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ÇUKUROVA UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

INVESTIGATING THE INFLUENCE OF CONTEXTUAL FACTORS ON ENGLISH LANGUAGE TEACHERS' BELIEFS

Ertan ALTINSOY

MASTER OF ARTS

ADANA / 2013

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To Çukurova University Institute of Social Sciences

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ÖZET

BAĞLAMSAL FAKTÖRLERİN İNGİLİZCE ÖĞRETMENLERİNİN İNANÇLARI ÜZERİNDEKİ ETKİLERİNİN İNCELENMESİ

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Bu çalışma "contextual factors" adı verilen ve literatürde bağlamsal faktörler olarak nitelendirilen etmenler ile İngilizce öğretmenlerinin inançları arasındaki ilişkiyi gözlemlemek amacıyla yapılmıştır. Bu doğrultuda İngilizce öğretmenlerinin inanç ve uygulamaları ile en yüksek ilişkiye sahip bağlamsal faktör araştırılmış ve özel ve devlet okullarında çalışmakta olan İngilizce öğretmenleri arasında bağlamsal faktörlerden etkilenme bağlamında anlamlı bir farkın varlığı sorgulanmıştır.

Literatürde bu amaç için geliştirilmiş ölçek aranmış ve Lumpe, Haney ve Czerniak (1999) tarafından hazırlanan ve Fen Bilgisi eğitimiyle ilgili bağlamsal faktörlerin öğretmenlerin inançlarının üzerindeki etkilerinin incelendiği anket, içeriğinin tamamiyle değiştirilmesi suretiyle kullanılmıştır. Anket maddeleri İngilizce öğretmenleri ile ön görüşme yapılarak ve ilgili literatür taranarak oluşturulmuştur. Geliştirilen yeni ölçek pilot çalışma amacıyla Türkiye'nin çeşitli illerinde çalışmakta olan 82 İngilizce öğretmenine uygulanmış ve toplana veri SPSS ile güvenirlik analizine tabi tutulmuştur. Yapısal geçerlilik için anket içeriği ile ilgili uzman görüşüne başvurulmuş, geçerlilik kısmen sağlanmıştır.

Araştırma, Türkiye'nin çeşitli illerindeki özel ve devlet okullarında çalışmakta olan 210 İngilizce öğretmeninin katılımıyla yapılmıştır. Verilerin büyük bir bölümü online olarak sosyal paylaşım siteleri ve forumlar kullanılarak toplanmıştır. Yapılan güvenirlik analizi sonucunda ölçek yüksek oranda güvenilir çıkmış; politika, sınıf, teftiş, öğrenci, okul yönetimi ve öğretmen kaynaklı olmak üzere toplam 6 bağlamsal faktör elde edilmiştir. Toplanan verilerin güvenirliğini gözlemlemek amacıyla 14 katılımcı ile

yaklaşık yarım saat süren görüşmeler yapılmış ve toplanan veri anket verileri ile karşılaştırılmıştır.

SPSS ile yapılan regresyon analizi neticesinde bağlamsal faktörler ile İngilizce öğretmenlerinin inanç ve uygulamaları arasında yüksek düzeyde ilişki gözlenmiş ve uygulanan korelasyon analizine göre öğrenci kaynaklı bağlamsal faktörlerin sözkonusu faktörler arasında öğretmen üzerinde en yüksek etkiye sahip olduğu sonucuna ulaşılmıştır. Bağımsız örneklem t-testi sonuçlarına göre öğretmen kaynaklı ve okul yönetimi kaynaklı bağlamsal faktörler dışında politika, sınıf, teftiş, ve öğrenci kaynaklı bağlamsal faktörler açısından özel okul ve devlet okullarında çalışmakta olan İngilizce öğretmenleri arasında anlamlı bir fark mevcuttur.

Anahtar kelimeler: Bağlamsal faktörler, inanç, öğretmen inançları

ABSTRACT

INVESTIGATING THE INFLUENCE OF CONTEXTUAL FACTORS ON ENGLISH LANGUAGE TEACHERS' BELIEFS

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This study was conducted to investigate the relationship between contextual factors and English language beliefs. In this sense, the contextual factor which is mostly related with English language teachers' beliefs and practices was analyzed and the existence of a meaningful difference between public and private school English teachers in terms of perceived impact of contextual factors was examined.

A scale was searched in relevant literature for this purpose and the questionnaire, which was developed by Lumpe, Haney and Czerniak (1999) for the purpose of investigating the effect of contextual factors on science teachers' beliefs, was used by changing its content completely. The questionnaire items were constituted by having pre-interviews with English teachers and reviewing relevant literature. The new scale developed was piloted with 82 public and private school English teachers working in different parts of Turkey and the collected data were subject to reliability analysis with SPSS.

The actual study was conducted with the participation of 210 public and private school English teachers working in different parts of Turkey. Most of the data were collected online using social networking sites and English teaching forums. As a result of the reliability analysis, the scale appeared to be highly reliable and six contextual factors were obtained, namely policy, classroom, inspection, student, management, teacher oriented contextual factors. In order to analyse the reliability of the

questionnaire data, interviews were conducted with 14 participants lasting roughly half an hour and the collected data were compared with the questionnaire data.

As a result of the regression analysis conducted with SPSS, a significant relationship was observed between contextual factors and English language teachers' beliefs and practices. With regard to correlation analysis, it was found out that student oriented contextual factors have the greatest impact on English language teachers. On the basis of independent samples t-test results, except teacher and management oriented contextual factors, meaningful difference was observed between public school and private school English teachers in terms of policy, classroom, inspection, and student oriented contextual factors.

Keywords: Contextual factors, belief, teacher beliefs

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study together with important literature in this field. It also introduces the problem and purpose of the study in addition to the research questions aimed to be answered at the end of the study.

1.1. Background to the Study

Teaching is a complex, phenomenon that can be practiced in a number of different personal ways by its practitioners. A certain teaching activity can be practiced in various styles and ways by different teachers. In order to understand the reason of a specific teacher action, it is vitally important to comprehend the underlying idea behind it. To put it in another way, it is necessary to examine the teacher's beliefs and personal theories to understand the teacher practice in the classroom. In this sense, what teachers do in the classrooms is the reflection of what he/she stores in his/her belief system. Therefore, beliefs play a crucial mediating role in teachers' professional development by shaping how they think, feel and act out in the classroom.

Teacher belief is defined as tacit and often unconsciously held assumptions about students, classrooms, and the academic material to be taught (Kagan, 1992). In other words, it refers to teachers' implicit theories about learning and teaching which are constructed by personal experience and observation.

Research studies indicate that teacher belief could be a significant factor fostering or hindering students' learning (Clark and Peterson, 1986; Pajares, 1992; Calderhead, 1996). In this respect, teachers' beliefs have a crucial role in personal and professional development of teachers as they shape the practices of the teachers in the classroom. Moreover, it is vitally important to understand how teachers' deeply held

beliefs influence their teaching in order to maximize the effectiveness of pre-service and in-service teacher training.

