LOOKING AT THE ELT METHODS THROUGH THE EYES OF TEACHERS AT WORK: AN ANALYSIS

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ABSTRACT
Approaches to English Language Teaching (ELT) and methodology courses are the indispensable parts of the undergraduate programs in ELT Departments. Starting from their sophomore years, students take a variety of methodology courses where they get to know the theory of language teaching along with the techniques. Yet, when they graduate and become teachers themselves, whether they are able to apply what they have learnt in theory to practice is rather questionable and is an area open to research since some approaches seem to be never used whereas some others come to the forefront.
This study aims at finding out and exploring whether teachers of English are really applying what has been covered in their ELT methodology courses in their classes. With a combination of both quantitative and qualitative methods (i.e. questionnaire and interviews), the study investigates the opinions of 20 teachers with different experiences (i.e. 8 experienced, 7 semi-experienced and 5 novice) regarding their preferences with respect to ELT methods. Surprisingly enough, the study has arrived at some results which are mostly related with the teachers' own beliefs and expectations although experience has also played a role to some extent.
The results revealed that teachers' preferences on the application of methods were affected by their beliefs and expectations as well as their years of teaching experience. However, some results were very similar or common regardless of their years of teaching experience. For instance, Silent Way and Suggestopedia were neglected by the majority of the participants while the Direct Method was preferred to be implemented by all twenty participants.
The authors believe that this study will be of use to both theoricians and practitioners in the area as the researchers will share their findings which may have a role in shaping the teaching of ELT methodology courses in ELT Departments in the future, which will surely benefit the graduates of these departments much more on the job.

Keywords: English Language Teaching (ELT); teachers' attitudes; ELT methods; novice teachers; semi-experienced teachers; experienced teaches; teaching practice.

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1. INTRODUCTION

The language teaching methods have had a huge place in language learning for years. Since English has become a global language in terms of communicative, academic, business-related purposes, it has been affected the most by the trend of application of the language learning methods. In order to achieve these purposes and make language learning and teaching more efficient, different types of teaching methods have been applied by English teachers. For the purpose of making the teachers more informed and competent about these methods, English Language Teaching programs have begun to offer methodology and ELT courses during teacher training.

In this study, the researchers are interested in the effect of the Approaches to ELT courses on how teachers choose which method to implement and their thoughts about the applicability of the language teaching methods after graduation in Turkey. Taking teachers’ opinions while they are practicing teaching skills in real class environments about the methods and their applicability can be seen as a new area of interest in language learning studies rather than observing teachers’ behaviours (Tekin, 2013). Therefore, the researchers decided to make a further investigation on this topic by studying on teachers’ attitudes towards some methods such as the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, the Total-Physical Response, and Communicative Language Teaching, most of which has been the topic of several existing research papers.

2. METHOD

With this research, the attitudes of Turkish teachers of English towards the applicability of ELT Methods that they learned in their Approaches to ELT courses at the university are expected to be found. In the light of the main question of this study, several sub-questions emerge. For instance:

- Which method is applied the most among the teachers in Turkey?
- What are the factors behind their preference?
- What are the limitations that cause inapplicability of the methods that they liked in teacher training?
- How realistic are the methodology courses?
- To what extent do teachers’ current beliefs and expectations affect their teaching practices?

Participants

There are 20 participants in this study divided into three groups according to their years of teaching experience. The first group includes 8 participants who have teaching experience of 10 and more years. The second group includes 7 participants who have teaching experience of 4-9 years. Finally, the third group includes 5 participants who are novice teachers. All of the participants are from Turkey and working in different institutions. Gender differences are
not taken into consideration in this study by the researchers. Therefore, the study will be conducted on both male and female teachers in different numbers. Random sampling is used in this study. As a compensation plan, the questionnaire and interview will be applied on more than 20 participants by the researchers in order to use data in case of necessity.

Data Collection
Questionnaires, interviews, and a recorder for the interview were used as data collection tools.

Sample Questions from the Questionnaire
In the YES or NO section;
- Do you use Grammar Translation Method in your teaching?
- Do you use Direct Method in your teaching?
- Do you use Suggestopedia in your teaching?

In the measurement of the frequency of the use of methods section;
- How often do you use Communicative Language Teaching?
- How often do you use Audio-Lingual Method?
- How often do you use Silent Way?

Sample Questions from the Interview Guide
- Which method do you apply the most in your teaching?
- What are the factors behind your preference?

