism, and Existentialism".

Prennialism is based on realism and idealism. According to prennialism, individuals must be trained in parallel with universal principles and traditions, along with unchanging moral values (Sönmez, 2005; Ergün, 2009). Teachers are totally active and effective in the teaching of these values (Moss & Lee, 2010). In prennialism, school is a community establishment created specifically to improve the mental potential of a people (Guttek, 1997). The task of education is to ensure that the person uses the mind consistently, to bring it to the absolute truths in this way, to provide universal truth, and to make it feel free and happy (Başaran, 1978; Guttek, 1997). Being also based on idealism and realism, essentialism argues that the teaching of the sciences, arts and talents which were useful in the past must be reflected in the future. According to this thought, children, born without any knowledge, should be provided with the information of the past, in order to be collective and virtuous individuals (Guttek, 1997; Toprakçı, 2002; Sönmez, 2005). Teacher is seen as the person who transmits information in this movement (Moss & Lee, 2010). The task of the school is to transfer knowledge, which constantly accumulates in society, to students using the

traditional methods required by mental discipline (Varış, 1998). Progressivism is the practice of pragmatism in education claiming that all things are constantly changing (Yayla 2009). Unlike the traditional movements mentioned, it rejects universal and stable truths. Because all information is obtained through experiences that ultimately interact with the individual's environment, all areas of occupation in life must be included in the education programs. In another words, education is life itself. Students are active in the classroom and the teacher is only a guide. The educational environment should be democratic and students should not be punished (Sönmez, 2005). According to Re-constructionism, which is the continuation of this movement and is also based on pragmatism, education should rebuild society to overcome the cultural crisis of the age (Sönmez, 2005; Yayla, 2009). To accomplish this purpose, the school should reinterpret the core values of civilizations in the light of existing scientific knowledge (Toprakçı, 2002; Sönmez, 2005). Providing peace and happiness for people, realizing change through practice, bringing values such as love, cooperation, balance, and running a democratic way of life are among the purposes of education (Sönmez, 2005). According to Existentialism that emerged during the crisis period, human being is a free entity, and all things that would hinder his/her freedom should be countered (Ergün, 2009). Education in existentialism should create an intense consciousness and level of awareness in the learner. Individuals should be considered as free and creative individuals by choosing themselves in the center. Such a level of consciousness also produces answers about what kind of a life people want to have and what kind of individuals they want to be. The existential school suggests that individuals should base their experiences and experiences on their own perspectives (Gutek, 1997). Upon having a grasp of the reasons lying behind teacher beliefs, this section continues with further and deeper explanations about the concept of beliefs in parallel with teachers' professional knowledge bases.

There is a requirement for the teachers' readiness in terms of both the content itself and the way it is aimed to be transferred to the learners which refers to the pedagogical aspect of teaching. In addition to their roles in the learning teaching environment, teachers are actually professionals who are expected to have some specific professional knowledge base to conduct their professions effectively (Ornstein, 1977; Shedd & Bacharach, 1991, Parkay, 2006; Darling-Hammond, 2006). So, within the scope of teaching profession, the expectations from teachers are to have the required capability for helping students yield the maximum learning outcomes. In this aspect, Shulman (1987) argues that teachers need to have pedagogical content knowledge for helping the students grasp the subject matter in the easiest way through correct guidance.

The fact that language teachers are first of all teachers should not be ignored while thinking over EFL teachers (Faez, 2011: 31). In this regard, as all teachers of all disciplines, EFL teachers are expected to have an adequate knowledge and understanding of the curriculum without disregarding the social factors in addition to bearing the capability of organizing the subject

expected to be taught. Accordingly, Dijk (2013) argues that having a grasp of just language system, including grammar and vocabulary, could not be enough for a language teacher. The two belief system of EFL teachers including curriculum beliefs and language acquisition beliefs have a direct influence on EFL teachers' teaching performances through their decision-making preferences, behaviours and interactions with students while their knowledge base have an indirect influence on their teaching process. Accordingly, Hunter (1982: 5) argued that teaching is "a constant stream of professional decisions made before, during, and after interaction with the student" and that "students learn more through effective teaching than when they try to learn on their own". In other words, the act of teaching could be defined as being a dynamic process that calls for the interplay of a wide array of knowledge of expertise by means of which both the curriculum and the instructional decisions made by teachers have an indispensable influence on students' learning outcomes.

Additionally, whatever their content and professional knowledge levels are, teachers' beliefs still play an important role in the learning and teaching process. While the term 'belief' refers to a common concept studied broadly in the diverse fields of sociology, anthropology, psychology, philosophy and many other disciplines (Zheng, 2009: 74), as mentioned above, teachers' beliefs refer relatively in a more restricted way to teachers' subjective and idiosyncratic understanding of teaching (Richardson, 1996). It's being subjective and idiosyncratic could be explained with such a situation when two EFL teachers with equal knowledge prefer to teach the same subject in different ways because of the difference in their beliefs about teaching and learning. While one may prefer more structural based instructions supported with clarifications in the mother tongue, the other may prefer to teach even structures through communication activities with just in case clarifications in the target language. This difference could be clarified with the fact that teachers' priorities of teaching are shaped by their beliefs (Clark & Peterson, 1986; Pajares, 1992; Xing, 2009). Calderhead (1996) suggests examining teachers' beliefs under five headings. They are beliefs about learners and learning, beliefs about teaching, beliefs about subject, and beliefs about learning to teach, beliefs about the self and the teaching role. Regarding especially the last two, beliefs about learning to teach together with beliefs about the self and the teaching role, the term 'beliefs' mentioned stands for the teachers' not beliefs not only about their preferences, but also in their efficacies.

The fact that a teacher is equipped with sufficient knowledge does not mean he or she could be able to transfer it into practice effectively (Bandura, 1977a). Succession in this issue depends on one's belief in this efficacy. The sense of efficacy, also named as 'self-efficacy belief' by Bandura (1995), refers to one's beliefs of capability to organize and manage tasks in specific situations. Bandura (1991) supports this idea with the claim that the strength of the perceived self-efficacy determines one's own targets and motivation for reaching them. Moreover, people with more self-

efficacy perceptions seem more likely to deploy their attention and effort to the demands of the situation and are spurred by obstacles to greater effort (Bandura, 1986). Bandura (1982) points out four sources of self-efficacy information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states besides warning about the fact that sole efficacy perception could not make much sense without the existence of requisite skills (Bandura, 1977b, Schunk, 1991). Tschannen-Moran et al. (1998:223) defined teacher's self-efficacy beliefs as his or her perception on his or her capability to provide expected positive outcomes in a learning-teaching process even under undesired conditions. So, it could be said that there is a necessity of both curriculum and professional knowledge base surrounded with self-efficacy perception for maximum outcome of the learning teaching process.

This judgement, named as 'self-efficacy beliefs by Bandura (1986), is related with education in a teacher's self-perceptions on being whether sufficient or not for organizing and carrying out the classes in the way that the teaching tasks could be achieved successfully. Self-efficacy beliefs of the teachers are believed to have an important impact on the qualities of the teachers (Bandura, 1997; Pajares, 1992; Hoy & Hoy, 1998). In the light of the view discussed so far, teachers' knowledge-based efficacy beliefs need to be developed in addition to shaping their decisions. In this way, they develop their self-efficacy beliefs through their informed beliefs and teaching performances (Bandura, 1977, 1982, 1991, 1993, 2005) in order to maximize students' learning outcomes in the desired way. As a major source of information for self-efficacy (Bandura, 1982), EFL teachers' self-efficacy beliefs are directly shaped by their teaching performances in an either positive or negative way while their curriculum beliefs and language acquisition beliefs play a secondary role in shaping their self-efficacy beliefs. In other words, in order to achieve the learning teaching outcomes, teachers with a sense of efficacy, remain relatively more motivated despite inhibitions and obstacles (Hoy and Woolfolk 1990:282).

So, in the light of the definitions and comparisons on educational philosophy above, it could be argued that what kind of beliefs an in-service or pre-service teacher has is shaped mostly by the education philosophy he or she feels close to. From this point forth, EFL teachers beliefs, and their professional knowledge bases will be discussed in parallel with some research based studies in the next section.

2.3.1. Research-Based Studies on Teacher Beliefs, Self-Efficacy Beliefs and Their Emphases in EFL Teaching

The issues discussed in the previous sections focus on the question whether EFL teachers' beliefs about language teaching and their beliefs in their efficacy levels have an important influence

on their teaching preferences and behaviours. In this context, ideas and research based studies on beliefs of EFL teachers will be discussed in this part of the study.

The relationship between teachers' beliefs and practical teaching performances has been discussed in recent years. In this context, some studies focusing on various aspects of language teaching (Caner, 2010; Hatipoğlu, 2006; Bai & Ertmer, 2004; Johnson, 1992; Mori, 2002; Woods, 1991; Cundale, 2001; Farrell and Kun, 2008; Kim, 2006; Malony-Berman, 2004; Tam, 2006; Vibulpol, 2004) revealed significant interrelations between teachers' stated beliefs and their practical teachings while some others, again focusing on various aspects of language teaching, (Seban, 2008; Duffy and Anderson, 1984; Farrell and Lim, 2005; Hoffman and Kugle, 1982; Ng & Farrel, 2005; Maikland, 2001; Mitchell, 2005; Feryok, 2004; Choi, 2000; Yim, 1993; Young and Sachdev, 2011) revealed less significant relationship between teachers' stated beliefs and their practices.

A study by Basturkmen et. al., (2004) which investigated the relationship between the beliefs and practices regarding focus on form of three teachers in one setting revealed that teachers' practices and their beliefs they had stated before were interrelated. Additionally, their study showed that the older the teacher is the more is the relation between the stated belief and the practice within the limitations to the sample group of the study.

When it comes to focus on the studies within Turkish context, while it could be said that there are not adequate research based studies focusing on the relationship between EFL teachers beliefs and their practises, in her study conducted with eight Turkish EFL teachers to analyse the relation between their beliefs and their classroom performances in terms of oral correction, Ölmezer-Öztürk (2016) found that the participant teachers' beliefs and practices were different from each other in terms of the timing and types of oral correction feedbacks they used. Basturkmen, (2012) clarifies this difference by claiming that feedback, especially oral, is an unplanned reaction which takes places just in time, so these results yielding the difference between teachers' beliefs and practices should rarely surprise researchers.

The exploratory study by Uztosun (2013) seeking an answer to the question if there is a relationship between Turkish elementary school English teachers' espoused beliefs about the effective ways of teaching English and their self-reported practices revealed that even though the teachers participated in the survey believed to the fact that English teaching should focus on communicative aspects, they also admitted that they generally find themselves in a classroom environment where vocabulary memorizing and structural patterns are highly emphasized.

In their study aiming to examine whether teacher beliefs would play a role in their actual practices while teaching target language in early phases of primary education, Caner et al., (2010) obtained the results that the way teachers' beliefs were shaped had a significant influence on the way they behaved towards the young EFL learners.

Hatipoğlu (2006) carried out a comparative case study to explore English language teachers' beliefs, assumptions and knowledge about learner-centeredness and to see how they implement learner-centeredness in their classrooms. The results of her study revealed that teachers' in-class behaviours were significantly shaped by their beliefs about language learning and teaching process even though there were some differences between private and government school teachers.

In one another research on English teachers, Yavuz (2007) found that teachers' efficacies and their studies on professional field are interrelated, and teachers feel themselves as much better and more self-efficient as they are engaged in the activities. Also, in the study conducted by Büyükduman (2008), it was found that teacher candidates felt that they were the most inefficient in listening and writing English which sometimes made them avoid these kinds of activities.

In one another study by Coşkun (2011), to see if there is a difference between teachers' beliefs about CA and their practical behaviours in their classes, the data obtained by both an open ended questionnaire and classroom observations revealed that there was not a significance between their statements on their beliefs and their behaviours in the classroom. The participants attributed this situation to the negative influence of overpopulated classrooms, grammar-based tests, and their lack of spare time to prepare efficient materials for communicative purposes.

In his study carried out with language instructors at a university's School of Foreign Languages to investigate their perceptions about the CA and their use of this method in the classrooms, Diler (2013) found that the participants admitted not making use of CA in their classes even though they generally stated to have positive beliefs about the approach. Additionally, their statements revealed the fact that despite the course book they used was claimed to be a communicative based one, their students found it hard to transfer their outputs into real life situations.

Also, the results of a study by Bal (2006) with 20 in-service English teachers working at five different schools in Adana revealed that there was not a significant analogy between the teachers' stated positive beliefs and their classroom practices despite the fact that they were found to have adequate theoretical knowledge about CA. In parallel with Coşkun's study, the participants complained about the inhibitions such as crowded classes, traditional test types, and lack of inefficient materials.

Finally, Nishino's (2008) study aiming to investigate Japanese teachers' beliefs and practices within the scope of CA obtaining data from 21 secondary school teachers by a survey revealed that teachers were expected to make use of CA more efficiently provided that the educational conditions are changed in accordance with the approach. It was also found that contextual factors including class hours and class sizes have an indisputable influence on the teachers' beliefs and classroom practices.

In conclusion, in the light of the studies on EFL teachers' beliefs, efficacy beliefs and their teaching practices, it could be said that there are still some dissenting opinions and findings, which is the nature of social studies. Yet, as there is still lack of empirical data on the subject, this study has an importance in order to make some contribution to the field and play a part within the discussions.

2.4. Teachers Beliefs, Self-Efficacy Beliefs and Their Emphases in Pre-Service EFL Teacher Training

Since the late 1970s, the research on teachers' cognition has progressed through three distinct stages: research on teachers' planning, teachers' interactive thoughts and decisions, as well as teachers' beliefs and implicit theories (Zheng, 2009). Additionally, there have been various studies to investigate the factors lying behind the knowledges and beliefs of EFL teachers.

However, when thinking of the factors lying behind teachers' beliefs, their beliefs before they start teaching practically but still having a teacher training could be useful to study on. In this context, some studies such as Mak (2011) and Miller and Aldred (2000) have focused on the scope of pre-service teachers. There could be some factors to be attributed to the background of pre-service teachers' beliefs. As their beliefs and ideas about teaching profession could not be based on actual teaching experiences because of their lack of field work, pre-service EFL teachers' beliefs and ideas about teaching could be considered as their future expectations influenced by their learning experiences and observations during their education life. So, it could be said that pre-service EFL teachers' negative prior learning experiences may lead to undesired negative prejudices towards teaching (Mak, 2011, Pajares, 1992, Zheng, 2009). Likewise, whatever the current trend is or curriculum's expectations from them are, EFL teachers' approaches towards teaching is likely to be similar to the way they have been exposed to before (Mak, 2011). Additionally, Altan (2012: 482) suggest that 'language teachers, particularly those with little (or no) experience, may hold misconceptions or unrealistic beliefs about language learning that may be transmitted to their students, either explicitly or through their instructional practices.'

Moreover, the relationship between students' language learning beliefs and teachers' teaching beliefs could be associated well through a comparative approach towards pre-service EFL teachers as they are both students and prospective teachers in a close future. This fact may probably lead them to think bi-directionally: from not only a learner, but also a teachers' viewpoint. The researchers in the study of beliefs that have begun to stand out in the field of "Applied Linguistics" in the middle of the 1980s claim that language learners come to the language class with pre-acquired ideas and beliefs about language and language learning, and these beliefs point to what kind of expectations students have and how behaviours will occur during language learning (Abraham and Vann, 1987; Holec, 1987; Horwitz, 1987; Wenden, 1987, Altan, 2012). Effective education and training is believed to originate from a similarity between student and teacher beliefs. However, students bring their own interpretations to this process and these interpretations may not coincide with those of the teacher, which may result in disagreement and discordance (Barcelos, 2000). The claim that inflexible beliefs of language teachers about language learning have significant influences on their instructional preferences (Altan, 2006; Altan, 2012; Brown & McGannon, 1998; Breen, 1991; Diab, 2009; Harrington and Hertel, 2000; Horwitz, 1985; Peacock, 2000; Richards & Lockhart, 1996; Yang, 2000) could be strong determinant on the way teacher educators' would focus on shaping pre-service EFL teachers' beliefs in parallel with the new requirements, trends and innovations in language teaching.

2.4.1. Research Based Studies on Teachers Beliefs, Self-Efficacy Beliefs and Their Emphases in Pre-Service EFL Teacher Training

The issues discussed in the previous sections focus on the question whether pre-service EFL teachers' beliefs about language teaching and their beliefs in their efficacy levels have an important influence on their teaching preferences and behaviours. In this context, ideas and research based studies on beliefs of pre-service EFL teachers will be discussed in this part of the study.

In a study carried out with prospective EFL teachers on the effect of cultural background on teaching beliefs, Mak (2011) have found that beliefs arising from cultural influences seemed to inhibit the desire and curiosity towards exploring alternative pedagogical options on the ground that pre-existing beliefs of the participant such as emphasis on knowledge transmission influences beliefs of teaching. While EFL teachers' beliefs seem to have strong influences on their attitudes or talks during practises, their beliefs are, in turn, shaped by the reactions towards what and how they say and do (Zheng, 2009). Mark's (2011) study reveals example for this as one participant was needed to reflect on and alter her belief in teacher talk, when she was expected to apply her beliefs in a different teaching situation.

Besides, as a result of their study carried out within methodology class upon prospective EFL teachers' beliefs about CA experiences in Hong Kong, Miller and Aldred (2000) have realized the fact that participants' perceptions about CA shaped by previous learning has shifted at the end of the methodology course through discussion, evaluation, and reflection sessions during the classes, which are also suggested by them to be integrated into the teacher education programs. Yet, when it comes to the practice, the relationship between beliefs and practices are a bit more mutual than the expectations

When it comes to research based studies in Turkish context, first, Altan (2012) carried out a study with 217 full-time undergraduate students enrolled in English Language Teaching (ELT) programmes at seven state universities in Turkey. Depending upon the results of his study which revealed similar results with some previous researchers (Fox, 1993; Harrington & Hertel, 2000; Horwitz, 1985; Johnson, 1994; Peacock, 2001; Yang, 2000), Altan suggest that teacher educators should work on and correct teachers' or prospective teachers' faulty beliefs which may have negative influence on their present or prospective students learning in objection to Tattoo (1998) who argues the lack of empirical data on the influence of teacher education on teachers' beliefs.

Also, focusing only on self-efficacy beliefs, in his study to investigate the relationship between the level of language teaching anxiety experienced by pre-service EFL teachers and their language teaching self-efficacy beliefs Merç (2015) the results have revealed and suggested that it could be possible to develop teaching efficacies of pre-service FEL teachers through teaching practicums and the pre-practicum courses offered to them.

Additionally, as a result of their qualitative study with four prospective EFL teachers to examine the possible pedagogical beliefs of the English teacher candidates, their reflection in the classroom and their consistency, Karadağ and Üstünel (2017) found that although there were some aspects of consistency between the beliefs that four participants with English teacher candidates claimed to possess and the teaching approaches they demonstrated in practice, there was not consistency from many perspectives. It is thought that this consistency is due to children's ages and levels being low, the complexity of the real classroom environment, and the inexperience of their participants.

CHAPTER THREE

3. METHODOLOGY

3.1. Methodology of the Current Study

This is a descriptive survey study which includes both qualitative and quantitative data collection methods. Methodology part is comprised of four headings including methodology of the current study, participants of the study, data collection tools, and data analysis. This chapter presents the details of the methodology in terms of the overall research design, participants of the study, data collection instruments, data collection procedure, pilot study and data analysis.