However, most of the time, these beliefs and theories could be inconsistent with the teacher's actual practice in the classroom because of the various contextual factors which create a dilemma (to teach according to the beliefs or to teach according to the context) on the part of the teacher especially for the novice ones. According to Zeichner (1987), teacher development is heavily influenced by the congruence between context and the teachers' beliefs, personal theories and values. A match secures and stabilizes the beliefs. In case of mismatch, the teacher applies three different strategies in order to conform to the context: he/she keeps the beliefs covertly and play along with the school; he/she rejects the norms of the context and continue to follow his/her beliefs and theories; he/she makes some changes in the beliefs and personal theories in order to conform with the norms of the school (as cited in Roberts, 1998, p. 84). It implies that beliefs are not always stable and can be changed on the basis of many external contextual factors.

It is possible to consider many things as contextual factors. In this study contextual factors refer to characteristics of the teaching environment that have direct influence on teaching practice and student learning. In this respect, those factors are assumed to be out of teachers' control such as staff relations, school facilities, school administration, mandated course book and curriculum and so on. Therefore, it may be better to name it as contextual constraints as they restrict the teachers to apply what they assumed to be true in the classroom.

There is a growing body of literature investigating the role of teacher's beliefs on teaching practice but the literature about the influence of contextual factors on teachers' beliefs and practices is almost non-existing. As teacher belief plays a key role in the long process of teacher development and teacher change and development is triggered by the context in which the teachers work, understanding the relationship between contextual factors and the language belief of teachers will help providers of language teacher education to raise their awareness about teachers' implicit theories and to offer language teacher education with a broader perspective.

1.2. Statement of the Problem

Contextual factors constraining teachers in terms of practice are quite significant in the decisions the teachers made. In other words, the teachers implement their beliefs and theories into the classroom as far as the context permits. It is not the teacher but the context itself which has huge influence on the development of teachers. As Smith (1996) indicates there is a close relationship between instructional decisions, teachers' beliefs and contextual factors.

In Turkey, the role of contextual factors is so strong that it causes frustration as it leaves the teacher powerless in the classroom. When the teachers take the first step to the profession, the contextual factors begin to makes themselves felt from the very first day. The teacher has to follow a curriculum determined by the Ministry of National Education. The teacher's success is evaluated on the basis of the implementation of the curriculum. In this respect, the teacher has to reshape his/her feelings, personal theories, the image of ideal teaching in order to conform to the curriculum.

Moreover, the course book is also determined by the Ministry of National Education and sent to the public schools. Therefore, the teachers are not free to choose their own materials which is quite determinant in shaping the beliefs of teachers.

Other important contextual variables are physical environment and surrounding of the schools. Although the government works hard to improve the schools physically, there are still a lot of schools especially in suburb areas without technical equipment to teach effectively. Therefore, the teacher has to survive with blackboard and the course book in the classroom which is quite inconsistent with personal theories and feelings gained through experience during schooling and formal training. In terms of surrounding, the students living in disadvantaged areas with limited living conditions comes into the classroom with less motivation to learn compared to the ones living in downtown which changes the interactive decisions the teachers made in the classrooms.

There are hundreds of contextual variables that influence the beliefs of teachers and shape what they do in the classroom such as class size, teacher room, school policy, inspectors, lack of support from colleagues. Therefore, research on contextual factors in different contexts on teacher beliefs may yield valuable results teachers, teacher education programs and providers.

1.3. Purpose of the Study

This study aims to observe how contextual factors may influence the beliefs and the practices of English language teachers. It also aims to find out if contextual factors interfere with what is intended to apply in practice. Moreover, it works up to compare the effect of contextual factors on state and private school English teachers

1.4. Research Questions

Within the scope of the study, the following research questions aimed to be answered.

Research Question 1: Is there any relationship between contextual factors and English teachers' beliefs and practices in Turkish schools??

Research Question 2: If so, which contextual factor is mostly related with English language teachers' practices in the classroom?

Research Question 3: Is there any difference between teachers working in state schools and private schools in terms of the extent they feel they are affected by the contextual factors?

CHAPTER 2

REVIEW OF LITERATURE

Although the focus of the present study is the influence of contextual factors on English language teachers' beliefs and practices, investigating the beliefs teachers hold and developed during their professional life was relevant to the scope of the research. Therefore, this chapter reviews the relevant literature on teachers' beliefs, practices and contextual factors which provided background information about the matter of importance to this study. In this sense, section 2.1 analyses the definition of beliefs and presents the different terms that have been used in literature for belief concept. Section 2.2 investigates the construction of teachers' beliefs and possible sources of them by putting forward the relevant literature on it. Section 2.3 deals with teacher belief and practice relationship and the conditions of consistency and inconsistency between belief and practice together with the previous studies. In section 2.4 contextual factors and teacher belief relationship was investigated with the earlier studies on it.

2.1. Defining Teachers' Beliefs

Beliefs operate as glasses worn by people to make sense of what they experience in the world. They guide our interpretation of specific situations, ambiguous events and make individuals act accordingly. Moreover, beliefs are crucial in understanding how people organize their surrounding environment and respond to it in terms of decision and attitude.

Similarly, the beliefs teachers hold filter the way how they perceive the educational environment which, in turn, influence their decision-making process and practices in the classroom. In other words, a teacher's plan, instruction and interactive thoughts in the classroom is based on the evaluation and judgement of the rich store of knowledge and experiences about students, teaching/learning environment and so on.

A wide range of terms have been used to describe teacher's belief in literature. Although each term describes more or less similar constructs, they use different words. For example, Clark and Peterson (1986) use teachers' theories and beliefs in order to refer to the rich store of knowledge teachers have that would directly influence their planning and their interactive thought and decisions. Tabachnick and Zeichner (1984) chose the term teachers' perspectives for belief and suggested that belief is a "a reflective, socially defined interpretation of experience that serves as a basis for subsequent action ... a combination of beliefs, intentions, interpretations, and behavior that interact continually" (Clark & Peterson, 1986, p. 287). Similarly, Goodman (1988) also preferred to use teachers' perspectives referring to beliefs claiming that two teachers may exhibit different actions for the same events on the basis of their beliefs constructed through the interpretation of guiding images. Richards (1996) uses maxims to imply personal working principles which reflect implicit personal teaching philosophy of teachers (as cited in Borg, 2003, p. 86). Borg uses the term cognition when he refers to what teachers know, believe and think. Table 2.1 illustrates some of the terminology and their definitions used in the literature for the teacher belief concept.

Table 2.1.
Terminology and Description Table for Teacher Beliefs Concept

Researcher	**Term**	**Description**
Borg (1998c)	Personal pedagogical systems	Stores of beliefs, knowledge, theories, assumptions and attitudes which play a significant role in shaping teachers' instructional decisions
Breen *et al.* (2001)	Pedagogic principles	Shaped and generated by underlying and more abstract beliefs, these service to mediate between beliefs and on-going decision-making in particular instructional contexts
Burns (1996)	Theories for practice	The thinking and beliefs which are brought to bear on classroom processes
Freeman (1993)	Conceptions of practice	A set of ideas and actions teachers use to organize what they know and to map out what is possible; they guide individual action but are also affected by new situations

Johnson (1992b)	Theoretical beliefs	The philosophical principles, or belief systems, that guide teachers' expectations about student behaviour and the decisions they make
Sendan & Roberts (1998)	Personal theories	An underlying system of constructs that student teachers draw upon in thinking about, evaluating, classifying, and guiding pedagogic practice

Note. Adapted from "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe and Do," by S. Borg, 2003, *Language Teaching, 39*, pp. 84, 86. Copyright 2003 by the Cambridge University Press

As can be seen from the terminology list above there is a great deal of concepts referring to belief and it is possible to encounter many more in literature which is a clear indicator of confusion about the meaning of "belief" which centres on the distinction between beliefs and knowledge as stated by Pajares (1992).