Design and Procedure
Most of the participants were administered a questionnaire in their work places of work. However, a few of them who live and work outside of Ankara were sent the questionnaire via e-mail. All the interviews were made in Ankara and the institutions in which they work.

Before administering the questionnaires and interviews, a consent form was distributed to the participants.

Then, the questionnaires lasted 5 minutes at most for each participant. On the other hand, the interviews lasted 30 minutes at maximum for each participant. Before the interview began, the participants were requested to answer the questions in English. The questions in the interview were asked by one of the researchers while the other researcher were recording the interview and taking notes.

A combination of quantitative and qualitative analyses conducted on the data because the analysis of the questionnaires was a quantitative study while the analysis of the interviews was a qualitative study. To be able to see the applicability of the methods, their use by the participants and the frequency of their use were compared to each other as a first step. Then, the results were looked at in detail by correlating the years of experience of teachers to the first step.

3. FINDINGS
According to the results of this study, it has been seen that teachers use Direct Method, CLT and Audio-Lingual Method the most in their teaching practice. Silent Way, Suggestopedia and TPR are not much preferable among the participants. GTM is a preferable method yet there are different results based on the variability of the teachers’ years of experience. For instance, experienced teachers use this method and give reliable frequencies to their choice. The ones
that do not use GTM among the experienced teachers are also able to state non-conflicting frequencies. However, semi-experienced teachers and novice teachers are not that sure when they are stating their frequency of the use of GTM.

Results Concerning the Use of Grammar Translation Method

Table 1: The Use of GTM

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>YES</td>
<td>15</td>
<td>75,0</td>
<td>75,0</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>5</td>
<td>25,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

Among twenty participants as it can be seen above, fifteen of them have reported that they use GTM in their classes while the rest 5 of them do not prefer using GTM. Out of fifteen participants who use GTM, six of them use it "frequently". Interestingly, it has been realized by the researchers that the participants who chose the same frequency value for GTM made totally different choices about use of the method. For example, according to the results, seven of the participants use GTM "rarely"; nevertheless, three of them put a tick under “NO” to the use of GTM while four of them put a tick under “YES” for the same question.

Table 2: The Frequency of the Use of GTM

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Frequently</td>
<td>6</td>
<td>30,0</td>
<td>30,0</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>5</td>
<td>25,0</td>
<td>55,0</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>7</td>
<td>35,0</td>
<td>90,0</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>2</td>
<td>10,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

In detail, the divided sample group results are more important than the overall results as the study investigates the relationship between teachers’ years of experience and their choice of methods that they use in their teaching practice. The first group consists of the experienced teachers who have eight and more than eight years of teaching experience. There are eight teachers in this group. Five of the experienced teachers put a tick under “YES” when they were asked whether they used GTM. Moreover four of them stated that they use it “often” and the other one uses it “frequently”. Three of the experienced teachers put a tick under “NO” when they were asked the same question. Two of them stated that they “rarely” use GTM and the other one uses it “never”. Five of the semi-experienced teachers put a tick under "YES" when they were asked whether they use in teaching practice. However, three of them stated that they use GTM “rarely” while two of them stated that they use this method “frequently”. Two of the semi-experienced teachers put a tick under "NO" to the same question. One of them stated that he never uses it while the other one uses it "rarely".
All of the novice teachers put a tick under “YES” when they were asked whether they use GTM in their teaching practice. Three of them stated that they use this method “frequently”. One of them stated that he uses it “often” while the other one stated that she “rarely” uses it. 

**Results Concerning the Use of Direct Method**

All of the participants reported that they use Direct Method in their classes. However, only two of them use this method “always”. Most of them reported that they “often” use it.

**Table 3: The Frequency of the Use of Direct Method**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>10,0</td>
<td>10,0</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>35,0</td>
<td>45,0</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>45,0</td>
<td>90,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>10,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

In detail, among the divided groups, one of the experienced teachers stated that she “always” uses Direct Method. Three of them use Direct Method “frequently. The rest three of them use it “often”.

All of the semi-experienced teachers put a tick under “YES” when they were asked whether they use Direct Method in their teaching practice. One of them stated that he “always” uses this method. Three of them stated that they “frequently” use DM and two of them stated that they “often” use this method; however, one of them stated that she “rarely” uses it in her teaching.

All of the novice teachers put a tick under “YES” when they were asked whether they use Direct Method. Three of them stated that they “often” use this method while one of them uses it “frequently” and the other one uses it “rarely”.