In the present study, both qualitative and quantitative research methods were used as one part of the triangulation. Quantitative data was obtained through a pre-service teacher beliefs questionnaire. This was to understand senior degree pre-service teachers' beliefs about communicative competence development through communicative approach in Turkish context regarding both teacher-related and external factors such as student expectations, central syllabuses, classroom environments, students' and parents' attitudes.

However, the quantitative data obtained in this way did not allow for in-depth explanation of the factors lying behind the expectations and beliefs stated in the questionnaire. In other words, the idea that questionnaire alone could not be a sufficient way of data collection for the mentioned purpose, triangulation was required for data collection. For this reason, qualitative data was also incorporated in the design of the study. The inclusion of qualitative data was aimed at complementing the findings of the quantitative data. Through qualitative data to be obtained by the use of focus group interviews, it was intended to shed light on the factors behind the beliefs of senior degree pre-service teachers. Accordingly, four focus group interviews were conducted for promoting the data obtained by the questionnaire with a qualitative perspective. As triangulation was adopted in the data collection procedure of the current study, some aspects of it are explained in the following.

Triangulation refers to applying more than one methodology in the study of the same phenomenon. It is alternatively defined as making use of two or more methods for collecting data with the aim of studying human attitudes (Cohen and Manion, 1994). As both qualitative and quantitative methods are used to enrich the scope of the data collection process through different

dimensions, it could also be named as multi-method approach. Robson (1993: 371) states that triangulation provides a means of testing one source of information against other sources and that both correspondences and discrepancies are of value in such a way that the similar findings cross-validate each methodology, and discrepancies may require explanations by means of the investigation. Both qualitative and quantitative studies could include triangulation. Additionally, Cohen and Manion (1994: 236) define it as a method-appropriate strategy in order to found credibility of qualitative analysis and it turns out to be an alternative method for traditional criteria like reliability and validity. Four basic types of triangulation is listed below:

- time triangulation, involving time, space, and persons;
- investigator triangulation, which consists of the use of multiple, rather than single observers;
- theoretical triangulation, which consists of using more than one theoretical scheme in the interpretation of the phenomenon;
- methodological triangulation, which involves using more than one method and may consist of within-method or between-method strategies.(Cohen and Manion, 1994: 236)

Methodological triangulation, which is also the method applied in the present study, is the most frequent used one among these four types. This is because it provides more advantages than the others do. There are two subtypes of it. They are using different methods on the same objects of study and using same method on different occasions (Cohen and Manion, 1994).

Denzin (1989, cited in Nachmias, C. and Nachmias, D. 1996) state that as a research strategy, triangulation has the benefit of raising social scientists “above the personal prejudices that are originated from only single methodologies. By putting together more than one method within the same study, observers can partially overcome the problems that appear from using single method” (Nachmias, C. and Nachmias, D. 1996: 206).

Triangulation has two main advantages according to Cohen and Manion (1994). The first advantage is that the confidence. The first one is that since exclusive reliance on one method may distort or bias the researcher’s picture of reality, and since the researcher needs to be confident that the data in hand truly represents the reality, this confidence can only be achieved when different methods of data collection give almost the same results. For example, the more the outcomes of a questionnaire correspond to those of an observational study of the same phenomenon, the more the researcher will be confident about the findings.

The second advantage is that since some researchers use always the same methods and claim that they are familiar only with these methods, the use of triangular techniques will help to overcome the problem of “method-boundedness” (Cohen and Manion, 1994: 234).

3.2. Participants of the Study

Participants of the study are selected from senior degree pre-service EFL teachers who were willing to be teachers in the future. As the questionnaires and focus group interviews were conducted at both ELT and ELL departments, participants who planning to be teachers after graduation were included in the study. The aim of doing this was to avoid the invalidity of the data to be provided as the ultimate scope of the study is language teachers.

Convenience sampling is preferred. In this sampling method, members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility (Dörnyei & Taguchi, 2010).

As Table 1 also shows, 445 students in total from ELT and ELL departments of 8 universities from various parts of Turkey attended the survey. The universities where the survey was conducted are Karadeniz Technical University (46 ELL, 13 ELT), Atatürk University (48 ELT), Hacettepe University (32 ELL, 39 ELT), Cumhuriyet University (52 ELL, 19 ELT), Uludağ University (38 ELT), Ondokuz Mayıs University (36 ELT), Adnan Menderes University (48 ELL) and Gaziantep University (33 ELL, 41 ELT).

Table 1: Participants of the Study

		Frequency		Percent
Gender	Female	234		52,6
	Male	211		47,4
	Total	445		100,0
Age	20-22	172		38,9
	23-25	258		57,8
	26+	15		3,4
	Total	445		100,0
Department	ELL	211		47,4
	ELT	234		52,6
	Total	445		100,0
Institution	KTU	ELL	46	13,3
		ELT	13	
		Total	59	
	Atatürk University	ELL	-	10,8
		ELT	48	
		Total	48	
	Hacettepe University	ELL	32	16,0
		ELT	39	
		Total	71	
	Cumhuriyet University	ELL	52	16,0
		ELT	19	
		Total	71	
	Uludağ University	ELL	-	8,5
		ELT	38	
		Total	38	
	Ondokuz Mayıs University	ELL	-	8,1
		ELT	36	
		Total	36	
	Adnan Menderes University	ELL	48	10,8
		ELT	-	
		Total	48	
	Gaziantep University	ELL	33	16,6
		ELT	41	
		Total	74	
Total		445		100,0

3.2.1. Participants of the Focus Group Interviews

Among 445 pre-service EFL teachers who participated in the questionnaire, 19 female and 9 males participated in the focus group interviews with a total number of 28. As Table 2 shows, participants of the focus-group interview conducted with a duration of 42 minutes at ELT department of KTU are 4 female and 2 male students with a total number of 6; participants of the focus-group interview conducted with a duration of 46 minutes at ELT department of ATA-UNI are 6 female and 3 male students with a total number of 9; participants of the focus-group interview conducted with a duration of 51 minutes at ELL department of KTU are 6 female and 2 male students with a total number of 8; and participants of the focus-group interview conducted with a

duration of 38 minutes at ELL department of CU are 3 female and 2 male students with a total number of 5.

As stated above, all the participants were selected from prospective English teachers who voluntarily participated in the interviews with pleasure agreeing on the safety and privacy conditions including the audio recording. Table 2 shows the participants and the durations of each focus-group interview.

Table 2: Focus Group Interview Participants and Durations

	Department	Gender	Group Size	Duration
1.Focus Group interview	KTU-ELT	4 Female 2 Male	6	42 Minutes
2.Focus Group Interview	ATA-UNI ELT	6 Female 3 Male	9	46 Minutes
3.Focus Group Interview	KTU-DELL	6 Female 2 Male	8	51 Minutes
4.Focus Group Interview	CU-DELL	3 Female 2 Male	5	38 Minutes

Additionally, to keep their demographic information without giving any harm to their privacy, each participant of the focus group interview is coded according to a rule. The code of each participant is comprised of three letters and two digits. The first letter represents the first word of the university name (K,A or C); second letter represents the department (T or L); last letter represents the gender(F or M); and the two digits represent the number of the participant. For instance, KLF09 stands for (K)aradeniz Technical University, Language and(L)iterature Department, (F)emale, number 09. And ATM22 stands for (A)taturk University, Language (T)eaching Department, (M)male, number 22.

Table 3: Focus Group Participants' Demographic Information Coding

First Letter	
K	Karadeniz Technical University
A	Atatürk University
C	Cumhuriyet University
Second Letter	
L	Language and Literature Department
T	Language Teaching Department
Third Letter	
F	Female
M	Male
Example	
KLF09	(K)aradeniz Technical University, Language and (L)iterature Department, (F)emale, Participant Number: 09

3.3. Data Collection Tools

3.3.1. The Teacher Questionnaire

During the data collection of the present study, common methods and instruments are used because of the descriptive nature of it. Questionnaires are one of the most preferred types of data collection in surveys. One of the major advantages that questionnaires provide is that they give chance to reach large number of audience which is considered to be hard to obtain otherwise. Also, questionnaires can be applied to large numbers without wasting much time besides being easy to manage the process of it (Nunan, 1992; Openheim, 1992). The fact that it is very hard to ask for a clarification from the respondents upon its being completed is one of the main disadvantages of questionnaires. As the data collected within the present study included participants from various regions and universities, the standardization of the questionnaire questions, and efficient use of time was of importance. In this direction, four main strengths of questionnaires are listed by Munn and Drever (1995: 2) as below:

- an efficient use of time.
- anonymity.
- the possibility of a high return rate.
- standardized questions.

Yet, questionnaires have some limitations, as well, like all techniques have to some degree. Being aware of the advantages and disadvantages of the research methods applied strengthens the researchers' hands by means of taking the necessary precautions and being prepared against the possible difficulties, problems and faults.

Munn and Drever (1995: 5) outlined three main limitations of questionnaires. These are:

- the information obtained is likely to describe rather than explain why things are the way they are.
- the information that is obtained through questionnaires can be superficial.
- the time needed to draft and pilot the questionnaire is often underestimated and so the usefulness of the questionnaire is reduced if it is not prepared adequately.

Taking the recommendations of Munn and Drever into consideration, the findings of the present study obtained by the questionnaires are also supported by qualitative data obtained through focus group interview. Also, the piloting process was not neglected and the questionnaire

was piloted for three times at three places to rectify the possible mistakes. The piloting process of the questionnaire used is explained in detail in the following section.

In this study, in order to gather quantitative data, the questionnaire developed by Nishino (2012) to investigate the teachers' perceptions and practices regarding CA, and the relationships among their beliefs, practices, and other variables are used. As Nishino's study was to investigate perceptions of actively working teachers while the present study seeks answers to pre-services teachers' expectations about especially external factors such as students and school environments, some questions were adapted into future form. The questionnaire designed in a 5 Likert scale included 56 items. In terms of test reliability, Cronbach's Alpha coefficient item reliability is ,876.

There are many significant points that the researcher has to consider while preparing a questionnaire. One of the most important points is that the questions in the questionnaire must reflect the nature of inquiry and must elicit what they are intended to. Moreover, the instructions in the questionnaire must be clear and the respondents should not have any difficulty in understanding them. The format of the questionnaire must be clear and easy enough for a respondent to respond to. This point is particularly important because the respondent may not have a chance to ask for clarification. There must also be a logical order among the questions.

For the purpose of developing questionnaires which are valid, the information must be clearly defined previously, and must be specified as much as possible. In valid questionnaires all the questions are related to research questions, and the questions must be clear and unambiguous, must include only one concept at a time, and must ask for any information that the respondents are capable of answering. What is more, the questions must avoid negatives and double-barrelled questions (Oppenheim, 1992; Arber, 1993).

The pre-service teachers' beliefs questionnaire was divided into six sections. In the first section, questions related to beliefs about CA were asked. The data sought in this section was intended to see pre-service teachers' beliefs and ideas about CA. That is to say, their attitudes, whether positive or negative, towards main principles of CA was aimed to be sought in the first section.

In the second section, questions related to participants' self-efficacy beliefs in their foreign language skills were asked. The questions in this section were directly related to participants' language skills and aimed to find out pre-service teachers' beliefs about their four skills in addition to their knowledge of grammar and target culture.

In the third section, the questions were related to pre-service teachers' self-efficacy beliefs in CA. To clarify, the participants' perceptions about their capabilities about the principles requires by CA were investigated in this section.

In section four, the questions were related with the pre-services teachers' ideas about the teacher training program they had been attending at the university within the scope of CA. That's to say, to what extent they think the education they have taken at university has prepared them for a better grasp of CA was investigated in the fourth section.

In section five, the pre-service teachers' ideas about their future teaching career were investigated including their ideas about both themselves and the external factors such as student attitudes, parent behaviours, central syllabuses, school environments, materials etc.

In the sixth section, the pre-service teachers' beliefs about their previous education life were investigated within the scope of their English teachers. Clearly, their ideas about which methods or techniques they think they have been exposed to most or least during their English classes were sought in the last section of the questionnaire.

3.3.2. Piloting the Teacher Questionnaire

The teacher questionnaire in this study was piloted for three times on ten samples. One of the most crucial paces of preparing a strong and measurer questionnaire is piloting. It is also one of the prerequisites for successful and effective construction of a survey instrument (Oppenheim, 1992: 48). The result of the small number of respondents participating in the pilot works are not involved in the analysis process of the main study. That's to say, the respondents of the pilot works participate in the questionnaires to together with the researcher to express their ideas about to the questionnaire as feedbacks (Munn and Drever, 1995). Problems like typographical mistakes, overlapping response sets, ambiguous instructions, any type of difficulty in responding that may arise during data collection, problems of form could be identified by means of the feedback through piloting.

The samples consisted of five 3rd grade ELT students studying at Ataturk University, three 3rd grade ELL students studying at Karadeniz Technical University, and 2 English lecturers working at Bayburt University. They were asked to respond to the questionnaires, and reflect on any question that they thought should be modified or omitted. After the first treatment and modifications, the three ELL students were asked to pilot. In this second piloting they implicated some modifications as well. Upon the final piloting, carried out with the two lecturers, the subjects implicated some

changes, too. This process of piloting lasted three weeks. The modifications applied to each item in parallel with each piloting process are shown at Table 4.

Table 4: Modifications Applied After Each Piloting Process

	Items Before Piloting	Items After Piloting
First Piloting with five ELT Students	13. knowledge of target culture	13. considerable knowledge of English speaking nations' cultures.
	20. may have provided communication targeted materials.	20. may have provided materials for communicative activities.
Second Piloting with three ELL Students	8. the ability to listen to the others.	8. the ability to understand the others properly.
	11. the ability to write.	11. the ability to write correctly
	19. may have improved group/ pair work management skills.	19. may have improved my skills of managing group/ pair work.
Third Piloting with two Instructors	11. the ability to write correctly.	11. the ability to write properly for specific situations.
	25. parents will probably expect their children's success in central examinations.	25. parents will probably expect their children to study hard for central examinations. (TEOG,YGS etc.)
	36. I think I will use classroom English.	36. I think I will use classroom English. (Giving directions in English).
	46. I think I will use different techniques.	46. I think I will use OTHER techniques not mentioned here.
	47. classroom English.	47. classroom English. (Gave directions in English).
	56. different techniques.	56. OTHER techniques not mentioned here.

3.3.3. Focus Group Interviews

Focus group interview emerged as an alternative to negotiations in 1930s (Gizir, 2007: 3). Today, focus group interviews are widely used in academic studies (Morgan, 1997; Krueger and Casey, 2000; Bloor, Frankland, Thomas and Robson, 2001).

The origin of focus group interviews is social psychology and communication theories. This method, which is frequently used in market researches, is widely used in the study of social studies as the initial research. Although it is used in social sciences with one-on-one interviews and surveys, this method is actually one of the most systematic data collection methods. Detailed data obtained from focus group interviews validates basis for individual interviews and questionnaires (Kitzinger, 1995).

According to Bowling (2002), focus group interview is the unstructured interview between a small group and the leader, using the influence of group dynamics in discussion, acquiring in-depth knowledge and generate ideas while Krueger (1994: 8) defines focus group discussion as a carefully

planned discussion in an environment where individuals can freely express their thoughts. Focus group interviews can be defined as a qualitative data collection technique conducted within predefined guidelines while prioritizing the subjectivity of interviewees in accordance with the logic of this method and paying attention to the discourse of the participants and the social context of it.

The aim of the focus group interviews is to provide detailed and multi-dimensional qualitative information on the participants' experiences, tendencies, thoughts, perceptions, feelings, attitudes and habits (Stewart and Shamdasani, 1990, Kitzinger, 1994, 1995, Krueger, 1994, Bowling, 2002). An important aspect of the focus group negotiations is to create an environment that will provide participants an environment where they can freely express their views. In this sense, the most important advantage of focus group interviews is the emergence of new and different ideas as a result of intra-group interaction and group dynamics (Kitzinger, 1994, 1995). As a result of mutual interactions and associations, participants trigger feelings and thoughts in each other's minds; so that a rich information flow is provided. In this method, it is aimed to overcome obstacles such as group inhibition, social approval and social likeness and to reach the real perception, emotion and thought of the participants. In addition, as volunteering participants are involved, involuntary participation in the research is also prevented (Morgan, 1997).

In the light of the features of focus-group interviews above, four well-organized focus-group interview were conducted with 28 participants. The features of the participants of the focus-group interviews are stated in detail in the "participants" part of the chapter. Each of the four interviews was conducted in different places with different participants. The interviews were hold in peaceful and sincere environments owing to meeting the participants earlier than the interview hour and spending some time together to talk about daily issues for breaking the possible ice between the participants and the researcher. Fortunately, all of the participants were ready and eager to talk about the subject.

By means of the peaceful and sincere environments during the interviews, each participant was persuaded to speak and express his or her ideas about the subjects discussed. Table 5 shows the frequency of the participant expressions distributed to each topic.

Table 5: Focus Group Participant Statement Distribution for Each Topic

	Communicative Competence	Comm. Comp. in Education System.	Communicative Approach	Comm. Appr. in Education System.	Teacher Training for Course Books	Future Teaching Career	Teacher Training (Ideas)
KTF1	X	X			X	X	X
KTF2	X		X		X	X	X
KTF3	X	X	X	X			
KTM4	X	X		X		X	X
KTM5			X	X	X	X	X
KTF6		X	X			X	X
KLF8	X		X				
KLF9	X		X		X		
KLF10	X					X	X
KLF11	X	X	X				
KLF12		X		X		X	X
KLF13	X	X	X		X		
KLM14	X		X	X			
KLM15			X		X	X	X
ATF16	X	X			X		
ATF17	X		X	X			X
ATF18	X	X				X	
ATF19		X	X		X		
ATF20		X		X		X	X
ATF21		X		X			
ATM22	X	X	X	X		X	X
ATM23	X	X	X	X	X		
ATM24	X	X			X	X	X
CLF25	X	X	X			X	X
CLF26	X	X		X		X	X
CLF27	X	X			X		
CLM28	X	X	X	X			X
CLM29	X		X		X	X	

Just before starting the each interview, the participants were informed about the aim, details of the study and the emphasis of their contribution to it. They were also informed about the fact that any personal information, except for demographic, would be kept secretly and would never be shared with third persons.

Additionally, each interview was recorded by the recorder by two different audio recorders at the same time both to catch any talk without any lose, and decrease the risk of the saving losses to be caused during recordings. Also, the participants were informed about the record and they all approved it without any safety concern.

Later, all interviews were transcript manually by the researcher with the help of a computer engineer to avoid any risk of misunderstanding. Any speech of the participants were transcript without any prejudice and commentary by the researcher. Upon finishing the transcription through listening from one audio recording device, it was checked again through listening from the other device by which the interview was recorded, as well.

3.4. Data Analysis

In the present study, both qualitative and quantitative data analysis procedure was carried out as both methods were used for data collection.

The quantitative data collection tool was a questionnaire including 55 questions to indicate their opinions regarding research questions mentioned above. The numerical data obtained from 445 participants by the questionnaire was coded and entered into SPSS software and analysed. Comparison of internal variables between two independent variables was conducted with a Mann Whitney U Test, and comparisons between more than two groups were carried out via Kruskal due to the non-parametric nature of the data. Additionally, within these purposes, an expert on statistics was consulted and cooperated with during the analysis process for decreasing the fault risk in analysis and misinterpretation.