It is troublesome to make a clear distinction between belief and knowledge as it is quite confusing to deduce what "belief" actually means. Abelson (1979: 356-360) ordered seven distinguishing characters of belief systems in order to present a clearer picture about belief and knowledge confusion.

- **The elements (concepts, rules, propositions etc.) of belief system are not consensual.** In other words, a belief about an event may be in conflict with another belief in the same occasion. A teacher may believe the value of group works and pair works in English teaching but also he may think that he doesn't have enough class time as he/she believes in the importance of covering the whole syllabus in order to be regarded as effective teacher by the school administration.
- **Belief systems are in part concerned with the existence or non-existence of certain conceptual entities**. In terms of education, these entities would be teacher, student, school administration and so on. These entities play an unusual categorizing role in belief systems which is not found in knowledge systems.
- **Belief systems often include representations of "alternative worlds."** That is a belief could be strongly favoured by the individual even it is contrary to reality and reasoning. Instead of changing the belief the person changes the situation in order to provide idealized state which is consistent with the belief held.

- **Belief systems rely heavily on evaluative and affective components**. It is these affective and evaluative aspects of belief which determine the amount of effort teachers put in the activities in the classroom as put forward by Nespor (1987). Knowledge system lacks such evaluative and affective judgements.
- **Belief systems are likely to include a substantial amount of episodic material**. Each person accumulates certain images from their personal experiences in their episodic memory and the beliefs are shaped by those episodes which operate as guiding agent in people's practice.
- **The content set to be included in a belief system is usually highly "open."** It is almost impossible to draw a boundary around belief system and exclude some items as they are not consistent with the already existing ones. Therefore, it is meaningless to look for logic behind a belief by looking at its relation with reality.
- **Beliefs can be held with varying degrees of certitude.** Certain belief in belief system is more central compared to the other ones and therefore they are more resistant to change.

> The believer can be passionately committed to a point of view, or at the other extreme could regard a state of affairs as more probable than not, as in '.This dimension of variation is absent from knowledge systems. One would not say that one knew a fact strongly, (Abelson, 1979, p. 360).

Drawing on Abelson's study Nespor (1987) identified four distinctive features of belief system which serve to distinguish belief system from knowledge system on the basis of his study with eight teachers. These are a) existential presumption, b) alternativity, c) affective and evaluative loading, d) episodic structure. In terms of existential presumption, some students are labelled such as lazy, hard-working or slow learner on the basis of teachers' personal beliefs or presumptions. According to Pajares (1992) these presumptions are deeply personal and formed by experiences. Alternativity refers to teachers' conceptualization of alternative realities in the classroom because of many reasons which are distinct from reality. Such practises of teacher may result from a traumatic or admirable experience of him/her of which stored in episodic memory.

According to Nespor, such beliefs are not amenable to falsification or even challenge (Nespor, 1987, p. 319). The beliefs have strong affective and evaluative component compared to knowledge which leads them to operate independently of cognition. In other words, feelings play crucial role on the part of the belief system. The teachers' feelings, personal evaluations and moods about students, school context, school administration, teaching policy etc. considerably influence their beliefs and their practice. Furthermore, he suggested that beliefs in belief system are stored in episodic memory whereas the knowledge is stored semantically. According to Nespor, what makes beliefs so powerful in the practices of teachers is that the material collected in episodic memory from previous personal experiences and events as students and teachers which impinge on subsequent events and actions. Nespor further contended that each people have belief systems and they are constructed by tens of thousands of beliefs. However each belief operates as separate identities in belief systems and they don't require internal consistency within the belief system because of their less dynamic and more static nature. In this sense, knowledge systems are open to evaluation and examination, whereas belief systems are not. Moreover, Nespor emphasized the "unbounded" nature of beliefs in his study that is they are not limited to certain specific contexts. Beliefs can be extended to apply different contexts other than that in which they were constructed. In other words, teachers can apply certain specific beliefs to a variety of situations and events in the classroom. All things considered, Nespor concluded that beliefs are stronger than knowledge in terms of predicting human behaviour suggesting that when people are faced with an unfamiliar situation, knowledge system does not operate because the necessary schemata is not available at the moment. Therefore, the person relies on the materials stored in the episodic memory to be able to respond to the situation.

In a review of the research on teacher's beliefs Pajares (1992) suggested that beliefs are vitally important in understanding the decisions people made. He further contended that there are strong relationships between teachers' beliefs and their practices and instructional decisions in the classroom.

According to Rokeach (1968) beliefs are deeply personal and it is impossible to question their accuracy as they are beyond individual's control. They are constructed through failures or successions in experiences, or they can be formed by chance.

In terms of belief and knowledge puzzle, Ernest (1989) asserted that belief is the affective outcome of cognition which is subjective, implicit and experience based whereas knowledge is the cognitive one. In a similar vein, Roehler, Duffy, Herrmann, Conley, and Johnson (1988 cited in Pajares, 1992) emphasized the static, inflexible and unchangeable nature of belief regardless of the situation. However, knowledge has an evolving and flexible nature as it is open to question and the schemata expands when new piece of information is integrated into it. They also argued that emotions play an important role on beliefs whereas knowledge has nothing to do with emotion.

Lewis (1990) asserted that belief is the prime mover of all types of knowledge arguing that when people want to learn something new they follow their beliefs and intuitions (as cited in Pajares, 1992).

The reason behind the ambiguity about the definition of belief may be explained that belief concept has been studied in a variety of fields and therefore a lot of meaning emerged in return and it's difficult to draw a distinction between belief and knowledge because the difficulty is associated with the finding the border where knowledge ends and beliefs begin as stated by Pajares (Pajares, 1992). Table 2.2 summarizes the belief and knowledge differences discussed in literature.

Table 2.2.
The Differences between Belief and Knowledge

Beliefs	**Knowledge**
Refer to suppositions, commitments, and ideologies	Refers to factual propositions and the understandings that inform skilful action
Do not require a truth condition	Must satisfy "truth condition"
Based on evaluation judgment	Based on objective fact
Cannot be evaluated	Can be evaluated or judged
Episodically-stored material influenced by personal experiences or cultural and institutional sources	Stored in semantic networks
Static	Often changes

Note. Adapted from "Teacher Beliefs and Practice in Science Education," by F. Savaşçı-Açıkalın, 2009, *Asia-Pacific Forum on Science Learning and Teaching, 10* (1), p. 4. Copyright 2009 by the HKIEd APFSLT.