**Results Concerning the Use of Audio-Lingual Method**

**Table 4: The use of Audio-Lingual Method**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
<td>80,0</td>
<td>80,0</td>
</tr>
<tr>
<td>NO</td>
<td>4</td>
<td>20,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

Among twenty participants, sixteen of them have reported that they use Audio-Lingual Method in their teaching whereas four of them do not prefer using ALM. When the frequency values are taken in the consideration, ALM is a method that is used “often”. Five participants chose “rarely” as a frequency value for ALM although two of them put a tick under “YES” to the use of ALM.
Chart 1: The Frequency of the Use of Audio-Lingual Method

In detail, six of the experienced teachers stated that they use ALM. Five of them stated that they use it “often” while only one of them said that she “rarely” uses this method. Two of the experienced teachers put a tick under “NO” when they were asked whether they use ALM. One of them stated that he uses this method “rarely” while the other one “never” uses it.

Six of the semi-experienced teachers put a tick under “YES” when they were asked whether they use ALM. One of them stated that she “always” uses this method. Two of them they frequently use this method and the other three stated that they “often” use it. Nevertheless only one of them put a tick under “NO” when she was asked whether she uses ALM and stated that she “rarely” uses this method.

Four of the novice teachers put a tick under “YES” when they were asked whether they use ALM. One of them stated that he frequently uses this method and two of them stated that they “often” use it. Only one of them stated that she “rarely” uses ALM; however, only one of the participants among this group put a tick under “NO” to the same question. He stated that he “rarely” uses ALM.
Results Concerning the Use of Silent Way

Chart 2: The Use of Silent Way
Among twenty participants, six of them have reported that they use Silent Way in their teaching while fourteen of them do not prefer using it. When the frequency values are taken in the consideration, 30% of the participants put a tick under “YES” to the use of Silent Way whereas none of them has stated that they “always” use it.

Table 5: The Frequency of the Use of Silent Way

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>2, 10,0</td>
<td>10,0</td>
</tr>
<tr>
<td>Often</td>
<td>3, 15,0</td>
<td>25,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>4, 20,0</td>
<td>45,0</td>
</tr>
<tr>
<td>Never</td>
<td>11, 55,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>20, 100,0</td>
<td>100,0</td>
</tr>
</tbody>
</table>

In detail, six of the experienced teachers put a tick under “YES” when they were asked whether they used Silent Way. However, only two of them use this method “frequently” and “often” while one of them uses it “rarely”. Five of the experienced teachers put a tick under “NO” when they were asked whether they use Silent Way. Four of them stated that they “never” use this method while one of them uses it “rarely”. Among the semi-experienced teachers only three participants put a tick under “YES” when they were asked whether they use Silent Way. Two of them stated that they “often” use this method and one of them stated that she “frequently” uses it. Four of the semi-experienced teachers put a tick under “NO” to the same question. Two of them stated that they “rarely” use this method while the other stated that they “never” use Silent Way in their teaching practice.
Among the novice teachers, none of the participants put a tick under "YES" when they were asked whether they use Silent Way. Additionally, all of them stated that they “never” use Silent Way in their teaching practice.

**Results Concerning the Use of Suggestopedia**

Among twenty participants, eight of them have reported that they use Suggestopedia in their teaching while twelve of them do not prefer using it. According to the results of the frequency values, none of the participants who put a tick under "YES" to the use of Suggestopedia use it “always”. Additionally, only two of them use it “frequently”.

![Chart 3: The Frequency of the Use of Suggestopedia](chart.png)

Among the experienced teachers only three of them put a tick under "YES" when they were asked whether they use Suggestopedia. However, two of them stated that they use this method “frequently” and one of them stated that she uses it “often”. Five of them put a tick under “NO” when they were asked whether they use this method. Four of them stated that they never use it while one of them stated that he uses it “rarely”.

Four of the semi-experienced teachers put a tick under "YES" when they were asked whether they use Suggestopedia in their teaching practice. However, two of them stated that they “rarely” use this method while the other two stated that they “often” use it. Three of the semi-experienced teachers put a tick under “NO” to the same question. All of the rest stated that they “never” use Suggestopedia in their teaching practice, though.