The qualitative data collection tool was focus-group interviews which were firstly transcribed and translated into English as mentioned above. Content analysis of the interviews was after categorizing the data in accordance with the research questions and certain themes emerged from the data. For analysing the data collected, transcribed and translated, the four steps of content analysis suggested by Yıldırım and Şimşek (2011) were followed. They are coding data, determining themes, organizing the codes and the themes, and defining and interpreting the data. Also, data coding is divided into three according to the way it is conducted. Among the three types of data coding, coding according to pre-determined concepts, coding according to the concepts inferred from the data, and coding within an overall frame (Yıldırım and Şimşek 2011), data coding in the present study is processed in parallel with coding according to pre-determined concepts. The reason for this selection is the nature of the present survey shaped around pre-determined semi-structured interview. Before starting coding, the researcher read the transcriptions of the focus group interviews several times and grouped the related sentences through highlighting each topic with a different colour to create concept maps from four focus group interviews. Following the categorization of the transcripts, they are coded thematically in a tabular way. Each theme is discussed and analysed under a specific title in the same order with the sub research questions.

CHAPTER FOUR

4. FINDINGS AND DISCUSSION

In this chapter, the findings and discussion of the study are presented. The findings of the data were analysed and presented both qualitatively and quantitatively in line with the research questions for a better relativity between research questions and the findings.

Also, Table 6 gives a descriptive outline of the mean answers to the question groups.

Table 6: Descriptive Statistics by Gender, Department and Age Group

			Beliefs about CA	Self-Efficacy Beliefs in EFL skills	Self-Efficacy Beliefs in CA	Ideas about Teacher Training	Ideas about Future Teaching career
Gender	Female	Mean	4,109	4,307	3,804	3,822	3,733
		N	234	234	234	234	234
		SD	,451	,491	,525	,794	,374
	Male	Mean	4,122	4,311	3,810	3,778	3,675
		N	211	211	211	211	211
		SD	,439	,454	,517	,787	,334
	Total	Mean	4,115	4,309	3,807	3,801	3,706
		N	445	445	445	445	445
		SD	,445	,473	,521	,790	,356
Department	ELL	Mean	4,008	4,345	3,722	3,260	3,700
		N	211	211	211	211	211
		SD	,422	,474	,553	,691	,361
	ELT	Mean	4,213	4,279	3,883	4,288	3,711
		N	234	234	234	234	234
		SD	,443	,472	,478	,507	,353
	Total	Mean	4,115	4,309	3,807	3,801	3,706
		N	445	445	445	445	445
		SD	,445	,473	,521	,790	,356
Age Group	20-22	Mean	4,176	4,339	3,739	3,934	3,730
		N	172	172	172	172	172
		SD	,355	,379	,459	,785	,339
	23-25	Mean	4,088	4,299	3,856	3,715	3,691
		N	258	258	258	258	258
		SD	,495	,528	,558	,793	,360
	26+	Mean	3,895	4,133	3,733	3,746	3,676
		N	15	15	15	15	15
		SD	,339	,423	,447	,625	,489
	Total	Mean	4,115	4,309	3,807	3,801	3,706
		N	445	445	445	445	445
		SD	,445	,473	,521	,790	,356

Table 6 clearly shows the fact that there are some differences among the agreement levels of different genders, departments and age groups with beliefs about CA, self-efficacy beliefs in EFL skills, self-efficacy beliefs in CA, ideas about pre-service teacher training, and ideas about future teaching career.

The mean scores of 234 female pre-service EFL teachers from both departments with regards to beliefs about CA is $\bar{X} = 4,10$, while the mean scores of 211 male pre-service EFL teachers from both departments with regards to beliefs about CA is $\bar{X} = 4,12$. With regards to their self-efficacy beliefs about their EFL skills, female participants' mean score is $\bar{X} = 4,30$ while it is $\bar{X} = 4,31$ for males. With regards to their self-efficacy beliefs in their CA competence, female participants' mean score is $\bar{X} = 3,80$ while it is $\bar{X} = 3,81$ for males. With regards to their ideas about their teacher training, female participants' mean score is $\bar{X} = 3,82$ while it is $\bar{X} = 3,77$ for males. With regards to their ideas about their future teaching career, female participants' mean score is $\bar{X} = 3,73$ while it is $\bar{X} = 3,67$ for males.

The mean scores of 234 pre-service EFL teachers from ELT departments with regards to their beliefs about CA is $\bar{X} = 4,21$, while the mean scores of 211 pre-service EFL teachers from ELL departments with regards to their beliefs about CA is $\bar{X} = 4,00$. With regards to their self-efficacy beliefs about their EFL skills, ELT students' mean score is $\bar{X} = 4,27$ while it is $\bar{X} = 4,34$ for ELL students. With regards to their self-efficacy beliefs in their CA competence, ELT students' mean score is $\bar{X} = 3,88$ while it is $\bar{X} = 3,72$ for ELL students. With regards to their ideas about their teacher training, ELT students' mean score is $\bar{X} = 4,28$ while it is $\bar{X} = 3,26$ for ELL students. With regards to their ideas about their future teaching career, ELT students' mean score is $\bar{X} = 3,71$ while it is $\bar{X} = 3,70$ for ELL students.

The mean scores of 172 pre-service EFL teachers aging between 20-22 from both departments with regards to their beliefs about CA is $\bar{X} = 4,17$, while the mean scores of 258 pre-service EFL teachers aging between 23-25 from both departments with regards to their beliefs about CA is $\bar{X} = 4,08$, and the mean scores of 15 pre-service EFL teachers over 26 from both departments with regards to their beliefs about CA $\bar{X} = 3,09$ for. With regards to their self-efficacy beliefs about their EFL skills, mean score of those between 20-22 is $\bar{X} = 4,33$ while it is $\bar{X} = 4,29$ for those between 23-25, and 4,13 for those over 26. With regards to their self-efficacy beliefs in their CA competence, mean score of those between 20-22 is $\bar{X} = 3,73$ while it is $\bar{X} = 3,85$ for those between 23-25, and 3,73 for those over 26. With regards to their ideas about their teacher training, mean score of those between 20-22 is $\bar{X} = 3,93$ while it is $\bar{X} = 3,71$ for those between 23-25, and 3,74 for those over 26. With regards to their ideas about their future teaching career mean score of those between 20-22 is $\bar{X} = 3,73$ while it is $\bar{X} = 3,69$ for those between 23-25, and 3,67 for those over 26.

Table 6 is for just giving a general outlook of the mean scores for each gender, department and age group. This is the reason for the lack of detailed comparison based explanations. The significance of each difference, if there is, will be discussed in further parts of the study.

4.1. Turkish Pre-service EFL Teachers' Beliefs about Communicative Competence

In this part, the beliefs of pre-service EFL teachers about communicative competence are analysed qualitatively within the light of the data obtained through focus-group interviews. The ideas of the participants are first categorized thematically and tabulated as Table 7 shows.

Table 7: Beliefs about CC and Its Emphasis in Turkish Context

Theme	Code
1. Beliefs about communicative competence	Accuracy should be totally ignored.
	Accuracy is a kind of 'luxury' while being able to express is a necessity.
	Just feeling able to speak is enough on its own.
	In mother tongue mistakes should not be tolerated. But in foreign language, they are tolerable.
	Fluency makes no sense without accuracy.
	Mistakes are available even in mother tongue.
	Fluency is as important as accuracy.
	Grammatical competence is important.
	Fluency should be supported with accuracy.
	Sociolinguistic competence is important.
	Strategic competence is important.
	Fluency is more important than accuracy.
	It is enough just to be able to express message whether in correct way or not.
	Discourse competence is important
2. Its emphasis in Turkish formal education	I remember not to speak during a whole class.
	Not just while speaking, writing is not developed much in this system.
	Qualified teachers are required more.
	Classroom environments are not suitable enough.
	Even during my university education, I do not think I am forced enough to communicate.
	I remember my previous teachers as "lecturing" in front of the class.
	Speaking and listening skills has gained importance in recent years.
	Grammatical competence has generally been emphasised mostly.
	Speaking was generally ignored during my previous education.
	Concern for future leads to focus on central examinations.
	Central examinations have a negative influence.

Also called as communication competence, the term communicative competence literally refers to not only the ability to use a language effectively, but also the tacit knowledge of it. Being first coined to the literature by Hymes (1972) as an objection to Chomsky's (1965) linguistic competence, communicative competence is now considered to include linguistic competence in it.

When their ideas about the term communicative competence are asked, the participants' answers varied to some degree depending on their perceptions about it. Yet, among 28 participants, some of their beliefs showed similarity to each other. The most common thought of the participants, which is stated for ten times, is that "it is being able to express ideas in one way or the other". So, among the themes categorized following the interviews, the idea that "*Discourse competence is important*" was uttered by the 11 of the participants. Additionally, 10 of the participants also revealed the idea that "*It is enough just to be able to express message whether in correct way or not*". To give some example to the statements of some students from different settings about the subject:

- KTF1 : Of course, accuracy is important. But in my opinion, it is the ability to express oneself in a way, rather than giving full attention to speaking correctly. If a person can sometimes make mistakes while speaking in their mother tongue, mistakes in the foreign language must be able to be ignored. The important thing is that someone can express himself / herself to the other side.
- KTM4 : If we think about the tourists coming to our country, for example, they can make a great mistake in their conversations and speak very well about what they mean to us, without speaking Turkish well. Structural errors, especially in foreign language learning, can be ignored in the first place.
- KLF9 : I do not know what the theory says about it, but I think that it can be evaluated in the sense that a student speaks fluently, or feels at a level that he or she can speak, could mean that the student has communicative competence. The situation may be different in the mother's course, of course. But speaking correctly without making any grammatical mistakes could be underestimated in foreign language.
- ATF16 : Being able to express the ideas regardless of the rule.
- CLM29 : Of course speaking without error is a sign of competence. Yet, it is not a measure of being communicatively competent. Being communicatively competent is a way of expressing a message to the recipient. While speaking fluently and regularly is a luxury, communicating the message is an impetus and may show competence.
- CLM28 : It is the level of mutual perception of the message.

However, beliefs of the participants in terms of grammatical and fluency concerns varied as 5 of the participants emphasized grammatical competence while 6 of them stated that fluency is more important than grammatical correctness.

Further, when their ideas about the emphasis of communicative competence in Turkish formal context were asked, the participants' answers varied to some degree depending on their beliefs about the issue. Yet, among 28 participants, some of their ideas showed similarity to each other. The most common thought of the participants is that central examinations have an indisputably negative influence on communicative competence. 19 of the participants uttered statements in parallel with the theme that "*Central examinations have a negative influence*". Also, 15 of the participants shared the idea that "*Concern for future leads to focus on central examinations*". So, the fact that, the central examinations concern arising from the future anxiety should be a matter of concern to be solved for a better communicative competence within Turkish

formal education system is the most common idea of Turkish pre-service EFL teachers interviewed. To give some examples from different settings about the subject:

- KTF3 : Obviously, although I think that there is a positive progress in this respect compared to old times, I think that it is difficult to be successful in public schools because of the reasons such as central examination stress and the economic reasons such as the crowded classes.
- KLF11 : I do not think developing communicative competence could not be considered in a future-oriented education system.
- ATF19 : Although we are about to graduate, it may be difficult for us to move our students forward in this regard, since we are inadequate in terms of communicative competence. The current education system aims at preparing our students for exams instead of making it possible for us to improve ourselves in this way.

Additionally, their ideas about their previous education life, especially at secondary and high schools, the participants mostly shared the idea that development of their speaking and listening skills was mostly underestimated. 10 participants uttered statements similar to the idea that “*Grammatical competence has generally been emphasised mostly*”; and 10 other speeches were uttered revealing the theme “*Speaking was generally ignored during my previous education*”. To give some example to the statements of some students from different settings about the subject:

- KTF1 : When I consider the education I have received in the past years, we were exposed to grammatical education methods instead of communicative activities. When I thought of English lesson, my mind came to the moment when my teacher painted the formula of “S + V + O” on the board.
- KTM4 : When I think of English courses I took in secondary education or in high school, I recall that communication was not given any importance. Perhaps, it was a situation that originated from my teacher. But even though I read the preparatory class in high school, I would found myself talking in class at most 2 or 3 times a week.
- ATF 16 : During high school and pre-school, we were confronted with a teacher image constantly conveying information to us on the board. The teacher was not directing the lecture but was in direct charge of information transfer in general. Even though the university has put us in a more active role, I would still like to have more lessons to improve our speaking skills here. In fact, I think that even if there are some of us to develop communicative skills, they are more of a self-taught, self-taught person who have developed themselves through self-efforts.
- CLM28 : When I think of the trainings I have taken so far, maybe at university it was a bit better - but we have not done much work to get us to talk. Rather, we would have had to work on solving test questions.

However, although some more negative ideas were put forward about the ‘ignored’ emphasis of communicative activities in Turkish formal education context, some of the participants share the idea that “*Speaking and listening skills has gained importance in recent years*” with new developments when compared to the previous years.

In conclusion, pre-service EFL teachers interviewed seemed to be seriously pessimistic about the emphasis of communicative competence in the education system they are planning to be

enrolled as teachers in the near future. Their complaints about the lack of emphasis on communicative skills in their previous educations sign to the fact that EFL learners expect to be exposed to and use the target language they are going to teach much more. Rather than focusing on structural patterns, they wish they had been educated in relatively more speaking and listening based ways.

4.2. Turkish Pre-Service EFL Teachers' Beliefs about Communicative Approach

In this part, pre-service EFL teachers' beliefs about communicative approach is analysed both qualitative and quantitatively.

1. The quantitative data obtained by pre-service teacher questionnaire is analysed and interpreted below:

The mean of participants' attitudes towards communicative approach according to gender, department and age groups, and whether the differences between these means are meaningful or not were analysed by using Mann Whitney U Test in independent groups for gender and departments, and Kruskal for age groups.

- a. Gender varieties

Whether the level of participation on the basis of expressions varies depending on gender is analysed as Table 8 shows.

Table 8: Beliefs about Communicative Approach by Gender

Gender		N	Mean Rank	Sum of Rank	p
Communicative Approach	Female	234	222,31	52021,50	,905
	Male	211	223.76	47213,50	

The mean participation level in the expressions about communicative approach is 223.76 for males while the mean level of participation in the females is 222,31. There is no significant difference between the mean levels of participation in expressions about communicative approach of males and females ($p = ,905$). Also in consideration of the data Table 6 shows, the results reveal the idea that the pre-service EFL teachers participated in the questionnaire seem to have positive beliefs about Communicative Approach regardless of the genders.

b. Department varieties

Whether the level of participation on the basis of expressions varies depending on departments is analysed as Table 9 shows.

Table 9: Beliefs about Communicative Approach by Departments

Department		N	Mean Rank	Sum of Rank	p
Communicative Approach	ELL	234	187,23	29505,00	,001*
	ELT	211	255.56	59430,50	

*p<0,05

The mean level in the expressions about communicative approach is 187,23 for ELL students while the mean level of participation in the ELT students is 255.56. There is a significant difference between ELL and ELT students' mean levels of participation in communicative approach expressions (p=,001). The level of participation of ELT students is significantly greater than the level of participation of ELL students. According to the results, also in consideration of the data Table 6 shows, it could be said that ELT students are more likely to adopt communicative approach in their teaching activities. This difference about the attitudes of both groups could be resulted from the curriculum variation between these two departments. Yet, the curriculum variability could be one another subject to be discussed in detail through other studies.

a. Age group varieties

Whether the level of participation on the basis of expressions varies by age groups is analysed as Table 10 shows.

Table 10: Beliefs about CA by Age Groups

Age Groups		N	Mean Rank	p
Communicative Approach	20-22	172	235,64	,019*
	23-25	258	219,30	
	26+	15	141,70	

*p<0,05

The mean level of participation in the communicative approach expressions is 235,64 for the 20-22 age group students, 219,30 for the 23-25 age group students, and 141,70 for 26+ age group students in the range of 1-5. There is a significant difference between participation levels of communicative approach expressions of age groups (p=,019). According to the results of the non-parametric pairwise comparison post-hoc test conducted to determine the group from which the difference originated, the participation level of 20-22 age group students is significantly higher than

the other two groups. There is no significant difference between participation levels of the 23-25 and 26+ age groups.

As it is going to be discussed later on in the qualitative analysis, some of the pre-service EFL teachers think the language teaching attitudes of the teachers, and even course books have changed in a more communicative way in recent years. Younger people may have more positive attitudes towards CA as they have been exposed to it more when compared with older ones. This idea could also be supported with the progressive decrease of agreement level in an inverse proportion with the increase in age groups.

1. The qualitative data obtained by focus group interviews is analysed and interpreted below:

In this part of the study, the pre-service EFL teachers' beliefs about communicative approach are analysed qualitatively within the light of the data obtained through focus-group interviews. The ideas of the participants are first categorized thematically and tabulated as Table 11 shows.

Table 11: Beliefs about CA – Thematic Distribution

Theme	Code
1.General ideas about CA	It may be acceptable especially at early ages.
	Skills of teachers are very crucial in this approach.
	It requires practice in real life
	Cognitive readiness should not be ignored
	Age variables should be considered.
	Teachers should be skilled at speaking.
	It is a relatively more student centred approach.
2. Positive attitudes towards CA	Teachers may adapt the 'system' to CA.
	It also teaches structures subconsciously.
	It gives pleasure to the teachers as well.
	It may create an enjoyable classroom environment.
	It promotes communicative skills.
3.Negative attitudes towards CA	In Turkish context, it may work only at preparatory classes.
	It may take relatively longer time to teach a subject.
	Students' readiness variability may be a problem.
	Concerning about keeping pace with the centralized curriculum may inhibit teachers' flexibilities.
	Any teacher may not be skilled enough for efficient language use.
	Teachers may tend to refrain themselves because of intense workload.
	Regional differences may cause problem in application.
	It may be hard to apply in crowded classes.
	It may increase teachers' workload.
	Practicing in real life is hard in countries like Turkey
	Central examinations may influence it negatively.

Being regarded as a new, context-based approach since 1970s as a counter-view towards traditional language teaching approaches (Hui & Jin, 2010), communicative approach puts emphasis on purposeful and meaningful activities, making use of genuine elements and additional materials besides textbooks as well as various real life activities while avoiding mechanical drills in pair or group work activities (Yang and Cheung, 2003).

When their ideas about communicative approach are asked, the participants' answers varied to some degree depending on their perceptions about it. Yet, among 28 participants, some of their ideas showed similarity to each other. The most common thought of the participants is its being an approach target of which is communication itself. So, 10 of the 28 participants uttered statements close to the idea that "*It promotes communicative skills*". To give some example to the statements of some students from different settings about the subject:

- KTF2 : CA is an approach that aims to improve communicative skills at first glance.
- KLF8 : ... However, if these problems can be overcome, it will greatly support communication skills.
- KLF13: : It may be very beneficial in terms of communicative skills provided that the teacher is mastered in the target language and good model for the students.
- ATM23 : The approach itself is very nice to the ear and evokes communicative skills.
- CLM28 : problems put aside, a nice approach that promotes communication in itself.
- CLM29 : Possible to success in developing communicative skills...