On the basis of his extensive study on the nature of beliefs, Pajares describes belief as an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do (Pajares, 1992, p. 316). Moreover, he synthesized the following assumptions in terms beliefs (Pajares, 1992, pp. 325, 326):

- Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience.
- Individuals develop a belief system that houses all the beliefs acquired through the process of cultural transmission.
- The belief system has an adaptive function in helping individuals define and understand the world and themselves.
- Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted.
- Thought processes may well be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts, or reshapes subsequent thinking and information processing.
- Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring
- Beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures.
- Belief substructures, such as educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system.
- By their very nature and origin, some beliefs are more incontrovertible than others.
- The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change.
- Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information.

- Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality.
- Individuals' beliefs strongly affect their behavior.
- Beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behavior related to the belief in question.
- Beliefs about teaching are well established by the time a student gets to college.

Based on the previous research findings, belief in this study refers to personal theories and implicit assumptions about teaching and learning constructed through experience and observation of prior learning which play an important role in instructional practice.

2.2. Construction of Teachers' Beliefs

The terms and the definitions of teachers' beliefs imply that the teachers have their personal theories about teaching before they start working. According to Lortie (1975) these beliefs are built from the events the teachers experience during the "apprenticeship of observation." This lengthy observation period consists of the thousands of hours we spent as students watching the practises of teachers (cited in Roberts, 1998, p. 66). In other words, we develop our images of teaching during our own schooling while observing the teachers around us.

There is a plethora of research evidence that supports Lortie's view. In order to observe the potential impact of personal experience on teacher's teaching philosophy and practice, Bailey et al. (1996) conducted a research on seven MA candidates and a teacher educator using autobiographical writing and reflection on it. On the basis of the analysis of the autobiographies, the following themes were listed as the participants' positive learning experiences (Bailey et al., 1996, p. 14).

- Teacher's personality and style
- Teacher's high expectation for students' success, and teacher's friendly, supportive attitude
- Mutual respect between students and teacher

- Teacher's responsibility for maintaining students' motivation
- Positive classroom environment

Bailey did not analyze the actual practice of the participants to observe the influence of previous learning experiences in the study. It was believed that prior learning experiences shaped teacher's teaching philosophy and practice.

In his longitudinal study with eight university level ESL teachers in Canada, Woods (1996 as cited in Borg, 2003) kept tracking of information about teachers' decision making processes and the factors influencing these using various types of interviews such as open-ended background interviews, on-going interviews based on class observation, retrospective interviews based on video-taped lessons. Woods suggested that there are external and internal factors shaping teachers'' decisions and the teachers rely upon their experiences and previous language learning history in terms of internal factors that is the teachers' interpretative practice towards various situations. He further contended that these experiences construct the teachers' implicit theories which operate as filters during the decision-making process and their practices in the classroom.

In a similar vein, Breen, Hird, Milton, Oliver and Thwaite (2001) conducted a study on 18 ESL teachers in Australia in order to find out the underlying principles behind the teachers' beliefs and their certain practices in the classroom. The data were gathered through an intensive scheduling of interview over five weeks and the data was elicited through teachers' descriptions and interpretations of their own practices rather than relying on the researchers' observation and interpretation. The data gathered revealed 200 thematized principles but the researchers adopted five broad superordinate categories on the basis of previous studies on language teachers' conceptualizations of their work. The key finding of the research was an underlying pedagogic principle in each teacher that guided their works and practices in the classroom which was shaped by background knowledge and personal experience.

Perhaps, Numrich's study (1996) is the most significant one advocating Lortie's view. The data were collected from 42 graduate novice ESL teachers who were just entering the field or having less than 2 years of teaching experience. The participants were paired up and assigned to teach adult students in a community English program for

four weeks. They were not given any sets of syllabus or a curriculum to follow. They were also free to adopt any technique or activity to use in the classroom. In order to offer resource for their teaching, the teachers were given a selection of 10 basic texts to use with their students. For the purpose of helping teachers to remember teaching/learning techniques and methods that had been most or least successful in their own L2 learning and identifying their values and beliefs about learning and teaching, each teacher wrote a personal learning/teaching history before starting to teach. When the teachers started to teaching they wrote diary entries about their experiences in the classroom after each hour. After the analysis of the diary entries and the learning teaching histories, the following themes emerged (Numrich, 1996, p. 134):

- the preoccupations of novice teachers with their own teaching experience,
- the transfer (or conscious lack of transfer) of teaching methods/ techniques used in the teachers' own L2 learning,
- unexpected discoveries about effective teaching, and
- continued frustrations with teaching.

In terms of preoccupations with their own teaching experience, the most frequently mentioned theme was to the importance of classroom atmosphere that is in their language learning histories, many of the teachers stated its significance during their own L2 language learning and wanted to create a similar classroom environment.

With regard to the transfer of teaching methods and techniques used in the teachers' own L2 learning, it was observed that the effect of L2 learning was often carried over to their teaching of L2. The most popular theme mentioned in one of the group was "integrating culture into the language lessons" according to the diaries and those who had positive learning experiences about culture studies in language lessons were the ones who were more motivated to introduce the elements of US culture into their lessons. The other theme stated by the participants as positive learning experience that the teachers wanted to integrate into their classrooms was "giving students a need to communicate". This theme was strongly emphasized by one of the teachers who experienced a painful language study in which her father was determined to teach his native Korean language by making her memorize 5-10 words in each day. She resisted to it for 6 years and she stopped learning it as a result. However, when she was in college she felt motivated to learn Japanese because of her friends who sometimes

spoke Japanese together. Therefore, she stated the importance of personal relevance while learning a language and tried to make her lessons as relevant as possible for her students.

Although some methods and techniques were favored by the teachers and practiced in the classroom, several techniques were strongly rejected by them because of their negative experiences with them. Error correction is one of them which had inhibited some of the participants from speaking a language. As a result, because of their negative experiences of being corrected the teachers did not interrupt their students' flow of speaking for correcting errors in order not to make them feel humiliated and uncomfortable. All in all, Numrich's study showed that early learning experiences of teachers have direct influence on the beliefs and practice of teachers in return.

Johnson (1994) found that pre-service teachers' instructional decisions during in-service training may have been built from the images from their language learning experiences. In other words, prior language learning experiences have strong impact on ESL pre-service teacher's beliefs. The study was conducted on ESL pre-service teachers who were enrolled in an MA program in TESL during a 15 week practicum course in an American university. Johnson (1994) observed that the participants conveyed their positive teaching experiences into their classrooms. However, they rejected to implement them if their experiences were negative and change them with better instructional practices. The most striking finding of Johnson (1994) was that the teachers had to use practices that were not consistent with their beliefs especially when they were faced with complex classroom situations where alternative possibilities were not available. Johnson (1994) further contended that beliefs influence teachers' perceptions and judgments. In other words, beliefs play a crucial role shaping the interpretation of how teachers see things in the classroom. Moreover, beliefs are significantly important in terms of how pre-service teachers learn to teach. Finally beliefs shape how teachers enhance their practices in the classroom and how teacher preparation program could be reformed and reshaped as well.