Among the novice teachers only one of them put a tick under “YES” when he was asked whether he uses Suggestopedia. He stated that he “often” uses this method in his teaching practice; however, the rest of the novice teachers put a tick under “NO” to the same question. One of them stated that he “rarely” uses this method whereas two of them stated that they never use it.
Results Concerning the Use of Total-Physical Response

Table 6: The Frequency of the Use of TPR

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>5,0</td>
<td>5,0</td>
<td>5,0</td>
</tr>
<tr>
<td>Frequently</td>
<td>3</td>
<td>15,0</td>
<td>15,0</td>
<td>20,0</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>20,0</td>
<td>20,0</td>
<td>40,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>45,0</td>
<td>45,0</td>
<td>85,0</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>15,0</td>
<td>15,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
<td>100,0</td>
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</tbody>
</table>

Among twenty participants, fourteen of them have reported that they use Total-Physical Response in their teaching while six of them do not prefer using it. Only one of the participants has reported that she “always” uses this method, yet nine of them use it rarely. In detail, four of the experienced teachers put a tick under "YES" when they were asked whether they use TPR. Three of them stated that they use this method “frequently” while the other one stated that she uses it “often”. The rest of the experienced teachers put a tick under “NO” when they were asked whether they use TPR in their teaching. Two of them stated that they use it “rarely” while the other two stated that they use it “never”.

Five of the semi-experienced teachers put a tick under "YES" when they were asked whether they use TPR. However, two of them stated that they use this method “rarely” while three of them use it “often”. Two of the semi-experienced teachers put a tick under “NO” to the same question. One of them stated that she “rarely” uses TPR while the other one stated that he “never” uses it.

Among the novice teachers all of the participants put a tick under “YES” when they were asked whether they use TPR in their teaching practice. However, only one of them stated that she “always” uses this method while the rest of them stated that they “rarely” use TPR.
Results Concerning the Use of Communicative Language Teaching

Chart 4: The Frequency of the Use of CLT

Among twenty participants, eighteen of them have reported that they use Communicative Language Teaching in their teaching while two of them do not prefer using it. 40% of them use it “always” and 50% use it frequently.

Table 7: The Frequency of the Use of CLT

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>40,0</td>
<td>40,0</td>
</tr>
<tr>
<td>Frequently</td>
<td>10</td>
<td>50,0</td>
<td>50,0</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>10,0</td>
<td>10,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
<td>100,0</td>
</tr>
</tbody>
</table>

In detail, all of the experienced teachers put a tick under “YES” when they were asked whether they use CLT in their teaching practice. Three of the eight experienced teachers stated that they frequently use CLT and the rest stated that they “always” use this method. All of the semi-experienced teachers put a tick under “YES” when they were asked whether they use CLT. Three of them stated that they “always” use this method and the rest of them stated that they “frequently” use it.
Three of the novice teachers put a tick under “YES” when they were asked whether they use CLT. All of them stated that they “frequently” use this method. Nevertheless, two of the novice teachers put a tick under “NO” to the same question and they both stated that they “never” use CLT in their teaching practice.

**Results Concerning the Use of Eclectic Methods**

All of the participants including three divided groups, as well, put a tick under “YES” when they were asked whether they use an eclectic method in their teaching.

After the analysis of the frequency levels of the used methods, it has been found out that the experienced teachers who participated in the study use an eclectic method, which is a combination of mostly Direct Method, CLT, ALM, and GTM.

**Results of the Interviews**

Among twenty participants four of them were requested to make an interview by the researchers. The first and the second interviewees were experienced teachers who had twenty years of experience. The third interviewee was a semi-experienced teacher who had five years of experience. The fourth interviewee was a novice teacher who had one year of experience. They were asked about the most applied method which they use, the reasons behind preferences, limitations that cause inapplicability of particular methods, how realistic they find the methodology courses, and the effect of their current beliefs and expectations on their teaching practices. Their answers were recorded, transcribed, and then analyzed.

**Answers to the First Question: Which method do you apply the most in your teaching?**

The first interviewee stated that her “favourite” method is CLT; however, she said that she prefers implementing eclectic methods mostly.

The second interviewee stated that she generally uses an eclectic method that is a combination of CLT and Direct Method.

The third interviewee said that she applies CLT the most.

The last interviewee stated that he applies GTM the most; however, he hesitated before answering this question and said “unfortunately GTM” which shows he was unsatisfied about with the use of GTM.

**Answers to the Second Question: What are the factors behind your preference?**

The first interviewee justified her preference by saying that interaction is the most important thing for her in her language classes. Thus she gave some examples of the techniques and activities that she uses all the time like group work and peer feedback in order to show us how she likes “information exchange” among the students. For that reason, she stated that CLT is the method meeting the needs of the students in the target language and providing them with success of her classes.