Also, considering the traditional methods putting the teacher in the centre of the learning and teaching environment, one of the most common idea about the approach is that "*It is a relatively more student centered approach*". Additionally, some ideas such as "*Skills of teachers are very crucial in this approach*", "*It requires practice in real life*", "*Cognitive readiness should not be ignored*", "*Teachers should be skilled at speaking*", and "*Age variables should be considered*" are shared and expressed during the interviews by various number of participants. Besides, from the point of the teachers, participants regarded it as a pleasuring and enjoyable approach to adopt and use in the classroom.

However, there are some negative ideas about communicative approach, as well. As being the major concern of the participants about communicative competence development, central exam issue is the most dispiriting factor for communicative approach, too. 6 of the participants uttered statements similar to the idea that "*Central examinations may influence it negatively*". This, again, emphasize the displeasing influence of central examinations on communicative aspects of language learning and teaching environment. Also, the idea that "*It may increase teachers' workload*" is shared by 5 participants. Actually, the intention of this idea is rather than CA's putting heavy burden on teachers, its being too much in addition to the already existing excessive workloads of language teachers at government schools. Additionally, the idea that "*Practicing in real life is hard*"

in countries like Turkey” is one another idea shared by 5 of the participants. The background of this concern is Turkey’s being a country with a very low portion of English speaking people as a foreign language, which is already the main scope of the present study. In some other countries where English is not the mother tongue like Turkey, one may have chance to practice his/her daily English acquisitions out of the classroom. But, in Turkey, it would be really hard for the learners to find someone for a qualified conversation in English out of the classroom. Lastly, one another most common idea uttered by 5 of the participants is that “*Regional differences may cause problem in application*”. Rather than being cultural, it is an issue related with economic conditions. Even if the classroom equipment of government schools are provided by central authority for every part of the country, some regions with better welfares may facilitate both the students and the classrooms within the bounds of their own possibility.

In conclusion, pre-service EFL teachers seemed to bare generally positive attitudes towards CA for communicative purposes. Yet, some matters such as central exams, economic conditions, regional differences and etc. are regarded as negative factors having influence on CA implementation.

4.2.1. Pre-service EFL Teachers’ Beliefs about Practicality of Communicative Approach in Turkish Formal Education System

In this part of the study pre-service EFL teachers’ beliefs about practicality of communicative approach in Turkish formal education system is analysed qualitatively within the light of the data obtained through focus-group interviews. The ideas of the participants about the issue is first categorized thematically and tabulated in Table 12 below.

Table 12: Beliefs about the Practicality of CA in Turkish Context – Thematic Distribution

Theme	Code
1. practicality	It may be acceptable at preparatory classes or at private courses.
	With equipped teachers, it may be very useful:
	With visual and audial equipment, it may be useful.
	New course books facilitate its applicability.
	In-service trainings may facilitate its applicability.
	But for the external factors, it may be useful.
2. non-practicality	Parents may expect traditional methods.
	An approach may not have the same results in every part of the world.
	School administrations may expect more multiple-choice focused works.
	Teachers’ negative self-efficacy perceptions may inhibit them.
	It may be hard to change the attitudes of especially older teachers.
	Its short-term gains are hard to measure at central examinations.
	Turkish teachers are raised with and accustomed to traditional methods.
	Classes are too crowded in government schools to apply.
It seems like a utopic approach for Turkish formal education system.	

CA is considered in terms of applicability within Turkish formal education concept for shedding light on the Turkey aspect of the approach.

When their ideas about the suitability of communicative approach in Turkish formal education system are asked, the participants' answers varied to some degree depending on their perceptions about it. Yet, among 28 participants, some of their ideas showed similarity to each other. Even if there are some weak positive views about the issue, the most commonly used positive view is that "*New course books facilitate its applicability*". Apart from it, there seems to be not much more idea in favour of CA in Turkish context. 4 of the participants agreed on the idea that "*But for the external factors, it may be useful*". As it is not possible to avoid all the external factors immediately, even this favouring one seems to be a negative idea about the subject.

Yet, when it comes to 8 of the participants think that "*It seems like a utopic approach for Turkish formal education system*". That's to say, despite believing in its effectiveness in developing communicative competence, CA is thought not to be a suitable approach in Turkish formal education system by most of the participants. The idea that "*Classes are too crowded in government schools to apply*" is mentioned by 7 participants. As communicative activities and even measurement methods offered by CA seems to be acceptable in uncrowded classrooms according to the participants. Also, in addition to physical conditions, the fact that most Turkish teachers working now are more accustomed to traditional methods with which they have been raised; and the negative influence of these teachers through commenting on more CA tending teachers are thought to pose problems for CA in Turkish context. To depict commonly viewed ideas:

- KTF03 : I think the suitability of it to the system is open to discussion. Because the approach that works anywhere in the world may not work elsewhere. Above all, the vast majority of teachers in the education system have grown up learning English through traditional methods. I cannot expect these teachers to quickly adapt themselves to new developments. At least, in-service training is a must.
- KLM14 : I think implementing private institutions, courses or at least government schools in preparatory classes can have very fruitful results. But in the current system it is unlikely to be implemented in state schools, especially in intermediate classes.
- ATF20 : I think it is very difficult to apply our educational system, which is teacher-centred, with exam-oriented work for all lessons, not only in English. Although it seems to be very successful within itself, I think the situation can be a little challenging in our system.
- ATM23 : At present there are technical subdivisions to better implement the Communicative Approach at school, but as my friends have said, teachers cannot effectively use these enhancements as a negative reflection of pre-university or college education. They are influenced by traditional approaches.
- CLF26 : It can be a really utopic approach in an education system where students who are going to win the future with exams that cannot measure communicative competence are raised.

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4.3. Turkish Pre-service EFL Teachers' Self-efficacy Beliefs in Communicative Approach

In this part of the study, the quantitative data obtained by pre-service EFL teacher questionnaire about Self-Efficacy beliefs of pre-service EFL teachers in communicative approach is analysed.

The mean of participants' Self-Efficacy beliefs in communicative approach according to gender, department and age groups, and whether the differences between these means are meaningful or not were analysed by using Mann Whitney U Test in independent groups for gender and departments, and Kruskal for age groups.

a. Gender varieties

Whether the level of participation on the basis of expressions varies depending on gender is analysed as Table 13 shows.

Table 13: Self-Efficacy Beliefs in Communicative Approach by Gender

Gender		N	Mean Rank	Sum of Rank	p
Self-Efficacy Beliefs in CA	Female	234	225,64	52800,50	,644
	Male	211	220,07	46434,50	

The mean participation level in the self-efficacy beliefs about communicative approach is 225,64 for females and the mean level of participation in the males is 220,07. There is no significant difference between the average levels of participation in Self-Efficacy beliefs about communicative approach of males and females ($p=,644$). Also, in consideration of the data Table 6 shows, both groups seem to have positive ideas about their self-efficiency levels in their grasp about CA.

a. Department varieties

Whether the level of participation on the basis of expressions varies depending on departments is analysed as Table 14 shows.

Table 14: Self-Efficacy Beliefs in CA by Departments

Department		N	Mean Rank	Sum of Rank	p
Self-Efficacy Beliefs in CA	ELL	234	201,07	42426,00	,001*
	ELT	211	242,77	56809,50	

* $P<0,05$

The mean participation level in the Self-Efficacy beliefs about communicative approach is 201,07 for ELL students while the mean level of participation in the ELT students is 242,77. There is a significant difference between ELL and ELT students' level of participation in Self-Efficacy beliefs about communicative approach ($p=,001$). The level of participation of ELT students is significantly higher than the level of participation of ELL students. Also in consideration of the data Table 6 shows, the level of participation of ELT students is at the “agree” level while the level of participation of ELL students is between “neutral” and “agree”. Yet, the reason of this significance could not be clarified at this point. In further studies focusing on curriculum differences or maybe preference differences between the students of each department, the reason for this significant difference could be analysed in detail.

a. Age group varieties

Whether the level of participation on the basis of expressions varies depending on age groups is analysed as Table 15 shows.

Table 15: Self-Efficacy Beliefs in CA by Age Groups

Age Groups		N	Mean Rank	p
Self-Efficacy Beliefs in CA	20-22	172	233,05	,066
	23-25	258	238,52	
	26+	15	230,33	

The mean level of participation in their self-efficacy beliefs in communicative approach is 233,05 for the 20-22 age group students, 238,52 for the 23-25 age group students, and 230,33 for 26+ age group students in the range of 1-5. There is no significant difference between age groups' level of participation Self-Efficacy beliefs about communicative approach ($p=,066$). Also in consideration of the data Table 6 shows, participation of all age groups seem to feel themselves good at CA implementation.

4.3.1. Turkish Pre-service EFL Teachers' Self-Efficacy Beliefs in their EFL Skills

As teachers are the preliminary models of language learners, the emphasis of the teachers' EFL proficiency in a learning teaching environment is supposed to be high. What's more, the extent to which a teacher, as for all individuals in any skill, believes in his or her proficiency in EFL skills has a indisputable influence on the level he or she makes use of it. As Bandura (1977a) states, the fact that a teacher is equipped with sufficient knowledge does not mean he or she could be able to transfer it into practice effectively. Succession in this issue depends on one's self-perceptions on this efficacy. This judgement, named as 'self-efficacy' beliefs by Bandura (1986), is related with education in a teacher's self-perceptions on being whether sufficient or not for organizing and carrying out the

classes in the way that the teaching tasks could be achieved successfully. That's to say, self-efficacy beliefs of the teachers are believed to have an indisputable impact on the qualities of the teachers (Bandura, 1997; Pajares, 1992; Hoy & Hoy, 1998).

So, being a determinant factor in CA implementation, self-efficacy beliefs of pre-service EFL teachers in their EFL proficiencies is analysed quantitatively in this part of the study. The mean of participants' EFL self-efficacy beliefs according to gender, department and age groups, and whether the differences between these means are meaningful or not were analysed by using Mann Whitney U Test in independent groups for gender and departments, and Kruskal for age groups.

a. Gender varieties

Whether the level of participation on the basis of expressions varies depending on gender is analysed as Table 16 shows.

Table 16: Self-Efficacy Beliefs in EFL Skills by Gender

Gender		N	Mean Rank	Sum of Rank	p
Self-Efficacy Beliefs in EFL Skills	Female	234	225,10	52673,50	,715
	Male	211	220,67	46561,50	

The mean participation level in the EFL self-efficacy beliefs expressions is 220,67 for males and the mean level of participation in the females is 225,10. There is no significant difference between the average levels of participation in EFL self-efficacy beliefs expressions of males and females ($p=,715$). Also in consideration of the data Table 6 shows, both groups are somewhat higher than the level of "agree". This result seems persuasive as most of the pre-service EFL teachers seem to feel self-efficient in their EFL proficiency levels. The fact that a teacher believes in certain skills of his or her makes him or her feel more self-confident in a classroom environment. This promotes the quality of learning teaching process.

a. Department varieties

Whether the level of participation on the basis of expressions varies depending on the departments is analysed as Table 17 shows.

Table 17: Self-Efficacy Beliefs in EFL Skills by Departments

Department		N	Mean Rank	Sum of Rank	p
Self-Efficacy Beliefs in EFL Skills	ELL	234	233,73	49317,50	,092
	ELT	211	213,32	49917,50	

The mean participation level in the EFL Self-Efficacy beliefs expressions is 233,73 for ELL students while the mean level of participation in the ELT students is 213,32. There is no significant difference between ELL and ELT students' level of participation in EFL self - efficacy beliefs expressions ($p=,092$). Also in consideration of the data Table 6 shows, the participation levels of both ELL and ELT students are somewhat higher than the level of “agree”. The fact that participants enrolled at both ELL and ELT department feel self-efficient in their EFL proficiencies may not mean that they all feel self-confident on the same skills. For seeing whether there is a difference in their beliefs in certain skills, each skill including Listening, Speaking, and Reading, Writing skills, Grammar knowledge and Target culture knowledge is analysed separately according to departments below.

a. Department varieties on certain skills

Whether the level of participation on the basis of expressions on certain skills varies depending on the departments is analysed in the following table.

Table 18: Self-Efficacy Beliefs in each EFL Skill by Departments

Department		N	Mean Rank	Sum of Rank	p
Listening skill	ELL	211	196,44	41448,50	,001*
	ELT	234	246,95	57786,50	
Speaking skill	ELL	211	211,95	44722,50	,059
	ELT	234	232,96	54512,50	
Reading skill	ELL	211	265,29	55975,50	,001*
	ELT	234	184,87	43259,50	
Writing skill	ELL	211	201,14	42441,50	,001*
	ELT	234	242,71	56793,50	
Grammar knowledge	ELL	211	211,06	50533,50	,058
	ELT	234	233,77	54702,50	
Target culture knowledge	ELL	211	286,10	60366,50	,001*
	ELT	234	166,10	38868,50	

* $p<0,05$

As Table 18 shows, the level of participation in self-efficacy beliefs about listening skills, reading-comprehension skills, writing skills, and having enough knowledge about the target cultures varies significantly depending on the departments. Among the significantly variant expressions, self-efficacy beliefs expressions about listening skills ($p=,001$) and writing skills ($p=,001$) seem to be more agreed upon by ELT students while self-efficacy beliefs expressions about reading skills ($p=,001$) and having target culture knowledge ($p=,001$) seem to be more agreed upon by ELL students.

Indeed, the reasons from where these significant differences in certain skill beliefs may be nothing more than a guess within the scope of the present study and need to be studied in more detail through surveys supported with curriculum analysis. Yet, if it is to make a guess about the issue, it could be said that participants enrolled at ELL department may feel more self-efficient in their reading skills and knowledge about target culture because of the fact that they are expected to read relatively more literary texts because of the requirements of their department. Through reading literary texts, they may think they have developed not only their reading comprehension skills, but also their knowledge about the target culture embedded in the texts. However, there could be no comment to be made about the significant difference in ELT students' Self-Efficacy beliefs in listening and writing skills. As stated, these obscure but significant results could be clarified by means of further research on the subject.

a. Age group varieties

Whether the level of participation on the basis of expressions varies depending on age groups is analysed as Table 19 shows.

Table 19: Self-Efficacy Beliefs in EFL by Age Groups

Age Groups	N	Mean Rank	p
Self-Efficacy Beliefs in EFL Skills	20-22	172	223,19
	23-25	258	226,18
	26+	15	166,10
			,208

The mean level of participation in the EFL Self-Efficacy beliefs expressions is 223,19 for the 20-22 age group students, 226,18 for the 23-25 age group students, and 166,10 for 26+ age group students in the range of 1-5. There is no significant difference between age groups' level of participation in EFL – self – efficacy beliefs expressions ($p=,208$). Also in consideration of the data Table 6 shows, the level of participation of all age groups is at “agree” level.

4.3.2. Influence of Pre-service EFL Teachers' Self-Efficacy Beliefs in CA on Their Beliefs about It

The emphasis of self-efficacy belief in certain subject or skill on the way it is perceived is discussed above in previous parts (Eg. Pre-service EFL Teachers' self-efficacy beliefs in EFL). So, if there is a correlation between the way the participants perceive CA and their self-efficacy beliefs in it is analysed.

When the correlation between perceptions about CA and Self-Efficacy beliefs in CA is analysed as Table 20 shows;

Table 20: Correlation between CA Beliefs and CA Self-Efficacy Beliefs

		Self-Efficacy beliefs in CA
Communicative Approach Beliefs	r	,406**
	p	,000

There is found to be a meaningful correlation between these two notions with a level of %40,6. It could be argued that pre-service EFL teachers' self-efficacy beliefs about Department have a significant influence on the way their attitudes towards it. From this point, referring to the significant difference between the self-efficacy beliefs of ELL and ELT students in CA; and the significant difference between the perceptions of ELL and ELT departments about CA, it could be said that the reason why ELT students have better attitudes towards CA is because of the fact that they feel themselves better at CA when compared to ELL students, or vice versa.

This correlation found seems to support the idea that the extent to which a certain subject or skill is believed to be efficient in has a significant influence on the way it is perceived.

4.3.3. Influence of Pre-service EFL Teachers' Self-Efficacy Beliefs in EFL Skills on Their Efficacy Beliefs in CA

As being competent at a certain subject depends on being competent at its sub divisions, the subdivision of a language teaching approach could be said to be the proficiency in the language to be thought. From this viewpoint, the correlation between the participants' self-efficacy beliefs in EFL and their self-efficacy beliefs in CA is analysed in this part of the study.

When the correlation between EFL self-efficacy beliefs and communicative approach self-efficacy beliefs is analysed as Table 21 shows;

Table 21: Correlation between Self-Efficacy in CA and EFL

		Self-Efficacy Beliefs in Communicative Approach
Self-Efficacy beliefs in EFL	r	,191**
	p	,000

There is found to be a meaningful correlation between these two notions with a level of %19,1.

From this point, it could be argued that pre-service EFL teachers' Self-Efficacy beliefs in EFL have a significant influence on their Self-Efficacy beliefs in CA implementation. In other words, the more they feel themselves efficient in EFL, the more they feel self-efficient in CA.

4.3.4. Pre-service EFL Teachers' Ideas about Their Graduate Program about Training Them for the Teaching Career

As self-efficacy beliefs are thought to be determinant in perceptions about subject matters of this study, the most probable determinant of the participants' self-efficacy beliefs, the education they have received at university, is to be analysed to some extent within the scope of the study. So, in this part, ideas of senior degree pre-service EFL teachers about the teaching program they have graduated from is analysed both qualitatively and quantitatively.

First, their ideas about the education program they have graduated is analysed quantitatively through pre-service ELF teacher questionnaire. Then, the degree to what they feel themselves prepared for the course books they are going to use when they start teaching is analysed in the light of the focus group interviews. Lastly, their ideas about the education program they have graduated is analysed again qualitatively in the light of the focus group interviews.

1. The quantitative data obtained by pre-service teacher questionnaire is analysed and interpreted below:

The mean of participants' ideas about pre-service teacher training according to gender, department and age groups, and whether the differences between these means are meaningful or not were analysed by using Mann Whitney U Test in independent groups for gender and departments, and Kruskal for age groups.

- a. Gender varieties

Whether the level of participation on the basis of expressions varies depending on gender is analysed as Table 22 shows.

Table 22: Beliefs about Pre-Service Teacher Training by Gender

Gender		N	Mean Rank	Sum of Rank	p
Beliefs about Pre-Service Training	Female	234	227,20	53164,00	,467
	Male	211	218,35	46071,00	

The mean participation level in the beliefs about pre-service teacher training is 227,20 for females and the mean level of participation in the males is 218,35. There is no significant difference between the average levels of participation in ideas about pre-service teacher training of males and females ($p=,467$). Also in consideration of the data Table 6 shows, both groups seem to have positive ideas about their teacher training.

a. Department varieties

Whether the level of participation on the basis of expressions varies depending on departments is analysed as Table 23 shows.

Table 23: Beliefs about Pre-Service Teacher Training by Departments

Department		N	Mean Rank	Sum of Rank	p
Beliefs about Pre-Service Training	ELL	234	127,27	26854,50	,001
	ELT	211	309,32	72380,50	

The mean participation level in the beliefs about pre-service teacher is 127,27 for ELL students while the mean level of participation in the ELT students is 309,32. There is a significant difference between ELL and ELT students' level of participation in the ideas about pre-service teacher training ($p=,001$). The level of participation of ELT students is significantly higher than the level of participation of ELL students. Also in consideration of the data Table 6 shows, while the level of involvement of ELL students is close to “neutral” level, the level of participation of ELT students is somewhat higher than the level of “agree”.