Calderhead and Robson (1991) argued that previous learning experiences were significantly influential on the formation of novice teachers' initial beliefs on the basis of their study on twelve student primary teachers who were observed through the first

year of bachelor education course in England. In other words, prospective teachers have vivid images of teaching in their episodic memory from their previous experiences as students and these images operate as filter when new piece of information is processed by the teachers. According to Calderhead and Robson:

> "Student teachers construct an image of ideal teaching from one or more teachers they know through their own schooling, by linking positive images to particular practises of their own. This was the image of ideal teacher they could see themselves becoming in the future"
>
> (Calderhead and Robson, 1991, p. 4):

Calderhead and Robson (1991) further contented that prior beliefs of pre service teachers were subjective and were not necessarily homogenous as no single image of teaching was observed among participants and they observed that these beliefs were resistant to change. One of the teachers participated in the study claimed that the course she was taking did not contribute to her in terms of teaching which is the clear indicator of inflexible nature of prior beliefs.

Similarly, based upon his ethnographic study on pre service teachers Goodman (1988) suggested that student teachers' previous experiences, values and images about learning and teaching play crucial role in constructing the early beliefs of pre-service teachers and these beliefs operate as "intuitive screens" through which new information was filtered. If the information is consistent with the "guiding images" from past events, it is accepted into the knowledge system. If it is not, the information is adjusted or rejected by the individual. In this respect, beliefs constructed during the early childhood years through which pre-service teachers interpret the classroom have stronger influence on student teachers' perceptions and judgments than teacher training courses.

Moreover, beliefs may be built from many other sources. According to Richards and Lockhart (1996, pp. 30, 31) teachers beliefs are derived from:

- *Their own experience as language learner:* The beliefs are the reflection of how teachers were taught.
- *Experience of what works best:* The decisions that teachers give after observing and evaluating certain teaching experiences.

- *Established practice:* A certain style, strategy and practices may be preferred within a school or institution.
- *Personality factors:* Because of personality factors certain teachers prefer to apply certain technique, approach into their classroom as they well-suit with their personality
- *Educationally based or research based principles:* The teachers may want to implement certain technique or strategy that they have learned from an article, research, book into their classrooms
- *Principles derived from an approach or method:* The teachers may believe in the suitability of particular method or approach for a particular classroom.

For the purpose of providing insights into our understanding of teacher beliefs, Borg (1998) conducted a study on an experienced teacher at the age of forty who had qualifications in TEFL at both the certificate and diploma level in an English language institute in Malta. The aim of the study was to investigate how the teacher approached grammar and to be able to find the rationale behind his practices. Data collection procedures included:

- 1 hour pre-observation semi structured interview to gather information about the participants' educational background, motives to become a teacher, experience of teaching, general views about L2 teaching,
- 15 hours of classroom observations in 2 weeks period using field notes, audio recordings in order to obtain detailed data about classroom practices of the teacher,
- The construction of analytic memo by generating questions about the rationale of certain classroom incidents after the analysis of observational data,
- 2 post-observation interviews with the teacher in order to explore the teachers' beliefs about the issues identified in the analytic memos
- Another interview with the teacher who was asked to elaborate on issues discussed in the previous interviews,

The data were analysed through a combination of manual and computerised strategies and conceptual categories were constructed and the presentations of the results were organised around belief practice relationship. The results of the study suggested that teachers' belief system was heavily influenced by educational and

professional experiences in their lives. The teacher in the study emphasized the effect of his initial training referring to his trainers. Although the teachers' own foreign language experiences were based on traditional methods, the teacher relied on his experiences in initial training for his classroom practices which led him to apply the principles communicative methodology such as student-centeredness. Moreover, Borg (1998) further pointed out that ongoing classroom experiences were another source that had substantial influence on teachers' belief system. According to Borg (1998):

> Ongoing classroom experience continued the development in the teacher of a personalised, pragmatically oriented system of pedagogical beliefs and practical theories that was powerfully influenced by his perceptions of what worked well, but that in turn served as a filter through which he processed continuing experience (p. 30).

In order to represent the powerful effect of pre-service training course on pre-service teachers' personal theories and beliefs Sendan and Roberts (1998) conducted a case study using repertory grid technique and observed that how personal theories and beliefs of a prospective student about teaching changed during a period of 15 months. As a result of the study they claimed that initial training shouldn't be viewed as not "powerful interventions" as suggested by Zeichner (Sendan, Roberts, 1998, p. 240). They further contended that personal theories and beliefs are not as stable and inflexible in terms of change. Rather, they have dynamic, meaningful, progressive and patterned manner.

Similarly, Cabaroğlu and Roberts (2000) conducted a study with 20 student teachers at post graduate teacher education programme in a British university in order to observe the evolving nature of student teachers' beliefs. They observed that beliefs do not have static and unchangeable nature as opposed to the widespread view in literature and concluded that student teachers' observations, experiences at practice schools, microteaching experiences, relationship with tutors, and feedback from tutors are important sources for changes in pre-existing beliefs and forming personal theories about teaching.

To sum up, it is quite difficult to tell exactly the origins of teachers' beliefs as existing studies are based only on the examining of teachers' behaviour and give only

clues about teachers' beliefs. As Pajares cited, "belief does not lend itself easily to empirical investigation" (Pajares, 1992, p. 308). However, in the light of previous studies, it is possible to say that prior experiences of teachers and teacher education are the two major sources shaping teachers' beliefs. Figure 2.1 illustrates possible sources of teachers' beliefs.