The second interviewee stated that she also uses CLT to “allow more interaction between students and her”. She said that CLT and Direct Method allow her to use various materials, interaction patterns and different techniques as well.

The third interviewee stated that communication is crucial in English learning. She said “English is not kind of Maths or Physics”. As she wants her students to speak all the time she applies CLT the most.

The fourth interviewee stated that he does not prefer GTM for himself but for his students because he said that he has found this method easy and clear in terms of students’ needs.
Answers to the Third Question: What are the limitations on applicability of the methods that you liked in teacher training after you started teaching?

The first interviewee said that CLT cannot be applied in all teaching contexts. She also stated that this method requires “a great deal of responsibility and a good English proficiency” for teachers. Moreover she pointed that “exam-oriented nature of Turkish educational system” prevents teachers from using CLT.

The second interviewee stated that GTM is not very applicable because it does not suit to an EFL environment.

The third interviewee said "GTM is really old". She thinks that English cannot be taught by applying GTM because “GTM and some other methods do not force students to speak”. She added that all the methods except CLT “have some little missing points”.

The fourth interviewee stated that the methods that he learned during his teaching training are designed for “perfect teachers and perfect classroom and for perfect conditions”. He also said that students' levels and expectations are all different; therefore, some methods are quite artificial and all of them cannot be applied in real classroom environments.

Answers to the Fourth Question: How realistic are the methodology courses when you consider your teaching experience?

The first interviewee said that she does not see the methodology courses as efficient as the research evidence shows because she talked about the unexpected situations and critical decisions that teachers have to deal with in real life. She stated that these courses prepared her as a pre-service teacher; however, she thinks that they do not gain enough teaching proficiency and practicum.

The second interviewee said that the methodology courses should be regarded as a “must” because they create a safe environment for undergraduate students to build their own teaching philosophy and style before they become real teachers.

The third interviewee stated that the methodology courses are helpful but they are not the exact thing in real life classes. Thus she does not think that these courses are realistic because there is also the variability of student factor.

The last interviewee said that the methodology courses are not that realistic because only the eclectic methods can be applied in the real classroom environment instead of applying the methods one by one and sticking only to one method.

Answers to the Fifth Question: To what extent do your current beliefs and expectations affect your teaching practices?

The first interviewee gave the answer of this question as “to a great extent” because she thinks that her way of teaching is shaped by her teaching philosophy and beliefs. As she likes interaction and socio-constructivism, she implements the techniques from CLT. She also stated that learning and teaching should be enjoyable hence she puts a lot of importance to the principles of communicative methods in her teaching practice.

The second interviewee said that she definitely thinks anyone's personality and belief systems have an effect on their choice of methodology. However, she stated that she considers other things like the students' profile before she adjusts her teaching style and the choice of methodology. The balance between the teacher's beliefs and the students' needs should be established.
The third interviewee stated that she tries to shape her teaching by her beliefs and expectations; nevertheless, she said that she is aware of some important factors like courage and willingness of the students in order to apply a method.

The last interviewee stated that he wants to use the methods that he likes; however, he said that he has just become pessimistic after seeing the real class conditions in Turkey. Moreover he said that he is also affected by his students' situations, levels, and their attitudes towards English.

4. CONCLUSION

The data that was analyzed has showed that applicability of the ELT methods taught in the teacher training courses at universities are really open to debate because the participants reported that they have to consider many factors before applying a method and they face several limitations on the applicability of these methods in real life classes.

First of all, the group of experienced teachers uses Direct Method and Communicative Language Teaching the most. They also prefer using Audio-Lingual Method and Grammar Translation Method respectively. However, they do not use Silent Way, Suggestopedia and Total-Physical Response much.

Second of all, the group of semi-experienced teachers uses Direct Method and Communicative Language Teaching the most. They also prefer Audio-Lingual Method. They use Silent Way the least.

Third of all, the group of novice teachers uses Direct Method and Grammar Translation Method the most. However, they never use Silent Way.

As it can be seen above and from the responses of the interviews, there is a variety of method use among the participants, which shows the fact that there is also a general attitude towards the applicability of the methods that they learned in the Approaches to ELT courses at the university. However, there is a common belief that the choice of a method is not dependent only the methods themselves. There are other factors which have more efficient roles in shaping their teaching preferences such as students' profile, Turkish educational system, language proficiency, and in-class-interactions.

REFERENCES