The results found here could be considered as the explanation of the significant difference between ELT and ELL students in their beliefs about CA resulting from their self-efficacy beliefs in CA to be explained by their beliefs about the education they have received at university.

a. Age group varieties

Whether the level of participation on the basis of expressions varies depending on age groups is analysed as Table 24 shows.

Table 24: Beliefs about Pre-Service Teacher Training by Groups

Age Groups		N	Mean Rank	p
Beliefs about Pre-Service Training	20-22	172	246,73	,008
	23-25	258	208,36	
	26+	15	202,73	

* $p<0,05$

The mean level of participation in the ideas about pre-service teacher training is 246,73 for the 20-22 age group students 208,36 for the 23-25 age group students, and 202,73 for 26+ age group students. There is a significant difference between age groups' level of the ideas about pre-service teacher training ($p=,008$). Also in consideration of the data Table 6 shows, the level of participation of all age groups is at “agree” level. According to the results of the non-parametric

pairwise comparison post-hoc test conducted to determine the group from which the difference is originated, the participation level of the 20-22 age groups is found to be significantly higher than the participation level of the other age groups. There is no significant difference between 23-25 and 26+ age groups.

1. The qualitative data obtained by focus group interviews is analysed interpreted below:

In this part of the study, pre-service EFL teachers' ideas about the education program they have received at university in terms of its contribution to the comprehension of the books they are expected to use at Turkish formal education system is analysed qualitatively regardless of the department varieties within the light of the data obtained through focus-group interviews. The ideas of the participants about the issue is first categorized thematically and tabulated as Table 25 shows.

Table 25: Ideas about Pre-Service Teacher Training in terms of Course Books – Thematic Distribution

Theme	Code
1. Positive attitudes	I had chances to analyse course books.
	I have discussed on various course books.
	I have prepared materials in parallel with course books.
	I feel well-trained for many type of course book
2. Negative attitudes	I felt insufficient for course books in teaching practices.
	I felt disconnected with the book.
	Teachers should be exposed to in-service trainings about this issue.
	I feel myself insufficient about course books.
	I think I need to update myself all the time.

Being regarded as one of the most important contributor to learning and teaching environments, course books occupy an important place in language classes. So, looking for an answer to the question whether the participants feel themselves well-prepared for their prospective course books, when their ideas about contribution of the teacher training program to the course book is asked, most of the participants seem to have positive perceptions. Apart from various positive expressions about the subject, 8 of the participants directly shared the idea that “*I feel well-trained for many type of course book*”. Additionally, the ideas that they had discussions on and had chances to analyse course books and even prepared materials in parallel with some course books are shared by some of the participants. So, regardless of the department variety, the participants seem to be satisfied with the course book training they have received at university. To give some example to the statements of some students from different settings about the subject:

- KTF1 : I think the education I took here has prepared me for many of the books that I can use in public schools. We have reviewed dozens of books, especially in the last two years. We had discussions on them. I think that my university education in this regard raised me well.
- KLM15 : I think that the education I have taken in judging the textbooks I use will add a lot to me.
- ATF 16 : I think that my education at university is enough to inform me about new books I will make use of in the future, and I think that I have to constantly update myself by following new developments every semester.
- CLF27 : I think that the education I took in college in recognition and evaluation of books that I will use in public schools after graduation brings me to a good point.

However, not being to many, there are some negative expressions about the extent they are trained for course books. Yet, this number is not too many to be concerned about when compared to the positive perceptions.

4.3.4.1. Pre-service EFL Teachers' Ideas about their University Education

Being criticized and evaluated by the participants to a degree, the education program enrolled needs some feedback to be developed. So, in this part of the study, the ideas and recommendations about the education programs are analysed qualitatively regardless of the department varieties within the light of the data obtained through focus-group interviews. The ideas of the participants about the issue is first categorized thematically and tabulated as Table 26 shows.

Table 26: Ideas about Pre-Service Teacher Training

Theme	Code
1. Practices	I wish we could have classroom experiences every term.
	We should have had more classroom experiences.
2. Lessons	Theoretical trainings could be decreased.
	Speaking and listening courses could be much more.

Each subject or program needs feedbacks to be revised. Education programs are one of those to require feedbacks to be revised to some degree. So, looking for an answer to the question whether the participants have some recommendations for the education program they have received, when their ideas is asked, most of the participants seem to agree upon the idea that the classroom experiences should be much more than it is now. The idea that “*We should have had more classroom experiences*” is uttered for 14 times by the participants while the idea that “*I wish we could have classroom experiences every term*” is shared for 5 times by them. To give some example to the statements of some students from different settings about the subject:

- KTF2 : But I would like to have much more teaching practice and experience more in the real classroom environment before assuming the responsibilities of the profession. For example, it may be an experience for us to see that the lesson plan prepared with different expectations has not been achieved. It may upset us to see this after we start to work.
- KLF13 : ... Besides this, teaching practice should be more
- ATF17 : Obviously, teaching practices need to be more and more in order to adapt ourselves to teaching and to be able to graduate as a self-confident teacher. Actually, I think teaching practices should be every semester.

Additionally, some of the participants gave ideas about the lessons. 3 participants shared the idea that “*Theoretical trainings could be decreased*”, and 5 participants shared the idea that “*Speaking and listening courses could be much more*”. To give some example to the statements of some students from different settings about the subject:

- KLF10 : If it is CA, I think that in this approach the teacher should be role model. But I see that many English teachers do not speak very good English yet. I think that speaking and listening studies should be done more intensely in college than in the present.
- KLF13 : I think that the lessons and studies to improve speech skills should be much more in college....
- CLF26 : By means of my department, I can say that I have enough information about the target culture and target cultural values. But I would like to have a little more teaching practice to develop myself in classroom management.

Being relatively more out of the scope of the present study, but providing supportive information about their beliefs, the ideas of the participants about the education they have received at university are stated above. Consequently, the most agreed idea is that the number of classroom practices should be increased.

4.3.5. The Correlation between Pre-service EFL Teachers’ Self-Efficacy Beliefs in CA and their Ideas about Pre-service Teacher Training

Ideas of the participants about the education they have received at university are analysed both qualitatively and quantitatively above in previous parts of the study. Yet, the correlation between their self-efficacy beliefs in CA and their ideas about their university education is to be questioned. From this viewpoint, the correlation between self-efficacy beliefs in CA and perceptions about pre-service teacher training is analysed as Table 27 shows in this part of the study:

Table 27: Correlation between Teacher Training ideas and Self-Efficacy beliefs in CA

		Ideas about pre-service teacher training
Self-Efficacy beliefs in CA	r	,347**
	p	,000

There is found to be a significant correlation between the two factors at the level of 34.7%. From this point forth, it could be said that Turkish pre-service EFL teachers' self-efficacy beliefs about communicative aspects is of close relevance. For instance, their statements during the focus group interviews about their lack of especially speaking skills not promoted much during their teacher education program could make the pre-service teachers pessimistic about the communicative requirements of the approach they will be expected to take over.

4.3.6. Ideas about Pre-service EFL Teachers about Their Future Teaching Careers Regarding External Factors

In this part of the study, ideas of pre-service EFL teachers about their future teaching career regarding external factors are analysed both qualitatively and quantitatively. On this wise, it is aimed to obtain in-depth information about what are the problems or advantages they think they are going to have when they start teaching at government schools.

1. The quantitative data obtained by pre-service teacher questionnaire is analysed and interpreted below:

The mean of participants' ideas about future teaching career regarding external factors according to gender, department and age groups, and whether the differences between these means are meaningful or not were analysed by using Mann Whitney U Test in independent groups for gender and departments, and Kruskal for age groups.

a. Gender varieties

Whether the level of participation on the basis of expressions varies depending on gender is analysed as Table 28 shows.

Table 28: Ideas about Future Teaching Career by Gender

Gender		N	Mean Rank	Sum of Rank	p
Ideas about Future Teaching Career	Female	234	233,21	54572,00	,77
	Male	211	211,67	44663,00	

The mean participation level in the ideas about future teaching career about external factors is 211,67 for males and the mean level of participation in the females is 233,21. There is no significant difference between the average levels of participation in ideas about expectations from future teaching career of males and females ($p=,77$). Also in consideration of the data Table 6 shows, both groups are at about "neutral" level.

a. Department varieties

Whether the level of participation on the basis of expressions varies depending on departments is analysed as Table 29 shows.

Table 29: Ideas about Future Teaching Career by Departments

Department		N	Mean Rank	Sum of Rank	p
Ideas about Future Teaching Career	ELL	234	221,80	46800,50	,852
	ELT	211	224,08	52434,50	

*p<0,05

The mean participation level in the ideas about expectations from future teaching career about external factors is 221,80 for ELL students while the mean level of participation in the ELT students is 224,08. There is no significant difference between ELL and ELT students' level of participation in the ideas about expectations from future teaching (p=,852). Additionally, in consideration of the data Table 6 shows, both groups are at about “neutral” level.

a. Age group varieties

Whether the level of participation on the basis of expressions varies depending on age groups is analysed as Table 30 shows.

Table 30: Ideas about Future Teaching Career by Age Groups

Age Groups		N	Mean Rank	p
Beliefs about Pre-Service Training	20-22	172	221,80	,861
	23-25	258	222,78	
	26+	15	240,60	

The mean level of participation in the ideas from future teaching career is 221,80 for the 20-22 age group students, 222,78 for the 23-25 age group students, and 240,60 for 26+ age group students. There is no significant difference between age groups' level of participation Self-Efficacy beliefs about communicative approach (p=,861). Also in consideration of the data Table 6 shows, the level of participation of all age groups could be said to be at “agree” level by a narrow margin.

1. The qualitative data obtained by focus group interviews is analysed interpreted below:

In this part of the study, the pre-service EFL teachers' ideas about their future teaching career regarding external factors are analysed qualitatively within the light of the data obtained through

focus-group interviews. The ideas of the participants about the issue is first categorized thematically and tabulated as Table 31 shows.

Table 31: Ideas about Future Teaching Career – Thematic Distribution

Theme	Code
1. Ideas	Course books could have been more suitable for communicative skill development.
	Centralized course book contents may not be suitable for each region.
	Being expected to go in parallel with other teachers may influence my flexibility.
	Teachers' bad economic conditions play an important role, as well.
	Lack of technical equipment may be problem in some regions.
	Communicative skills may be hard to measure for feedbacks.
	It may be hard to manage crowded classrooms.
	More traditionalist teachers' judgements may be disappointing for me.
	Students may hesitate to speak even if they understand.
	Parents may expect to see their children study on traditional homework such as ten times writing.
	Parents will expect their children to focus more on central examination.
	It may be hard to incorporate students into communicative activities.
	School administrator will care about success in central exams.
Central examinations seem to influence my communicative aims negatively.	

In addition to their self-efficacy beliefs, the pre-service teachers' ideas about the external factors possible to have influence on their communication based activities are in focus as Table 31 shows.

Among the various concerns, the issue of central examination stress is the mostly shared thought of the participants. 12 participants shared the idea that “*Central examinations seem to influence my communicative aims negatively*”. Being discussed recurrently in the previous parts of the study, central examinations seem to have negative influence on the ideas of the pre-service EFL teachers even before they start their actual teaching career. Also, students' possible unwillingness, school administrators' and parents' success expectations from central examinations and negative approaches of more traditionalist teachers towards their communication based activities are among the other factors enervating the pre-service EFL teachers in terms of their ideas about their future career within the scope of their communicative based targets. There are some more other factors stated by less number of participants, but could be worth considering, about the subject. They are listed thematically at Table 31.

In conclusion, including administrator and parent attitudes towards flexible teaching methods, central examination concern is again at the top position among the pre-service EFL teachers' ideas about the external factors of their future teaching career. Yet, whether ideas about their future are influenced to some extent by their university education or not could be analysed in next part of the study.

4.3.7. The Correlation between Ideas about Pre-service Teacher Training and Future Teaching Regarding External Factors

The correlation between ideas about pre-service teacher training and future teaching regarding external factors is analysed in this part of the study as Table 32 shows:

Table 32: Correlation between Ideas about Pre-Service Teacher Training and Future Training

		future teaching ideas
pre-service teacher training ideas	r	,125**
	p	,008

There is found to be a meaningful correlation between these two notions with a level of %12,5. It could be argued that pre-service EFL teachers' perceptions about pre-service teacher training they have been enrolled to have a significant influence on their ideas about future teaching. Also, there is found to be a significant difference with a portion of 10 between ELL and ELT departments in quantitative analysis of this part above. So, as it is stated, this may be a situation possible to result from curriculum differences. Yet, in further studies focusing on curriculum differences, the reason for this significant difference could be analysed in detail.

4.3.8. The Correlation between Their Beliefs about Their Previous Learning Experiences and Their Future Teaching Beliefs and Preferences

As it could be accepted that how one learns something could be determinant in how he or she generally tend to teach it, pre-service EFL teachers' beliefs about their personal learning experiences in terms of classroom variables is analysed in this part of the study.

When the correlation between future teaching expectations about personal preferences and personal learning experiences is analysed as Table 33 shows;

Table 33: The Correlation between Their Beliefs about Their Previous Learning Experiences and Their Future Teaching Beliefs and Preferences

		Personal learning beliefs
Future teaching beliefs and preferences	r	,127**
	p	,008

There is found to be a meaningful correlation between these two notions with a level of %12,7. It could be argued that pre-service EFL teachers' personal learning experiences they have

been exposed to so far have a significant influence on their future teaching preferences. Yet, some variables are generally more powerful than the other. So, for getting clear and more detailed information, it could be descriptive to see whether the correlation between some statements could be higher than the others in the following.

4.4.8.1. The Correlation between Their Beliefs about Their Previous Learning Experiences and Their Future Teaching Beliefs and Preferences for Each Statement

Regarding the correlation between the two notions' mean scores, it is thought to be more descriptive to analyse each techniques correlation separately in terms of past exposure and future preference as stated above. In this direction, each statement is analysed in this part of the study.

a. Classroom English

When the correlation between future teaching preferences about classroom English and having been exposed to it before is analysed as Table 34 shows;

Table 34: Exposure and Preference Correlation for Classroom English

		Exposure to classroom English
Preference to use classroom English	r	,067
	p	,157

There is found to be no significant correlation between pre-service EFL teachers' past learning experiences and future preferences about the using classroom English technique. Whether their teachers have used classroom English or not do not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

b. Speeches or presentations

When the correlation between future teaching preferences about speeches and presentations and having been exposed to it before is analysed as Table 35 shows;

Table 35: Exposure and Preference Correlation for Speeches or Presentations

		Exposure to speeches or presentations
Preference to use speeches or presentations	r	,007
	p	,882

There is found to be no significant correlation between pre-service EFL teachers' past learning experiences and future preferences about making use of speeches or presentations during

classes. Whether their teachers have used speeches or presentations during their classes or not do not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

c. Essay or story writing

When the correlation between future teaching preference about essay or story writing and having been exposed to it before is analysed as Table 36 shows;

Table 36: Exposure and Preference Correlation for Essay or Story Writing

		Exposure to essay or story writing
Preference to use essay or story writing	r	,097*
	p	,041

There is found to be a significant correlation between pre-service EFL teachers' past learning experiences and future preferences about using essay or story writing techniques during classes. Whether their teachers have used essay or story writing techniques during their classes or not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

d. Summary writing

When the correlation between future teaching preference about summary writing and having been exposed to it before is analysed as Table 37 shows;

Table 37: Exposure and Preference Correlation for Summary Writing

		Exposure to summary writing
Preference to use summary writing	r	,233**
	p	,000

There is found to be a significant correlation between pre-service EFL teachers' past learning experiences and future preferences about using summary writing techniques during classes. Whether their teachers have used summary writing technique during their classes or not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

e. Question and answer activities

When the correlation between future teaching preference about question-answer activities and having been exposed to it before is analysed as Table 38 shows;

Table 38: Exposure and Preference Correlation for Question-Answer Activities

		Exposure to question and answer activities
Preference to use question and answer activities	r	,165**
	p	,000

There is found to be a significant correlation between pre-service EFL teachers' past learning experiences and future preferences about using question and answer activities during classes. Whether their teachers have used question and answer activities during their classes or not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

f. Task based activities

When the correlation between future teaching preferences about task based activities and having been exposed to it before is analysed as Table 39 shows;

Table 39: Exposure and Preference Correlation for Task-Based Activities

		Exposure to task-based activities
Preference to use task-based activities	r	,009
	p	,852

There is found to be no significant correlation between pre-service EFL teachers' past learning experiences and future preferences about making use of task-based activities during classes. Whether their teachers have used task-based activities during their classes or not do not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

g. Songs or games

When the correlation between expected future teaching preference about songs or games and having been exposed to it before is analysed as Table 340 shows;

Table 40: Exposure and Preference Correlation for Songs or Games

		Exposure to songs or games
Preference to use songs or games	r	,143**
	p	,003

There is found to be a significant correlation between pre-service EFL teachers' past learning experiences and future preferences about making use of songs or games during classes. Whether their teachers have benefitted from songs or games during their classes or not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

h. Movies or dramas

When the correlation between expected future teaching preference about movies or dramas and having been exposed to it before is analysed as Table 41 shows;

Table 41: Exposure and Preference Correlation for Movies or Dramas

		Exposure to use movies or dramas
Preference to use movies or dramas	r	-,001
	p	,988

There is found to be no significant correlation between pre-service EFL teachers' past learning experiences and future preferences about making use of movies or dramas during classes. Whether their teachers have made use of movies or dramas during their classes or not do not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

i. Group/pair work activities

When the correlation between future teaching preference about group/pair work activities and having been exposed to it before is analysed as Table 42 shows;

Table 42: Exposure and Preference Correlation for Group/pair Work Activities

		Exposure to group pair work activities
Preference to use group/pair work activities	r	,230**
	p	,000

There is found to be a significant correlation between pre-service EFL teachers' past learning experiences and future preferences about making use of group/pair work activities during classes. Whether their teachers have benefitted from group/pair work activities during their classes or not have a meaningful influence on pre-service EFL teachers' preferences about this notion.

CONCLUSION AND IMPLICATIONS

The present study aims at investigating the beliefs of pre-service EFL teachers about Communicative skills development in foreign language through communicative approach within Turkish formal education system a part of which they are planning to be in the following years. In this context, both qualitative and quantitative data collection and analysis tools were integrated to meet the needs of the study shaped around the research questions. According to the findings and the analysis, the conclusions of the research questions are stated below respectively.