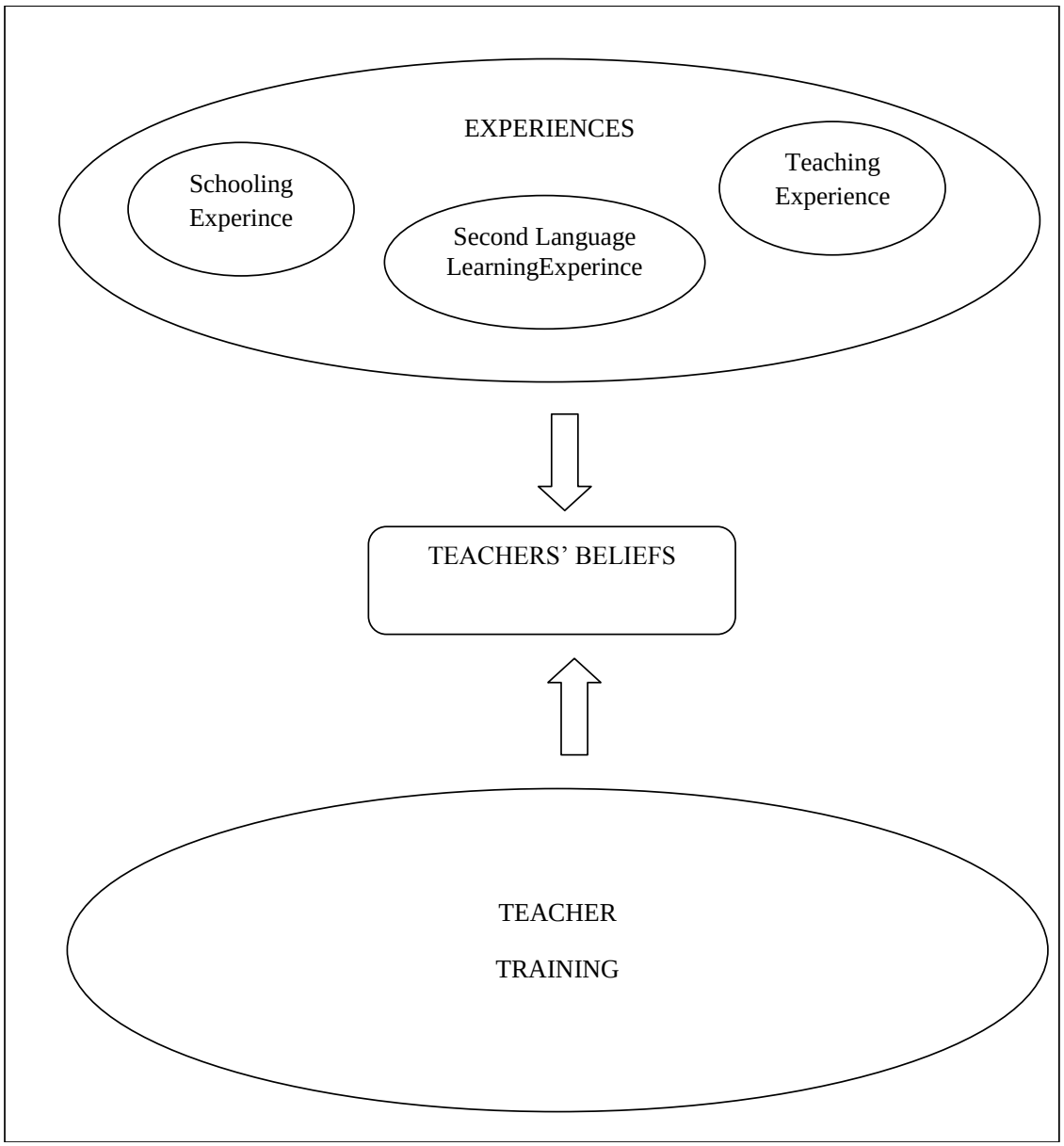


Figure 2.1. The possible sources of teachers' beliefs

Note. Adapted from "The Relationship between Teacher Cognition and Classroom Practice in Language Teaching: A Case Study of MA Students' Beliefs" by S. Phipps, 2009, Unpublished doctoral dissertation, p. 13. Copyright 2009 by the University of Leeds

2.3. Teacher Beliefs and Practice Relationship

There is a plethora of research in literature investigating the influences of beliefs on the instructional practices of teachers which provides important findings in terms of teacher education.

In order to observe the consistency between belief and practice Johnson (1992) conducted a study contained two phases. In the first phase, she collected data from 30 ESL teachers working in urban and suburb areas of upstate New York. For the purpose of defining their beliefs about teaching, a multidimensional TESL theoretical orientation profile was designed which included a description of ideal ESL instructional environment, a selection of an appropriate instructional lesson plan and an inventory about teachers' theoretical beliefs about learning and teaching. The teachers were labelled as rule based, skill based and function based in terms of theoretical orientation according to the data gathered. In the second phase, three teachers were selected on the basis of certain criteria and each of them was observed eight times while teaching to beginning and low-intermediate level ESL classes for determining to what extent their theoretical beliefs are consistent with their practices. The result of the study indicated that each teacher holds clearly defined theoretical beliefs and teach in accordance with their theoretical beliefs and orientations. As a result, in terms of teacher education programs Johnson (1992) suggested that:

> Preparatory programs which recognize the relationship between teachers' beliefs and practices can create opportunities for ESL teachers to explore various theoretical and methodological perspectives in the field of second language teaching as well as become conscious of how their own theoretical beliefs relate to the way they perceive, process, and act upon information during literacy instruction. The raising of teachers' consciousness about the cognitive dimensions of teaching encourages what Schon (1983) described as "reflective practice" (p. 12), or the use of conscious reflection about what teachers do as a means of enabling them to become aware of how their tacit knowledge shapes the way they understand and act upon information in the classroom (p. 101).

Another study addressing to the consistency between belief and practices of teachers was carried out by Farrell (2005). Farrell (2005) conducted a case study with two experienced primary school teachers to observe their beliefs about how grammar should be taught and the effect of their beliefs in their actual classroom practices. In order to obtain data about teachers' beliefs three interviews were scheduled with each teacher. Two classroom non-participatory observations were applied over a period of two months for the purpose of collecting information about teachers' actual classroom practices. After the data analysis, Farrell (2005) concluded that there was a strong convergence between the beliefs and the practices of the teachers. The participants expressed significant traditional methods oriented beliefs in terms of grammar teaching such as explicit grammar instruction and grammar drills in the interviews and they performed practices which were quite consistent with their beliefs. In this respect, Farrell stated that " it seems plausible to suggest that the teachers' beliefs are the best indicators of the type of instructional decisions they made during their teaching" (Farrell, 2005: 8). However, it was also observed some instances of divergence between beliefs and practices of the teachers which attributed to some contextual factors such as time.

Similarly, Richardson, Anders, Tidwell and Lloyd (1991) designed a study to observe the relationship between teachers' beliefs about the teaching of reading comprehension and their practices. The volunteer participants were 39 intermediate teachers from six elementary schools in two south-western school districts. In fact the study was composed of two stages as in Johnson's (Johnson, 1992) study. In the first stage, the participants were interviewed through a set of questions designed to elicit teachers' explicit beliefs about reading comprehension and a second set of questions designed to elicit implicit, more personal beliefs by referring to specific instances and students in the classroom. In the second stage, the whole participants were observed twice at a time while teaching reading and for recording the practices of teachers a timed narrative record was used. Moreover, 14 teachers were also videotaped for the purpose of having additional data to back up teacher belief and practise relationship. The analysis of the data in the study displayed that it was possible to predict specific classroom behaviours on the basis of analysis of the teachers' beliefs. In other words, there is a strong mutual relationship between the beliefs and the practices of the teachers. However, there were some instances indicating the lack of relationship

between the beliefs and practices of teachers which attributed to the process of belief change by Richardson (Richardson et al., 1991).

Stipek, Givvin, Salmon and MacGyvers (2001) carried out a similar research to analyse the association between belief and practice in mathematics instruction. 21 fourth to sixth grade teachers participated in the study and the data was collected using interview at the beginning of the school year. The interview was designed to get information about teachers' beliefs in terms of mathematics instruction. The data was compared with the one gathered through videotaping the classroom practices of each teachers in at least two instructional periods. The results simply indicated that teachers who embraced more traditional beliefs about mathematics teaching and learning adopted more traditional practices in the classroom. As an example, the higher teachers scored on the traditional beliefs in the interview, the more they emphasized on the performance and speed in the classroom in their practices rather than learning and understanding. Moreover, teachers with traditional beliefs gave less autonomy to the students, relied more on textbooks and corrected students' mistakes as soon as possible.

Belief and practice relationship is such a highly complex phenomena is that the inconsistency between teachers' beliefs and practice is not unexpected as stated by Fang (Fang, 1996). It is possible to encounter many studies in literature indicating that the teachers do not always teach consistent with their stated beliefs.

In a more recent study, Phipps and Borg (2009) examined belief and practice relationship from a different perspective stating that teachers' beliefs is a system composing of core and peripheral beliefs. According to them, core beliefs are more influential in shaping language teachers' practice and the incongruence between belief and practice may result from the type of belief in the belief system. The participants in the study were 3 experienced teachers working at a private English medium university in Turkey. Interviews and classroom observations were used for collecting data over a period of 18 months. Interviews were designed to explore teachers' beliefs and they were conducted at four-month intervals with each teacher. The practices of teachers were observed in the classroom at three-month intervals and a post-observation interview was conducted with each teacher in order to explore their rationale for their decisions. The findings of the study suggested that the beliefs and the practices of teachers are not always consistent with each other. Phipps and Borg (2009) further

claimed that there were several instances in which teachers' stated beliefs were in sharp contrast with their practices in the classroom. The reasons of contrast were students' expectations and classroom management concerns. As an example, a teacher stated that mechanical practice is not beneficial for students but during the observation she/he applied mechanical practice in the classroom and she/he put forward the level of students as rationale for the contrast between belief and practice. However in terms of deeper and more core beliefs, teachers' beliefs and practices were aligned in the study. Such beliefs were learning is enhanced when students are engaged cognitively, when their expectations are met and when the control of the classroom are maintained.

In a similar vein, in an effort to investigate teachers' attitudes towards communicative approach, Karavas and Doukas (1996) conducted a research in Greek public schools with 14 English language teachers using a Likert type attitude scale developed by the researchers which questioned the attitudes of teachers towards the key components of Communicative Language Teaching such as group/pair work, quality/quantity of error correction, the role of learners in the learning process, the role of teacher and the place/importance of grammar. The results of the scale were compared with the data gathered from the observation of teachers' practice. It was found out that the teachers practices were significantly deviated from the statements that they gave to the scale in terms of communicative approach. As a result, Karavas and Doukas (1996) concluded that teachers' prior beliefs and experiences were largely neglected before introducing of communicative approach. Therefore, the teachers reconciled the practices of the new approach with their already existing beliefs as they misinterpreted the new ideas and applied them into the classrooms pretending that they were doing properly.

Another study that focuses on belief and practice relationship is that of Basturkmen, Loewen and Ellis (2004) who examined teachers' beliefs and the role of incidental focus on form and compared their stated beliefs with their practices in communicative tasks. The participants in the study were 3 male native speakers of English and the data was collected through various methods which involved the combination of observational and self report data. The study, reported that there were certain degrees of match between teachers stated beliefs and practice, however, there were many clear examples of incongruence. In this respect Basturkmen stated that "the

teachers' stated beliefs offered only a partial window on practice" (Basturkmen et. al., 2004, p. 268.)

More recently, Lee (2009, pp. 15,18) observed belief and practice relationship in written feedback and found out significant differences. The data was gathered through feedback analysis based on 174 texts from 26 secondary teachers and a follow up interview with seven of them. Later on, a survey was administered to 206 teachers with a follow up interview with 19 of them. The purpose of feedback analysis was to collect data about the practice of teachers while the survey aimed to explore teachers' beliefs. The results of the study indicated following mismatches:

- Although the teachers believe that there's more to good writing than accuracy, the teachers pay most attention to language forms.
- Teachers mark errors comprehensively although they stated that selective marking is preferred by them
- Although the teachers believe that the students should explore their errors by themselves, they have tendency to correct and locate errors in their feedback
- Although the teachers believe that the students are having difficulty in understanding error codes, they use error codes in their written feedback
- Teachers grade students writing although they believe that grading diverts students' attention away from feedback.
- Although the teachers stated that feedback should include students' both strengths and weaknesses, they respond mainly to their weaknesses.
- The students are not given responsibility for their own learning in terms of error correction as the direct correction is provided although the teachers believe that they should be given more opportunity to take control of their learning.
- Although the teachers believe in the importance of process in writing, they focus on the product by asking students to do one- shot writing.
- Teachers put heavy emphasis on students' errors despite the fact that they are aware of the recurring nature of mistakes.
- Although the teachers are aware that their effort does not bear fruit, they continue to mark on students' writing.

The teachers attributed the belief and practice gap to certain contextual factors such as limited time, exams, school policy but Lee (2009) emphasizes the necessity of an ethnographical study in order to be certain about such context specific constraints.

All things considered, there is a growing body of research in literature investigating the consistency and inconsistency between belief and practices of teachers, however, the studies on the constraints imposed on the teachers' belief and practice by the school and classroom environment are not many. As Duffy and Anderson put forward (cited in Fang, 1996, p. 59)

> The issue is not whether teachers should possess theoretical knowledge . . . They should. Instead, the issue is how teachers can apply theoretical knowledge in real classrooms where the relationship between theory and practice is complex and where numerous constraints and pressures influence teacher thinking.

Therefore, the following part will focus on the role of contextual factors on teachers' beliefs and practices and highlight the studies related to it.

2.4. Contextual Factors and Teachers' Beliefs

Contextual factors are one of the key issues preventing the teachers implementing the ideals and beliefs into their classrooms. Earlier studies suggest that contextual factors are significantly influential on teachers' beliefs and practices that they force the teachers to apply practices which are sharply inconsistent with their existing beliefs. These contextual factors can be listed as school, society, parents, curriculum, school policy, principal, exams etc.

The literature does not offer a wide array of studies about the effect of contextual factors on teachers. In order to investigate the relationship between teachers' implicit theories about reading and their actual practices, Duffy and Anderson (1984) conducted a study over four years anticipating that a close relationship exists between the teachers' articulated conception of reading and their practices. The data was gathered using interview and observations. Observational data was collected through field notes, transcripts of audiotapes of reading periods and the analysis of the pupil activities during reading periods. The analysis of the data suggested that the relationship

between the belief and the practices of teachers in terms of reading was not as strong as expected before conducting the research because most of the teachers' decisions and classroom practices were governed by the nature of instruction and classroom context. As an example Duffy and Anderson (1984) stated that the teachers in the study base their instructional decisions not on their existing beliefs but on beliefs about mutual teacher-student respect, classroom management and routine, the amount of assistance needed low-high ability pupils, the way the pupils learn, social and emotional characteristics and other factors. The data also implied that the practices of the teachers were influenced by teaching context and textbook rather than the espoused theory about reading. In the light of their study, Duffy and Anderson concluded that:

> ...there is a complex interaction between reading instruction and teacher conceptions, and teachers apparently modify their instructional decision-making in response to many factors. Reading beliefs do not get applied until they have been filtered through the teacher's perception of contextual classroom conditions. Such contextual conditions mediate the teacher's abstractly-held theory of reading, pushing it into the background where it functions not as the primary cognitive structure governing the selection of instructional alternatives but as a secondary concern which is applied only after other concerns about the classroom life have been considered (Duffy and Anderson, 1984, pp. 102, 103).