The first research question “what are Turkish pre-service EFL teachers’ beliefs about communicative competence?” aimed at providing an insight into the participants’ beliefs about the term ‘communicative competence’, and its emphasis in the Turkish formal education system was also discussed during the focus group interviews. With the purpose of reminding, the four aspects of communicative competence including grammatical competence, discourse competence, socio-linguistic competence and strategic competence (Brown, 2000; Skehan, 1998; Byram, 1997; Liao, 1997; Celce-Murcia et al., 1995; Bachman, 1990; Weir, 1988; Savignon, 1983 & 1997; Canale and Swain, 1980; Hymes, 1972), can be defined in the following. Grammatical competence stands for the level of grammatical and lexical efficacy. Sociolinguistic competence represents the level at which a speaker perceives the social environment of the language. Discourse competence expresses the level at which the intended meaning of the message is grasped and interpreted. Strategic competence means the level of efficacy to introduce, develop, conclude and redirect communication. Regarding the aspects of communicative competence, in contrast to Altan (2017c) arguing the necessity of innovative teachers raising their students with necessary communicative skills enabling them to communicate in a proper way not only orally, but also written, the findings revealed that most of the pre-service EFL teachers regard (or disregard) communicative competence as a phenomenon related mostly with spoken language in the light of the qualitative data obtained by the focus group interviews. Also, even while speaking, being able to get across an idea in one way has precedence over fluency and structural patterns according to the participants. Yet, even if there were some emphasizing the importance of fluency and structural proficiency, most of the participants agreed upon the idea that being able to express oneself well enough, in their words, is the primary requirement of communicative competence. Additionally, the emphasis of communicative competence development in Turkish formal education system is thought to be ignored in Turkish formal education system according to the participants. The main reason for this situation was argued to originate from the central exams. The idea argued by Altan (2017b) that the problem Turkish EFL learners have in communicative perspective is at meaning/semantics and

performance/pragmatics with a portion of two out of three also including form/structure are in parallel with the statements of the prospective EFL teachers regarding their previous education from the point of learners. Additionally, their complains about the lack of emphasis on the other aspects of communicative skills including meaning/semantics and performance/pragmatics argued by Altan in Turkish education system gives a clue about their enthusiasm for spending more time and energy on developing their prospective students' communicative skills in this direction opposing to their teachers doing so or to be driven to do so by the undesired external factors.

The second research question “what are Turkish pre-service EFL teachers' beliefs about communicative approach and its practicality in Turkish formal education system?” aimed at finding out pre-service EFL teachers' beliefs about communicative approach and its practicality in Turkish context. Firstly, regardless of the Gender, Age group and Department variables, mean of the participants are found to have positive attitudes towards CA regardless for the external factors they think to face in actual teaching. Yet, when compared to ELL students, ELT students are found to have significantly more positive attitudes towards CA despite the fact that they are both at agree level with the positive statements about approach. As the main target of the present study is to obtain shared ideas of both departments about the discussed issues, departmental variations could provide preliminary data for the further researches on the subject. However, Altan's (2014:33) claim that pedagogical skills of science and letters faculty graduates who are appointed as teachers after the ‘pedagogical formation’ program, which is only after the field teaching and afterwards, can be incomplete could be considered as the background of such a significant difference. Because, the fact that among the participant prospective EFL teachers who are expected to be colleagues in the future and implement similar curriculums in their learning teaching processes bare different beliefs about the approach could cause a contradiction in the already suffering Turkish education system within the scope of EFL teaching. Additionally, younger prospective teachers are found to have more positive attitudes towards CA when compared to older ones. This finding is in parallel with the results of a study conducted on 14 teachers from different secondary and high schools by Çimen (2008) to investigate the difference between the awareness of novice and experienced language teachers about CA. This type of a difference can result from the fact that younger ones are more exposed to the approach than the older ones as it is gaining more dominance in Turkish education system year by year.

Additionally, pre-service EFL teachers' beliefs about the practicality of CA in Turkish formal education system were analysed qualitatively. The findings showing that even though the pre-service EFL teachers have positive beliefs about CA and think they are knowledgeable about its theoretical framework does not mean they regard it as an applicable approach to implement in Turkish context reveals similar findings with various other research on CA in Turkish context (Diler, 2013; Soğuksu, 2013; Şeker and Aydın, 2011; Çimen, 2008; Ocaklı, 2008; Bağceci and

Yaşar, 2007; Karapirirler, 2006; Yılmaz, 2005 and Arıbaş and Tok, 2004). Central exam anxiety, economic limitations, parental interferences and etc. are expected to inhibit CA' implementation in Turkish government schools by the participants. So, from this point, it could be concluded again that any approach that suit one part of the world may be unsuitable for one another. The statements of the participants support the argument of Deckert (1987) and Ellis (1996) about the difficulty in the practicality of communicative competence outside the classroom in such countries as Brazil, Colombia, Japan (or Turkey) where English is not commonly of choice for communication in daily life. Yet, regional modifications could be useful to solve the problems. Otherwise, pre-service EFL teachers seem to be pessimistic towards CA's suitability in Turkish government schools even if they seem to have positive attitudes towards it.

The third research question "to what extent do Turkish pre-service EFL teachers feel self-efficient in communicative approach?" aimed at figuring out the self-efficacy beliefs of pre-service EFL teachers in CA. According to İlhan and Yıldırım (2010), self-efficacy does not mean that a person is talented, but that he has confidence in his own capacity. A person who has sufficient skills to deal with a situation but who has low self-sufficiency cannot act on his/her skills. As a result of the quantitative analysis in this context, pre-service EFL teachers were found to think that they are efficient enough to implement CA in their classes with some amount of improvement as they are at agree level by a narrow margin. Yet, ELT students were found to believe themselves to be more efficient in CA compared to ELL students. This result could be discussed in detail through further researches including curriculum analysis. However the concerns about the contradiction between the teachers from two different faculties but carrying out the same job with different beliefs and self-efficacy beliefs can be overemphasized here again.

In parallel with the sub questions related with the third main research question, pre-service EFL teachers' beliefs CA is found to be influenced by the extent to which they feel efficient in the approach. So, the fact that ELT students both have more positive attitudes towards CA and feel more efficient in CA while ELL students are both less positive towards and have less agreeing beliefs about the approach provide empirical data supporting this correlation. Additionally, the levels to what pre-service EFL teachers feel self-efficient in their EFL skills are found to have a significant influence on their self-efficacy beliefs in CA. This could be explained by the fact that proficiency belief in one phenomenon depends on the proficiency belief in subdivisions of it. Succession in this issue depends on one's self-perceptions on this efficacy. This judgement, named as 'Self-Efficacy Beliefs' by Bandura (1986), is related with education in a teacher's beliefs about being whether sufficient or not for organizing and carrying out the classes in the way that the teaching tasks could be achieved successfully. Self-efficacy beliefs of the teachers are believed to have an indisputable impact on the qualities of the teachers (Bandura, 1997; Pajares, 1992; Hoy &

Hoy, 1998). In the light of this importance and the different results of two departments, there seems to be a necessity to revise something about prospective EFL teachers' enrolled at ELL department.

Additionally, pre-service EFL teachers' ideas about their teacher training education regarding the requirements of CA showed that ELT students again seem to be relatively more satisfied with the education they have received so far. Further, according to the correlation analysis, there is found to be a significant correlation between pre-service EFL teachers' self-efficacy beliefs in CA and their ideas about their college education. Then, it seems to be more obvious that the difference between prospective EFL teachers' beliefs about CA and their self-efficacy beliefs about CA results from the difference in the teacher trainings they have been exposed to, not from the characteristics of the members who were expected to make a choice between ELL and ELT after their high school education. Yet, even though there are many types of course books at various grades, students of both departments at various ages are found to be happy with the course book trainings and most of the participants look self-confident about the course books of any level they will be expected to follow at government schools. However, as Alagözlü (2012: 1760) draws the attention to the quality of the training programs and suggests that "rather than providing theoretical knowledge in such training courses, how to teach language in line with new trends involving workshops and practices should be recounted so that English is taught with its real function as a communication tool", what seems to be a non-negligible matter about graduate education is that almost every participant complains about the inadequacy of the classroom experiences expecting it to be increased. This kind of complain of the participants of the present study supports the reflections of Altan (2017a:238) about the idea that the teaching practice must be designed in place, namely with well-designed activities and processes in the school. As their practicum experiences may have invaluable support for the theoretical classes, this demand by the prospective EFL teachers seems worthy of note to me.

Moreover, in parallel with the findings of some research regarding group/pair work activities in language learning and teaching process in not only Turkey, but also some other countries (Altınuç, 2012; Coşkun, 2011; Hunutlu, 2011; Özşevik, 2010; Nishino, 2008; Hiep, 2007; Bal, 2006; Karim, 2004 and Eveyik-Aydın, 2003), despite their positive attitudes towards, external factors such as crowded classrooms, traditional testing methods based more on grammar, central curriculum etc., the pre-service EFL teachers were found to be anxious about the external factors they expect to face, regarding the requirements of CA when they start teaching at government schools. Among the variables, central examinations, students behaviours, parents' and schools administrations' interferences and MoNE curriculum are generally thought to have the highest negative influence on their communication based in-class trainings. Being in parallel with the findings of Yavuzer and Göver (2012), and being the mostly shared worry, their worries about the negative influence of central examinations support the claim of Brodin (2014) stating that there is

even a negative change in the attitude of Turkey which gets even more focused on grammar structures and multiple choice questions as this is the way by which the students are able to join college programs. Their worries about prospected negative influences of their prospective students are in line with the findings of Tok (2010), Brown (2009), Rao (2002), and Emeli (1999) conducted on in-service teachers. Pre-service EFL teachers seem to feel themselves inefficient about the factors stated as Senemoğlu (2005) defines belief as the ability of a person to cope with different activities and to achieve these activities. One another factor pre-service EFL teachers seriously are afraid of meeting in the future is the school administrators who would inhibit their communication based classroom efforts because of exam based success expectations. To decrease this kind of problems at government schools, Altan's (2014:230) claim that school administrators have to be leaders who can understand, anticipate and direct the changes that are taking place in order to have a vision of how to conduct education in the future could be considered.

Lastly, upon the correlation analysis carried out to investigate how their beliefs about their previous learning experiences could influence their future teaching beliefs and preferences and whether the methods they hope to integrate into their in-class trainings bear the traces of their pre-university education, the results revealed that even though there were variations from method to method, there is found to be a significant correlation between the personal preferences of the pre-service EFL teachers and their previous teachers. This result support the findings of Kırkgöz (2007b) which was conducted on 50 young learners' English teachers yielding the results that high percentage of the teachers observed seem to have been influenced by traditional methods and fail to adopt the new curriculum in parallel with communicative requirements despite the Ministry of National Education's expectations. These findings are also in line with Mak's claim on her findings stating that whatever the current trend is or the present curriculum's expectations from them are, EFL teachers' approaches towards teaching is likely to be similar to the way they have been exposed to before.

From this forth, implications are stated in the light of the findings of the present study. With the findings from this study, it should be clearly argued that regardless of the genders, departments and age groups, the pre-service EFL teachers put considerable emphasis on communicative skills development. However, pre-service EFL students seem not to be self-confident about how they would apply this will into their classes within Turkish context. This problem could be solved by some kind of supervision on whether the teachers are able to make efficient use of materials or adapt themselves to the innovations as Paker (2012) claims.

Also, even if it is the approach integrated into foreign language education in Turkey, communicative approach needs to be modified to Turkish context in addition to the fact that the external inhibitions in doing so should be revised and developed to take the English proficiency

level of Turkish people further. However, in parallel with the suggestions of İnceçay and İnceçay (2009), for non-English speaking countries like Turkey having difficulty to in the implementation of CA because of various external factors, I, hereby suggest that traditional methods and communicative approach can be combined in a harmony with efficient use of both communicative and non-communicative activities as learners' previous learning habits and external factors cannot be excluded in an instant.

Additionally, as there appeared to be some differences between EFL and ELL departments in terms of their self-efficacy beliefs not only in CA implementation but also in their EFL proficiency levels for specific skills, further studies should be carried out focusing on the curriculums of the departments.

Moreover, from the point that most of the pre-service EFL teachers feel pessimistic about the negative attitudes of their colleagues as a result of their experiences in teaching practices, As Gültekin, Çubukçu and Dal (2010), I hereby suggest that in-service trainings should be carried out momentarily for currently working and experienced EFL teachers to keep pace with the innovations in EFL teaching.

A great deal of research still needs to be done in order to gain a deeper understanding of how the pre-service EFL teachers' belief systems can shape their actual classroom teaching with communicative skills in the classroom. Based on the results of this thesis, I will give some suggestions about what types of further studies may add to the understanding of the belief systems of pre-service EFL teachers in Turkey.

First of all, investigating the beliefs of pre-service EFL teachers about communicative skills development in foreign language through communicative approach will not be enough unless we extend the scope of the study to include other parties and factors involved. A fuller study would call for teachers who are currently employed in the education system as well.

Secondly, the researcher made questionnaires and focused group interviews with pre-service EFL teachers in Turkey, but did not incorporate teachers' thoughts, beliefs and current practices regarding the implementation of communicative skills and approaches in their classrooms.

Finally, in the future, the data in this study could be usefully analysed again with the inclusion of the data obtained from the teachers' questionnaire. When pre-service and language teachers' beliefs and current practices towards communicative skills development are combined, there will be a truer assessment of the beliefs hold by the language teachers.

One limitation was that a questionnaire similar to the pre-service teacher questionnaire could have been conducted with teachers and but since there was not enough time and the research was designed to include only the pre-service teachers, the researcher did not have the chance to extend the scope.

A second limitation of the study is related to the sample size. In fact, the study was done with a limited number of samples (445) and with only 8 universities for such a large-scale study. If this research could be replicated with a larger number of pre-service teacher participants from different universities and from different regions in Turkey, its findings would reveal more about the beliefs of Turkish pre-service EFL teachers regarding the development of communicative skills in foreign language classrooms in Turkey.



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APPENDICES

APPENDIX 1: THE QUESTIONNAIRE

Questionnaire for Pre-Service English Teachers

Dear participants,

This questionnaire aims to collect data for a study on the Turkish pre-service EFL teachers' Self-Efficacy beliefs about developing their students' communicative competences through Communicative Approach (CA) in Turkish EFL classes. Your responses will be kept confidential. Additionally, if you would like to be informed about the analysis and the result of the study, please write your e mail (..... @) so that you will be informed about the results. Thanks in advance!

Lec.YILDIRAY KURNAZ

Ass.Prof.Dr. ALI SUKRU OZBAY

Gender:Male/ Female Institution (University):	Age:..... Department:ELT / ELL
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1. Communicative Approach (CA) Beliefs

(Please put a thick to indicate your level of agreement or disagreement with the following sentences.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It can be important to develop students' ability to communicate in real world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Classroom activities should engage students in meaningful communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Developing students' fluency can be as important as developing their accuracy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Group/ pair work could play an important role in helping students acquire English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students' motivation to use English may increase through communicative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Communicative Approach could promote developing students' communicative competences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. One of the other language teaching approaches could be applied better than CA for a better communicative competence development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.L2 Self-Efficacy Beliefs in EFL

(Please put a thick to indicate your level of agreement or disagreement with the following sentences.)

In order to be a good English teacher, I think I have ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. the ability to understand the others properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. the ability to speak fluently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. the ability to understand well what I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. the ability to write properly for specific situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. a good knowledge of grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. considerable knowledge of English speaking nations' cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Communicative Approach (CA) Self-Efficacy Beliefs

(Please put a thick to indicate your level of agreement or disagreement with the following sentences.)

When I start teaching, I think I will ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. be able to manage the classroom adequately when students are doing group /pair work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. be able to provide activities in which my students can enjoy communicating in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. be able to adequately facilitate my students' English communicative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. not feel good if the class is not teacher-fronted. (Teacher is not at the centre of the class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ideas about Pre-Service Teacher Training

(Please put a thick to indicate your level of agreement or disagreement with the following sentences.)

Teacher education courses I have been taking at university	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. may have promoted my grasp of Communicative Approach (CA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. may have improved my skills of managing group/ pair work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. may have provided materials for communicative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. may have provided chances to observe CA lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. may have provided chances to give CA practice lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ideas about future teaching career (External factors)

(Please put a thick to indicate your level of agreement with the following sentences.)

When I start teaching English, in my classes, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. students will probably have to study hard for central examinations. (TEOG, YGS etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. students will probably expect to study grammar and translation in integrated English courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. parents will probably expect their children to study hard for central examinations. (TEOG, YGS etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. MoNE (M.E.B.) curriculum guidelines will probably have an influence on integrated English courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. the national curriculum guidelines will probably have a negative influence on oral communication activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. students will probably expect to do communication activities in integrated courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. students will probably be able to understand and use English in group/pair work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. the MoNE(M.E.B.)-authorized textbooks will probably be useful for my communicative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. students will probably prefer group/pair work to teacher-centred instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. each teacher (OR I) will probably be able to design his/her own syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. teachers (OR I) will probably have time for materials development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. each classroom will probably have audio-visual equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. materials for communicative activities will probably be provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1 Ideas about future teaching career (Personal Preferences)

(Please put a thick to indicate your level of agreement with the following sentences.)

When I start teaching English, in my classes, ...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
36. I think I will use classroom English. (Giving directions in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I think I will use oral introductions (introducing the content in English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I think I will use speeches or presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I think I will use essay or story writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I think I will use summary writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I think I will use question and answer activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I think I will use task-based activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I think I will use songs or games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I think I will use movies or drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I think I will use group/pair work in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I think I will use OTHER techniques not mentioned here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Personal Learning Experience

(Please put a thick to indicate your level of agreement or disagreement with the following sentences.)

My English teachers in my previous educational life seemed to have used...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
47. classroom English. (Gave directions in English).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. speeches or presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. essay or story writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. summary writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. question and answer activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. task-based activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. songs or games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. movies or drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. group/pair work in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. OTHER techniques not mentioned here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The questionnaire is over, thank you for your time and interest

APPENDIX 2: THE FOCUS GROUP INTERVIEW ANSWERS FOR EACH TOPIC

Beliefs about communicative competence.

KTF03: Bence dilin hem doğru hem de akıcı biçimde kullanılması için sahip olunan yeterliliğe iletişimsel yeterlilik denilebilir. Sadece akıcı biçimde gerçekleşen, yapısal olarak yanlışlarla dolu bir konuşmadan ziyade, akıcılığın doğrulukla desteklenmesi de önem arz eder.

KTM04: Ülkemize gelen turistleri düşünürsek mesela, Türkçeyi çok iyi konuşmadan, konuştuklarında da çok fazla hata yaparak bizlere ne demek istediklerini çok iyi biçimde anlatabiliyorlar. Özellikle yabancı dil öğreniminde yapısal hatalar ilk etapta kesinlikle göz ardı edilebilir.

KLF08: Dilin kurallar uygun bir biçimde kullanılması elbette önemlidir. Fakat akıcı konuşmak bence daha ön plandadır. Bir kimse konuşurken yapısal bazı hatalar yapsa bile, eğer konuşması akıcıysa ve mesajı iletebiliyorsa bence iletişimsel yeterliliğe sahip demektir.

KLF09: Teori ne der bilmem ama bence bir öğrencimin akıcı konuşmasının, ya da kendisini konuşabilecek düzeyde hissetmesinin, o öğrencinin iletişimsel yeterliliğe sahip olduğu anlamında değerlendirilebileceğini düşünüyorum. Anadilde durum farklı olabilir elbette. Ama hedef dilde kesinlikle kurallara bağlı olarak hatasız konuşmanın geri planda kalmasını tercih ederim.

KLF10: Akıcı konuşma yeterliliğine sahip olmak iletişimsel yeterliliğe sahip olmak anlamına gelir. En azından hedef dili kullanmaya karşı özgüven kazanmayı sağlayan akıcı konuşabilme rahatlığına ulaştıktan sonra kurallara bağlı biçimde konuşmayı öğrenmek daha kolay olabilir.

KLF11: Bence doğruluğu göz ardı edip akıcı konuşma becerisinden ziyade hem doğru biçimde hem de akıcı konuşabilme yeterliliğidir. Yapısal anlamda hatalar olduktan sonra akıcı konuşmak neye yarar ki.

KLF13: Kişinin dili hatasız biçimde kullanılabilmesinden ziyade mesajını karşıya iletebilmesidir. Hatta daha da önemlisi, o kendisini o mesajı iletebilecek düzeyde yeterli hissetmesidir.

KLM14: Yabancı dil öğrenenler açısından, bir şekilde kendini doğru yanlış da olsa ifade edebilmektir.

ATF16: Kurallıya da kuralsız fark etmez, isteklerin anlatılabilmesi.

ATF17: Bir insanın dili genel anlamda doğru biçimde kullanmasıdır.

ATF18: Örneğin, 'bana su verir misin' demek ile 'su' diyerek su istemek arasında iletişimsel yeterlilik anlamında bir fark göremiyorum. Sadece dile daha hâkim olma hususunda farklılık olabilir. Fakat sonuç olarak iletişim kurulmuşsa bence bu yeterlidir.

ATM22: Dilde bildiğimiz kuralları, kelimeleri ve yapıları nerede, ne zaman ve nasıl kullanacağının bilinmesi. Ayrıca jest ve mimiklerin doğru olarak kullanılmasıdır.

ATM23: Sahip olduğumuz özellikleri uygulamak, karşı tarafa aktarabilmek, iletişim içerisinde bir diyalog kurabilmek.

ATM24: Nasılsın sorusunun iyiyim teşekkürler sen nasılsın diyebilmektir.

CLF25: Doğruluk elbette gerekebilir. Fakat ilk etapta konuşmanın akıcılığı önemlidir benim için. Ayrıca hedef kültüre hâkim olmanın da doğruluk kadar önem arz ettiğini düşünüyorum.

CLF26: Doğru durumlarda uygun tepki/msj verebilmek. Kültürel öğelere, beden diline vs de hâkim olmayı ifade eder. Neyin, hangi durumda nasıl söyleneceğinin iyi kavranması demektir. Sadece akıcı konuşmak değil, o konuşmayı hangi durumlarda hangi yapabileceğini mümkünse kültürel öğelerle bağdaştırarak yapabilmektir. Aynı zamanda bunu dilin kurallarını göz ardı da etmeden yapabilmektir.

CLF27: Sadece doğru konuşmak ya da sadece akıcı konuşmak değil, hem doğru hem de akıcı konuşarak kültürel hususlar ışığında doğru şeyin doğru yerde doğru biçimde söylenmesidir.

CLM28: Mesajın karşılıklı olarak idrak edilebilme düzeyidir.

CLM29: Elbette hatasız konuşmak bir yeterlilik göstergesidir. Ama yine de iletişimsel açıdan yeterli olmanın ölçütü değildir. İletişimsel açıdan yeterli olmak bir mesajı karşı alıcıya bir şekilde ifade etmektir. Akıcı ve kurallı konuşmak bir lüks iken, mesajı iletmek bir ihtiyaçtır ve yeterliliği gösterebilir.

Beliefs about the emphasis of communicative competence in Turkish formal education system.

KTF01: Geçmiş yıllarda aldığım eğitimi göz önüne aldığım da genel anlamda çok fazla iletişim odaklı değil, daha çok gramer odaklı eğitim yöntemleriyle karşılaşılıyorduk. İngilizce dersi dendiğinde aklımıza tahtaya öğretmenin S + V + O formülünü çizdiği an gelirdi. Bunun yanında, hala çok yeterli olmasa dahi, son yıllarda ders kitapları dahi bu anlamda değişti ve iletişimsel yeterliliği geliştirmeye önem vermeye başlandı.

KTF03: Açıkçası eskiye nazaran bu konuda olumlu yönde bir ilerleme olduğunu düşünmeme rağmen gerek merkezi sınav baskısı, gerek öğretmen sayısının azlığı gerekse sınıfların kalabalık oluşu gibi ekonomiye dayalı sebepler dolayısıyla devlet okullarında başarılı olunmasının zor olduğunu düşünüyorum.

KTM04: Ben orta öğretimdeyken ya da lisedeyken almış olduğum İngilizce derslerini düşündüğümde hiç önem verilmiyor diyebilirdim. Belki de öğretmenden kaynaklı bir durumdu bu ama lisede hazırlık sınıfı okumama rağmen haftada en fazla 2 ya da 3 defa sınıf içerisinde kendimi konuşurken bulurdum.

KTF06: Özellikle devlet okullarından bahsetmek gerekirse, ekonomik beklentiler, toplumsal yapı vs. göz önüne alındığında iletişimsel yetinin geliştirilmesi çok fazla göz ardı ediliyor. Öğretmenlerin ders saatlerinin çok fazla olması da genel anlamda olumsuz bir etki yapmaktadır diyebilirim.

KLF11: Eğitimin öğretim sürecinin gelecek kaygısı güttüğü bir sistemde iletişimsel yeterliliğin geliştirilmesi istense de çok fazla önemsenemez bence.

KLF12: Benim üniversiteye kadar olan eğitimimi düşündüğümde, eğitim sistemimizde iletişimsel yeterliliğin geliştirilmesinin pek yeri yoktu diyebilirim. Fakat günümüzde bir şeylerin değiştiğini öğretmenlik uygulamalarına gittiğimde ya da yiyenim kardeşlerim vs. de yaptığım gözlemlerde görüyorum. Artık eskiye nazaran öğrenciyi daha fazla derse katarak öğrenmelerini sağlamaya yönelik bir eğilim var. Fakat, işin ucunda iletişimsel yeterlilik düzeyini ölçmeyen merkezi sınavlar olduğu müddetçe bu durum meyvelerini ne kadar verir bilemiyorum açıkçası.

KLF13: Merkezi sınavlara yönelik beklentiler her yaş gurubunu bu yönde olumsuz biçimde etkilemektedir. Yeni kitaplar, yeni müfredat vs iletişimsel beceriyi geliştirmeyi önemsemeye başlasa da, yolların sonundaki merkezi sınavlar bir şekilde bu değişime ket vurmaktadır.

ATF16: Lise ve öncesi eğitimlerde, İngilizce derslerinde sürekli olarak tahtada bize bilgi aktaran bir öğretmen görüntüsü ile karşı karşıyaydık. Öğretmen dersi yönlendirici değil de, direk olarak bilgi aktarıcı

görevindeydi genel olarak. Üniversite bizi biraz daha aktif bir role büründüren uygulamalar olsa da, gene de burada dahi konuşmak becerisi geliştirmeye yönelik daha fazla dersin olmasını isterdim. Aslında, bizim aldığımız eğitimle iletişimsel becerilerini ileriye taşıyanlar varsa dahi, onlar daha çok kendi kendilerini geliştiren, bir nevi kendi kendilerinin öğretmeni olan kişilerdir bence.

ATF18: Üniversiteye kadar aldığım eğitim zaten bu hususa önem vererek yaklaşmıyordu. Üniversitede bu anlamda bir şeyler farklı olur diye düşünmüştüm. Fakat burada da değişen bir şey olmadı diyebilirim.

ATF19: Şu anda mezun olma durumunda olmamıza rağmen, iletişimsel yeterlilik açısından kendimizin dahi yetersiz olmamızdan ötürü, öğrencilerimizi bu açıdan ileriye taşımamız zor olabilir. Mevcut eğitim sistemi bu yönde kendimizi geliştirmemize olanak sağlamaktansa, daha ziyade sınavlara hazırlama yönünde bir amaç güdüyor.

ATF20: İletişimi eğer konuşma düzeyinde düşüneceksek bence de çok fazla önemsenmiyor diyebilirim. Öğrenciler, veliler ve okul idarecileri sınavlarda başarı getirecek hususlarla ilgilenilmesini istiyor.

ATF21: Sadece üniversiteye kadar değil, üniversitede dahi, derslerin işleyişi Türkçe oldu. Yani, öğrencinin iletişimsel becerisini geliştirmek adına, öğretmenin -yani ileride bizlerin- L2 düzeylerimizi geliştirmemiz gerekmektedir. Fakat alığımızı eğitim bu konuda pek destekleyici olmadı. Yani, dönüp dolaşım aynı kısır döngüde takılıyoruz. Söylediğim gibi, liseyi ortaöğretimi geçiyorum, üniversitede dahi konuşma becerimizin geliştirilmesinin çok fazla önemsendiğini düşünüyorum.

ATM22: Lise ve öncesinde hep test ve dilbilgisi ağırlıklı çalıştığımız için, kelime bilgimiz üst düzey dahi olsa nerde, ne zaman nasıl kullanacağımızı tam olarak bilemediğimiz için iletişimsel becerimiz kısıtlı kaldı. Örneğin, üniversitedeki hazırlık muafiyet sınavında dahi, test-grammar sorularını iyi dahi yapsak, sözlü görüşmelerde kendimizi ifade etmekte güçlük yaşadık. Sadece konuşma değil, yazma yoluyla da kendimi ifade ederken güçlükler yaşıyorum.

ATM23: Bizim eğitim sistemi öğrencilerin iletişimsel becerilerini geliştirmelerinden ziyade, tahtada duran öğretmenin bir şeyler aktarması üzerinedir. Bu durum bu hususta bir dezavantaj oluşturmaktadır.

ATM24: Lisedeyken mesela LYS için eğitim aldık. Kelime haznem iyi olmasına rağmen bile, gene sınava yönelik bir çalışma güdüsü olduğu için ve yeterince konuma pratiğine yönelik çalışmadığım için, iletişimsel anlamda yeterliliğimi ileriye taşıyamadım. Keşke, üniversite eğitimimde konuşma becerisini geliştirmeye yönelik daha fazla ders olsa.

CLF25: Öğretim programı bunu önemsemektedir artık

CLF26: Aslında eğitim sistemi eskiye nazaran iletişimsel yeterliliği geliştirmeye eğilim göstermeye başladı.

CLF27: Merkezi sınav sistemi odaklı, sınıfların kalabalık, öğretmenlerin ders yüklerinin fazla olduğu ülkemiz eğitim sisteminde iletişimsel yeterliliğin geliştirilmesi çok fazla önemsenemeyebiliyor. Ama gene de öğretmenler hedef dili ellerinden geldiğince daha fazla ders dili yaparak bu sorunu çözebilirler.

CLM28: Bugüne kadar almış olduğum eğitimleri düşündüğümde, belki üniversitede bir miktar- ama onun haricinde pek fazla bizleri konuşturmaya yönelik çalışma yapmadık. Daha ziyade, test çözmeye yönelik çalışmalarımız olurdu.

Beliefs about Communicative Approach

KTF02: CA ilk bakışta iletişimsel becerileri geliştirmeyi hedefleyen bir yaklaşımdır. Ve ilk anda ne kadar cazip ve faydalı görünse de, bölgesel şartlar hesaba katıldığında bir o kadar uygulaması zor bir sistem olabilir. Olumlu yönlerinden bahsedecek olursam dilin asıl amacı olan iletişimsel beceriyi geliştirmeye hizmet ediyor. Özellikle burada dil öğretim yöntemlerine dair aldığım dersler ve yaptığımız çalışmalar ışığında, uygun şartlar altında uygularken zevk alacağım bir yöntem bence. Fakat aksi yönde de Türkiye gibi merkezi sınav sisteminin hala hakim olduğu ve sınıfların özellikle bazı bölgelerde çok kalabalık olabildiği bir sistemde devlet okullarında hem uygulamasının zor olacağını hem de öğretmenin iş yükünü arttıracığını düşünüyorum.

KTF03: Arkadaşımın söylediklerine katılmakla birlikte, ben öğretmenlerin iş yükünü arttıracığını söyleyemem. Çünkü, özellikle bazı bölgelerde zaten birden fazla sınıfa birden fazla derse giren öğretmenler bence bu yaklaşımı benimseyerek iş yüklerini arttırmaktansa, CA'nın gereksinimlerini yerine getirmekten kaçınmayı tercih edecekler. Bu da bu yaklaşımın uygulamacısı olan öğretmenlerin aslında merkezde olmasa dahi ne kadar önemli olduğunu gösteriyor. Burada kendi açımdan bu yöntemi uygulayamayacağımı söylemek istemiyorum. Ama şartlar elimden gelebilecekleri yapabilmem açısından uygun olmayabilir.

KTF05: Bence yaklaşım gayet başarılı olabilecek bir yaklaşım. Fakat şu andaki sistemde sadece hazırlık sınıflarında ya da özel kuruluşlarda uygulanabilir.

KTF06: CA evet iletişimsel beceriyi geliştirmenin yanında yapıları da bilinçaltı yöntemiyle de olsa öğretiyor. Fakat, bu yaklaşım İngilizce anlamında daha yoğun programlı ve daha az mevcutlu sınıflarda ya da düzeylerde işe yarar. Örneğin az önce arkadaşımın da dediği gibi bir lise hazırlık sınıfında CA uygulayabilirsiniz, fakat aslında kritik döneme daha yakın olan ortaöğretim düzeyinde o süreyi bulamazsınız.

KLF08: Sınıf ortamında edinilen kazanımların gerçek hayatta da tekrar edilip kullanılmasını gerektirdiği için Türkiye gibi ülkelerde uygulanması zordur. Çünkü bir kuralı veya yapıyı anlattığınızda akılda kalabilse de, iletişim yoluyla yapılan öğrenmenin kalıcı olabilmesi için ders dışı iletişimlerle pekiştirilmesi gerekir. Bu da etkili biçimde uygulanabilmesini güçleştirir. Fakat bu sorunlar aşılabildiği takdirde, iletişim becerilerini önemli ölçüde destekler.

KLF09: Bugüne kadar gördüklerimden yola çıkarak ileride öğretmenlik yapacağım sınıfların da kalabalık sınıflar olacağını düşünüyorum. Bence bu durum bir sorun olabilir. Kalabalık bir sınıf ortamında iletişimsel çalışmalarını yeterince yürütebileceğimi düşünmüyorum.

KLF11: Kendi ana dilinde bile insanların kendilerini güzel biçimde ifade etmeye başlamaları için belli bir olgunluk düzeyine gelmeleri gerekiyor. Bu anlamda öğrencilerin bilişsel anlamda yeterlilik düzeylerinin farklılık göstermesi hususunun da göz ardı edilmeden uygulamaların yapılması gerekir.

KLF13: Öğretmenin hedef dile hâkim olup öğrencilere iyi model olması koşuluyla iletişimsel beceriler açısından çok faydalı olabilir.

KLM14: Ben ortaokulda staj yaparken mesela 5. sınıf öğrencilerinin ders kitabı ile 8. Sınıf öğrencilerinin ders kitabı arasında ek bir fark göremedim. Bence öncelikle belli başlı kalıpların öğretmen tarafından öğretilip daha sonra bu kalıpların uygulanacağı speaking clublar oluşturulabilir. Fakat direkt olarak iletişimsel yöntem ile öğretmek her düzeyde her yaş grubunda aynı etkiyi göstermeyebilir.

KLM15: Eğer görev yaptığım okulda ya da okullarda fazla sayıda sınıfın fazla sayıda dersine girersem, bu beni biraz daha kolaya kaçmaya iter diye düşünüyorum.

ATF17: CA kendi başına düşünüldüğünde ebettteki iyi bir öğretmen eşliğinde çok iyi bir yaklaşım olabilir. Ben keşke uygulayabileceğim bir sınıfta, uygun bir ortamda olsam diyorum mesela. Çok keyifli olabilir. Fakat Türkiye gibi eğitim sisteminin içerisinde çok fazla değişkenin olduğu bir ülkede devlet okullarına uygulanması biraz hayali bir yaklaşım bence. İlkokulda test çözmekte başlıyor artık öğrenciler. Düşünsenize hangi yaş grubunda olursa olsun öğrenciler test sınavlarına hazırlanıyor siz onlara konuşma becerisi diyorsunuz. Öğrenciler istekli olsalar dahi bir şekilde engellenirsiniz.

ATF19: Arkadaşıma bu konuda katılıyorum. Her bölgenin her ülkenin şartına uyabilecek bir sistem değil. Kendi başına kabul edilebilir, ama dış etmenler düşünüldüğünde bence biraz fazla zorlayıcı olur.

ATM22: Ben arkadaşlarıma aksine gayet uygulanabilir bir yaklaşım olduğunu düşünüyorum. Hep biz sisteme uyarsak bir şey değişmez. Bence sistemi CA'ya uydurabiliriz. Özellikle küçük yaşlarda öğretmen temelli ve yapı odaklı eğitim öğrencilere ket vurabilir.

ATM23: Yaklaşım kendi içinde kulağa çok hoş duruyor ve iletişimsel becerileri çeğrıştırıyor. Fakat uygulayıcı öğretmenin hem iş yükünü arttırır hem de öğretmenden olan beklentileri arttırır. En basiti, mevcut İngilizce öğretmenlerini düşündüğümde çok az sayıda bu yaklaşımın taleplerini karşılayacak biçimde akıcı konuşabileni hedef kültüre hakim, organize görevini iyi yapabilecek yeterliliğe sahip olan öğretmen bulunabilir. Bunun için öncelikle öğretmen eğitimine yönelik değişiklikler yapılmalı.

CLF25: Kuralların ve yapıların direk olarak aktarılmasından ziyade öğrencinin bu yapıları iletişim ağı içerisinde kavraması elbette çok güzel. Ama çok zaman alan bir süreç gerektirir.

CLM28: Eğitim sisteminde kendine yer bulamaması, kalabalık sınıflarda uygulanılmasının zor olması, sınıflardaki öğrencilerin düzeylerinin birbirlerinden farklı olmaları sorunlarının dışında düşünecek olursak, kendi içinde iletişimi destekleyen güzel bir yaklaşım. Fakat anlatmak istediğim şu ki uzun vadede etkili bir yaklaşım olsa da her bölgede her düzeyde uygulanması biraz zor olabilir.

CLM29: İletişimsel beceriyi geliştirme konusunda başarılı olabilecek olan CA müfredat yetiştirme kaygısı güdülen ortamlarda uygulanamaz. Daha ziyade Zaman ve konu sınırı endişesinin yaşanmadığı ortamlarda uygulanmaya yönelik bir sistem. Mesela öğretmenlik uygulaması yaptığım okulda ben İngilizce ağırlıklı konuşup iletişimsel aktivitelere önem verdikçe, okul idarecileri tarafından derslerde biraz daha fazla Türkçe kullanmam ve biraz daha hızlı olmam konusunda uyarıldım.

Beliefs about the practicality of CA in Turkish formal education system.

KTF03: Sisteme uygunluğu bence tartışılır. Çünkü dünyanın herhangi bir yerinde işe yarayan yaklaşım başka bir yerde yaramayabilir. Her şeyden öte, şu anda eğitim sisteminin içindeki öğretmenlerin büyük çoğunluğu geleneksel sistemle İngilizce öğrenerek büyümüş. Bu öğretmenlerden kendilerini yeni gelişmelere çok çabuk adapte etmeleri beklenemez bence. Hizmet içi eğitim şart.

KTM04: Merkezi sınav baskıları yenilebilirse velilerin ve okul yönetimlerinin bu konudaki tutumları olumlu yönde değişir ve o zaman CA keyifli bir biçimde iletişimsel yeteneği geliştirecek bir yaklaşım olarak uygulanabilir.

KTM05: Fakat ne olursa olsun yeni yönelim biraz ütöpik biçimde hazırlanmış. Akıllı tahtalar, yeni kitaplar, daha donanımlı öğretmenler vs ne kadar olursa olsun, sonuç olarak o öğretmen, o kitabı o tahtayı kalabalık sınıflarda kullanmaya çalışınca teoride olan ile uygulama safhası örtüşmüyor. Gene de, bütün bu teknik sorunlar yenilse dahi merkezi sınav kaygısı gerek velileri, gerekse okul yönetimini öğretmenleri sınav odaklı ders işlemeye yönlendiriyor. Öğrenci-Veli-Okul yönetimi sınavda başarıyı etkileyecek olan konuşma

ve dinleme becerilerini nispeten daha lüzumsuz görmektedir. Merkezi sınavlarda konuşma ya da dinleme becerilerinin de ölçülebilir olması ütöpik dahi olsa bu sorunu çözebilir.

KLF12: Özellikle teknik anlamda bu yönde ciddi gelişmeler mevcut. Ders kitapları olsun akıllı tahtalar olsun. Ama bence öğretmen eğitimini de gözden geçirmeliyiz. Bizler bu yönde belki daha bilinçli ve donanımlıyız. Fakat özellikle daha eskilerden mezun olmuş olan öğretmenler ellerindeki iletişimsel yaklaşıma göre hazırlanmış envanterleri bile geleneksel yaklaşımlar ışığında uygulamaya çalışıyorlar.

KLM14: Bence Özel kurumlarda, kurslarda veya en azından devlet okullarının hazırlık sınıflarında uygulanması çok verimli sonuçlar doğurabilir. Fakat mevcut sistemde devlet okullarda ve özellikle ara sınıflarda uygulanması pek mümkün görünmüyor.

ATF17: Açıkçası donanımlı öğretmenlerin yetiştirilmesi ile arkadaşlarımın söylediklerinin aksine her sistemde kendisine yer bulabilecek bir yaklaşım bence CA. Fakat özellikle vurgulamak isterim ki CA'nın amaçlarına uygun, donanımlı öğretmenlerin yetiştirilmesi gerekiyor diyebilirim.

ATF20: Bence sadece İngilizcede değil, bütün dersler için sınav odaklı çalışmaların öğretmen merkezli yürütüldüğü eğitim sistemimizde CA uygulanması bir hayli zor görünüyor. Kendi içerisinde çok başarılı gibi dursa da, bizim sistemimizde bence durum biraz zorlayıcı olabilir.

ATF21: Yeni düzenlemelerle birlikte, öğrencilerin dil gelişimlerinde iletişimsel yaklaşım benimsenmiş durumda aslında. Özellikle staj tecrübelerimde gözlemlediğim akdarıyla ders kitapları dahi bu yönde düzenlenmeye başlamış artık. Fakat öğretmenler hala geleneksel yöntemlerin etkisinde olduğu için, bu kitapların doğru biçimde uygulanması eksik kalıyor diyebilirim. Yani, akıllı tahtalar, görsel işitsel donanımlar mevcut, kitaplar daha güncel, fakat öğreticiler henüz bunlara adapte değil.

ATM22: Ders kitaplarının son zamanlarda genel olarak iletişimsel yaklaşımın gereksinimlerine uygun biçimde düzenlendiğini söyleyebilirim, fakat ben de güncellenen bu içeriklerin uygulanması için eğitimcilerin yeterince güncel olmadıklarını düşünüyorum. Bir sorun da şu, sistemin işleyişine ayak uydurmak isteyen bazı öğretmenlerin ise, yabancı dil hususunda kendilerini çok iyi hissetmedikleri için, dersi yabancı dil ekseninde yönlendirmeden çekindiklerini görüyorum.

ATM23: Okullarda gerçekten şu anda İletişimsel Yaklaşımı daha iyi uygulamaya yönelik teknik alt yapılar mevcut, fakat arkadaşlarımın da söylediği üzere, gerek üniversite öncesi, gerek üniversitede alınan eğitimin olumsuz bir yansıması olarak, bu donanımları öğretmenler etkili biçimde kullanamıyor. Geleneksel yaklaşımların etkilerini hissettiriyorlar.

CLF26: Geleceğini iletişimsel yeterliliği ölçemeyen sınavlarla kazanacak olan öğrencilerin yetiştirildiği bir eğitim sisteminde CA gerçekten çok hayali bir yaklaşım olabilir.

CLM28: Açıkçası keşke iyi şeyler söyleyebilseydim. Sistemsel ve ekonomik sorunlar bir yana, geleneksel yaklaşımlarla yetişmiş öğretmenlerin CA hususunda çok başarılı olduklarını düşünmüyorum. Son yıllarda mesleğe başlayan öğretmenler bence bu konuda daha bilinçli. Staj yaptığım ilköğretim okulundaki öğretmenin bu yönde çok çaba gösterdiğini gördüm mesela. Ama konuları yetiştiremeyip geri kaldığı görüşü ile aynı okuldaki daha ileri yaştaki diğer 2 öğretmenin eleştirisine maruz kaldığını da gördüm. Bence hizmet içi eğitim bu konuda ciddi olarak düşünölmeli.

Ideas about the contribution of teacher education to the coursebook comprehension

KTF01: Bence burada almış olduğum eğitim beni devlet okullarında kullanabileceğim birçok kitaba yönelik hazırladı. Özellikle son iki yılımızda onlarca kitap inceledik. Üzerine tartışmalar yaptık. Ben bu konuda üniversite eğitimimin beni iyi yetiştirdiğini düşünüyorum.

KTF02: Bence de mesleğe başladığımızda kullanacak olduğumuz kitaplara yönelik kendimi hazır hissediyorum. Hatta daha şimdiden kitaplara yönelik materyaller hazırlayabiliyorum. Ama gerçek sınıf içi uygulama şansımızın daha fazla olması gerekir.

KTM05: Kitapların genel gidişatı, beklentileri, kazanımları ve aktivitelerin ne yönde olduğuna dair daha şimdiden kendimi gayet hazır hissediyorum.

KLF09: Ben kitaplar konusunda yetersiz olduğumu düşünüyorum diyebilirim. Fakat bu durum her bir ders döneminden önce şahsi hazırlıklarla aşılabılır diye düşünüyorum.

KLF13: Arkadaşımın aksine ben staj uygulamalarımda kendimi ders kitaplarına hazırlık konusunda yetersiz olarak gördüm. Derste kullandığım kitap ile aramda sürekli bir kopukluk var gibi hissediyorum. Şahsıma özgü bir durum da olabilir bu. Bir kitaba bağlı olarak dersi yürütmek beni kısıtlar gibi düşünüyorum.

KLM15: Kullanacağım ders kitaplarına hâkim olma hususunda ben almış olduğum eğitimin bana çok şey kattığını düşünüyorum.

ATF16: Üniversitedeki eğitimimin beni yeni kitaplar konusunda yeterince bilgilendirip aydınlattığını düşünmekle birlikte her dönem yeni gelişmeleri takip ederek kendimi sürekli güncellemem gerektiğini de düşünüyorum.

ATF19: Bu konuda ben de arkadaşıma katılıyorum. Üniversite eğitimim boyunca ondan fazla ders kitabını detaylı biçimde inceleyip yorumlama şansı buldum. Bence bu benim için çok verimli oldu. Sadece uygulama safhasının biraz daha fazla olmasını isterdim.

ATM23: Gerek üniversite eğitimim boyunca almış olduğum dersler ve uygulamalar, gerekse staj boyunca yapmış olduğum gözlemler bana bu konuda çok şey kattı. Ama uygulama sayısı bence daha da arttırılmalı.

ATM24: Kullanacağım ders kitaplarını daha mesleğe başlamadan tanıdım diyebilirim. Fakat mesleğe başladıktan sonra bile bence bu konuda sürekli olarak gelişime açık olmalıyız. Hatta bence sadece bu konuda bile belirli aralıklarla hizmet içi eğitim verilebilir.

CLF27: Mezun olduktan sonra devlet okullarında kullanacağım kitapları tanıma ve değerlendirme hususunda üniversitede aldığım eğitimin beni iyi bir noktaya getirdiğini düşünüyorum.

CLM29: Ben burada almış olduğum eğitimi bu konuda iyi ama yetersiz görüyorum. Kitapları inceledik, üzerine tartışmalar yaptık. Fakat o kitapları kullanarak çok fazla uygulama yapamadık bence. Mesela ben stajda ilköğretim kitapları hakkında uygulama yapabildim. Bu belki bir artıdır. Fakat lise düzeyi hakkında o kadar iyi değilim bence.

Ideas about the pre-service etacher training program

KTF01: Bence her dönem az da olsa öğretmenlik uygulaması yapma imkânımız olmalıydı. En azından 3. Sınıftan itibaren toplam dört dönem okul uygulamasına gitmek isterdim.

KTF02: Fakat ben staj uygulamalarının çok daha fazla olmasını ve mesleğin sorumluluklarını yüklenmeden önce, gerçek sınıf ortamında daha fazla tecrübe edinebilirim. Örneğin, farklı beklentilerle hazırlanmış olan ders planının derste gerçekleşmediğini görmek bile bir tecrübe olabilir bizim için. Bunu mesleğe başladıktan sonra görmek bizi üzebilir. Fakat henüz o sorumluluğa sahip olmadan bu durumda kalmak, esnek davranabilme açısından bizi daha özgüvenli yapar.

KTF06: Derslerimizde teorik kısımların daha az olması ve uygulama ortamımızın daha fazla olmasını isterdim.

KLF10: Eğer konumuz CA ise, bence bir kere bu yaklaşım içerisinde öğretmenin rol model olması gerekir. Fakat ben birçok İngilizce öğretmenin daha henüz çok güzel İngilizce konuşmadığını görüyorum. Bence konuşma ve dinleme çalışmaları üniversitede de şimdikinden çok daha yoğun biçimde yapılmalı.

KLF13: Bence konuşma becerisi geliştirmeye yönelik dersler ve çalışmalar üniversitede de çok daha fazla olmalı. Bunun yanında öğretmenlik uygulaması daha fazla olmalı.

KLM15: Elbette ki uygulama yönünde tavsiyelerim olacak. Öncelikle en az 2.sınıftan itibaren bence bir ayağımızı devlet okullarında olması gerekir.

ATF17: Ben şahsen, gerek lise ve öncesi eğitimlerimizi, gerekse üniversitede almış olduğumuz eğitimleri düşündüğümde, açıkçası hem yabancı dil becerisi, hem de genel olarak öğretmenlik becerisi anlamında yetersiz bir öğretmen olarak mesleğe başlayacağımı, başladıktan sonra kendimi geliştirmeye başlayacağımı düşünüyorum. Açıkçası, genel anlamda kendimizi öğretmenliğe adapte etmemiz ve özgüvenli birer öğretmen olarak mezun olabilmemiz için, bence öğretmenlik uygulamalarının da daha fazla olması, hatta bence dört yıla yayılması gerekir.

ATF20: Arkadaşlarıma katılarak ben de kesinlikle staj sayısının arttırılmasını istiyorum. Bir de, ben şahsen seneye bir öğretmen olacak olmama rağmen kendimin –ve bence birçok arkadaşımın- bir öğretmen gibi akıcı akıcı konuşabildiğimi düşünmüyorum. Bu elbette biraz da bizim elimizde. Kendimizi okula bağlı kalmadan geliştirebilirdik. Fakat dersler dâhilinde de dinleme-konuşma becerilerine yönelik dersler ve çalışmalar arttırılırsa iyi olur.

ATM22: Genel olarak, almış olduğumuz pedagojik dersleri düşündüğümde bile, bence alığımız derslerin, en azından bir kısmı bizi gerçek anlamda bu mesleğe hazırlayan dersler değil. Daha çok teoride kalıyorlar. Ve staj uygulamalarında aslında bu derslerin bize çok bir faydası olmayacağını, daha iyi olanın staj sayısının artması olacağını görüyoruz.

ATM24: Her ne kadar yakında girecek olduğumuz KPSS sınavında başarı gösterip atansak da, öğretmenlik mesleğine yönelik derslerde yüksek başarı göstersek de, ben şu anda kendimi hem ikinci dil becerisi, hem de öğretmenlik becerisi anlamında çok donanımlı görmüyorum.

CLF26: Biraz da bölümümü sayesinde hedef kültüre ve hedef kültürün değerlerine biraz daha hâkimim diyebilirim ama ben sınıf yönetimi konusunda biraz daha fazla uygulama şansımızın olmasını isterim.

CLM28: Aslında üniversitede almış olduğumuz derslerin genel anlamda isimlerine ve içeriklerine baktığımızda çok fazla sorunlu durmuyor. Maksadım buradaki hocalarımı eleştirmek değil asla tabii ki. Fakat derslerin işlenişi, ya da sonuç olarak öğrenciler üzerinde bıraktığı etki, sanki isimleri ve teorideki içerikleri

kadar bizleri bu mesleğe hazırladı diyemiyorum. Şu anda biz mezun olmak üzereyiz. Sorun tama olarak nereden kaynaklı biliyorum. Ama ben kendimi bu mesleğe karşı donanımlı ve hazır hissedemiyorum.

Ideas about future teaching career regarding external factors

KTF01: Şu anda evet bazı değişiklikler varsa da hala merkezi sınav sisteminin getirdiği test çözme beklentisi ister istemez iletişimi arka planda bırakıyor. Ek olarak, geleneksel yöntemlerin etkisinden çıkamayan öğretmenler de bu değişime ayak uyduramamaktadırlar. Özellikle, yaşı nispeten daha ilerde olan öğretmenlerde bu durumu görmek mümkündür.

KTF02: Ek olarak, öğrencilerdeki konuşamama korkusu da onları onların konuşmaya yönelik aktiviteleri yaparken çekinmelerine sebep oluyor. İngilizce konuştuğumda beni anlasa dahi cevap vermeye çekinen öğrencilerim olacak diye düşünüyorum. Staj uygulamalarında öyle oldu çünkü. Ama gene de gerek öğretmenlik uygulamasına yönelik teorik dersler, gerekse yaptığımız stajlar sayesinde derslerdeki teorileri uygulamış olmamız beni bu sorunları çözebileceğim yönünde umutlandırıyor.

KTM04: Öğretmenlerin birden fazla sınıfla ilgilenir olmaları ve ders yüklerinin fazla olması daha gelenekseli daha kolay yöntemlere yönelmelerine sebep olmaktadır. Devlet okullarındaki aynı branş öğretmenlerinin eş güdümlü olmalarına yönelik beklenti, daha yaşça ileri olan ve geleneksel yöntemlere daha eğilimli olan öğretmenlerin diğer öğretmenlerin ders işleyişlerine etki yaptığını da düşünüyorum. Toplumun ekonomik beklentileri bir yana, öğretmenlerin ekonomik durumları da bence bu durumu olumsuz yönde etkiler. Örneğin eldeki materyaller dışında bazı materyaller geliştirmek isteyen bir öğretmen bunun maliyetini karşılamakta güçlük çeker.

KTM05: Merkezi sınavlar ve merkezi sınavda başarıyı amaçlayan okul yöneticileri.

KTF06: Gene bunun yanında eğitim sistemi ne kadar değişmeye çalışsa da velilerin gelecek kaygısı, sınav sistemi kaygısı ket vuruyor bu değişime. Örneğin veli öğrencinin İngilizce defterine bakıp bir kelimenin on defa yazıldığını görmek istiyor.

KLF10: Ben özellikle kalabalık sınıflarda aktiviteleri düzenlerken sınıf hâkimiyeti noktasında sorun yaşayacağımı düşünüyorum.

KLF12: Öğrenci yaklaşımları, veli tutumları ya da merkezi sınav baskısı sorunlarını hadi aştık diyebilirim de, öğretmenin işine gereğinden fazla karışıp okulun başarısını TEOG ya da YGS YDS ile ölçen bir okul yöneticisi beni olumsuz yönde etkiler.

KLM15: Elbette ki veli tutumları ve merkezi sınav baskısı. Staj yaptığım okuldaki öğretmen bana bazen velilerin neden deftere çok yazdırmadığım ve kelimeleri neden onar defa yazdırmadığım konusunda yönünde şikayet ettikleri oluyor demişti. Şaşırmıştım açıkçası.

ATF17: Ben ders kitaplarının da sorun olabileceğini düşünüyorum. Çünkü kitaplar ne kadar iyi ve bu yaklaşıma uygun biçimde hazırlanmış olsalar bile bence her bölgenin öğrenci profili ve ihtiyacı farklı olabilir. Bu konuda bu açıkları kapatmak adına bana iş düşecek diyebilirim. Merkezi sınav baskısı, sınav notu odaklı veli tutumlarını söyleyemiyorum bile.

ATF20: Sayabileceğim birçok sorunun temelinde ekonomi ve gelecek kaygısı yatmakta aslında. Çocuğunun iyi bir hayat kurabilmesi için başarılı olması gereken sınavlarda, -en azından üniversitede iyi bir bölüm kazanana kadar- yabancı dilde iletişimsel yeterliliğe sahip olmanın önemini neredeyse hiç olmadığını

düşünen veli öğretmenden bu yönde ders işlemlerini bekliyor. Bu bir sorun ya da engel olarak isimlendirilse de, gelecek kaygısı taşınan bir coğrafyada velilere hak vermek zorunda kalıyorum.

ATM22: Henüz ilkokuldan itibaren başarılı olmanın yolunun test çözmekten geçtiği bilinci aşıl原因 öğrencilerin karşısında her ne kadar eğitimini almış olup kendime bu hususta güveniyorsa da bu eğitim sistemi içerisinde CA yöntemi ile nasıl ders işleyebilirim diye düşünüyorum açıkçası.

ATM24: Gelecek kaygısına bağlı olarak merkezi sınav baskısı ve teknik yetersizlikler diyebilirim.

CLF25: Fakat bu becerileri ölçebilecek işlevsel bir ölçme aracı henüz yok. O yüzden ölçüt olamayacak beceri göz ardı edilmek zorunda kalıyor. Ölçülemediği için de öğretmenlerin kendilerini sorgulayıp yöntemlerini gözden geçirmelerine yardımcı olacakları dönütleri alamıyorlar. Ek olarak, Özellikle daha tecrübeli olan öğretmenlerimiz geleneksel yaklaşımların etkisinden kurtulamamaktadır. Yenilerin bazıları iletişimsel yetiye yönelik çalışmaları ve ölçmeyi zahmetli bulup kaçınıyorlar. Aynı biçimde, veliler çocuklarının ellerinde yazılı çalışmaları gördükçe daha çok mutlu oluyorlar.

CLF26: İlkokulda dahi derse girsem ve iletişimsel aktiviteler yapıp, oyun temelli faaliyetler yapsam, acaba okul müdürü ne zaman kapımı çalıp ‘hocam oyun oynamayı bırakıp ders işleyin’ der endişesi taşırım.

CLM29: Ben merkezi sınav baskısının önümdeki en büyük engel olacağını düşünüyorum. Çünkü TEOG baskısı artık ilkokulda hissedilmeye başlıyor. Daha sonra, lisede üniversite sınavı baskısı oluyor. Yani, hangi yaş grubunun ya da hangi düzeyin dersine girsem gireyim sınav sistemi önüme hep bir engel olarak çıkacaktır diye düşünüyorum.

CURRICULUM VITAE

Yıldıray KURNAZ was born in Trabzon in 1988. He went to primary school in Rize, and secondary school in Trabzon. He graduated from Surmene Hasan Sadri Yetmişbir Anatolian High School in 2005. He studied English Language Teaching at Atatürk University, Kazım Karabekir Faculty of Education, and graduated in 2009. Then, he was employed at Bayburt University, Foreign Languages Department in 2010, where he still works. He completed his military service in 2011.

KURNAZ is married and has two children.