In a recent study Flores and Day (2006) observed the contextual factors upon the ways in which new teachers professional identities are changed over time. 14 new teachers participated in the study and they were observed in different school settings for two years on the basis of their interaction with personal, professional and contextual factors. Data were gathered through semi-structured interviews conducted at the beginning and at the end of the school year. In order to collect further information about school culture and its influence on teachers' practice, a questionnaire was constructed based upon the responses to the interviews. The findings were presented under three main categories, namely, the influences of prior experience on teacher's identity, the influences of initial teacher training and teaching practice on teacher's identity and the role of contextual factors on teacher's identity. Flores and May (2006) observed that prior experiences of teachers have strong mediating role in the identities

of new teachers whereas pre-service teacher education is not as influential as pre-existing beliefs in the practices of teachers. The role of contextual factors in terms of inconsistency between initial beliefs about teaching and the roles they were expected to act out was introduced under two headings, respectively, classroom practice and the effect of school culture and leadership. In terms classroom practice, although the teachers overemphasized the importance of flexibility, responsiveness and diversity for good teaching, they shifted from a student-centred approach to a more traditional, teacher-oriented one in their teaching because of their concerns about classroom management, student control and discipline problems. Referring to the effects of school culture and leadership Flores and May (2006) pointed out that normative and bureaucratic side of teaching and unwritten, implicit rules at school affected the new teachers negatively according to the data gathered. Therefore, the teachers shape their existing beliefs according to the demands, norms and the values of the context and adopt a more compliant attitude. In short, it was observed that there is a strong interaction between teachers' beliefs and contextual factors. In this sense Flores and May suggests that:

> The meanings, values, images and ideals of what it meant to be a teacher with which they entered teaching were challenged and, for many, teaching became more routine, more rule governed and less creative. The influence of workplace (positive or negative—perceptions of school culture and leadership) played a key role in (re)shaping teachers' understanding of teaching, in facilitating or hindering their professional learning and development, and in (re)constructing their professional identities. (Flores, May, 2006, p. 230)

As mentioned before, there is a plethora of research on beliefs and practices of teachers as researchers sought for "what" question by investigating the hidden world of teachers using simple techniques such as interviews and observation. Therefore, contradictory results emerged in very similar studies as the inner world of teachers are very sophisticated to observe using such procedure. However, the recent trend in literature in terms of teachers' beliefs and practices shifted from "what" question to "why" question as the researchers are more interested in why teachers act out in a certain way in the classroom since it sheds more light about the teachers complex inner

world and contributes literature in terms of teacher development. In this respect, contextual variables have been a quite popular subject in teacher training studies recently.

In a quite recent research, Boyd, Grossman, Ing, Lankford, Loeb and Wyckoff (2011) studied about the effect of contextual factors on teachers' retention decisions. In this sense, they analyzed first-year teachers' perceptions of school contextual factors and the relationship between school contextual factors and teacher attrition. For the purpose of gathering data, a survey was administered to all first year teachers in New York city in 2006 (4360 teachers) which included six factors that measured school working conditions. They were labelled as teacher influence, administration, staff relations, students, facilities and safety. The following year, 2 follow-up surveys were applied to the participants which asked questions about their teaching experiences, their views concerning those experiences and their future plans. The results indicated that working conditions were strongly influential in teachers' professional development and career decisions.

A similar study was conducted by Rubie-Davies, Flint and McDonald (2011). In order to explore the relationship between the teacher beliefs, teachers characteristics and school contextual factors they observed 68 male and female teachers with varying experience from different socio-economic areas in New Zealand through teacher beliefs questionnaire which was consisted of teacher efficacy and teacher goal orientation items and teacher expectation survey. Moreover, the reading achievement data of each student of the participating teachers were collected to compare with the other data collection procedures. The instructional practices of the teachers were not observed. The results of the study indicated that, the teachers in lower socio-economic areas have higher sense of efficacy because of the New Zealand context. Many experienced teachers in New Zealand choose to teach in low socio-economic areas as the schools in such areas are more resourced and the teachers working in high socio-economic are under more pressure from parents and school administration. Therefore, Rubie-Davies concluded that socio-economic level of the schools may not be generalizable to other geographic locations (Rubie-Davies et al., 2011, p. 16) Furthermore, no relationship was found between school contextual factors and teachers' expectations which was quite contradictory with the existing literature.

It wouldn't be wrong to claim that the degree of contextual constraints influence on teachers is context specific which means the impact of a certain contextual factor is changeable according to the various educational environments. In this sense, perhaps, the most similar study to this one was conducted by Sakui (2004) in Japan in which the school curriculum and textbooks are provided by Japanese educational system and the school entrance examinations are shaped on the basis of that curriculum. Therefore, the teachers assume great responsibility for preparing the students for the examinations. Sakui's two year longitudinal study (2004) aimed to explore the implementation of Communicative Language Teaching (CLT) in Japan under the constraints of contextual factors. In other words, she observed the relationship between teachers' beliefs of CLT and contextual factors. 14 volunteered junior and senior high school English teachers participated in the study. The data were gathered through interview, observation and collection of classroom artefacts such as hand outs and quizzes in order to ask the participants to decide which ones were communicative and which were not. The results suggested that although the teachers indicated that they incorporated CLT into their classroom, their practices displayed strong incongruity because of the Course of Study prescribed by the Ministry of Education. According the Course of Study, English education should develop the students' receptive and productive skills in all four skill areas with the incorporated linguistic content. However the teachers' practices were heavily grammar-oriented in the study. The language of the classroom was Japanese and the students' role was to listen to teachers' grammatical explanations, copy them into their notebooks and engage in sentence manipulation exercises. Sakui (2004) listed the possible reasons of such situated practice as follows:

- preparing students for grammar-oriented entrance examinations
- relying on textbooks that focus on targeted grammatical features
- the interpretation of CLT by the teachers
- teachers' lack of confidence in conducting CLT
- time constraint because of the administrative and non-academic responsibilities

All in all, Sakui concluded that "teachers' teaching practices are often driven and influenced by internal and social factors. These factors encourage them to practise what they believe at one time and to hinder them at other times"(Sakui, 2004, p. 162).

A similar study to Sakui's research (2004) was carried out by Richards and Pennington (1998) and suggested similar findings. Their study on novice teachers in Hong Kong revealed that although these teachers were trained with Communicative Language Teaching during the formal training and were expected of them to apply its principles into their classrooms, they depart from it because of large classes, unmotivated students, exams, syllabus, pressure to conform from more experienced teachers and students limited level of English proficiency.

Gorsuch (2001) mentioned the parallel findings in terms of contextual factors on the basis of her study with 876 Japanese high school English teachers. She found out that university entrance exams and students' expectations have significantly strong effect on the teachers' acceptance of Communicative Language Teaching activities. On the other hand, pre- and in-service teacher education programs and privately undertaken courses have insignificant influence. Moreover, the participating teachers all agreed that students' English abilities, class size, students' expectations, the textbook, teachers' English speaking abilities and teachers' English learning experiences have powerful preventive influence on the teachers' practice and decisions.

It's clear that the influence of contextual factors in relation to teachers' beliefs cannot be ignored. For this reason it has been investigated by many researchers in many different education fields. As an example, a study was conducted by Chen and Reimer (2009) in Taiwan to illustrate how contextual factors affect teacher beliefs and practices regarding teachers' integration of technology into their classroom. Twelve teachers from different fields with varying education level participated in the study. The data were gathered from classroom observations, semi-structured interviews and review of documents. The results of the study indicated that neither the beliefs about technology nor pedagogical beliefs were the main factors influencing the teachers' decisions or practices in the classroom. The analysis of the data displayed that teachers' concerns regarding the contextual constraints were the fundamental obstacle in integrating the technology into the classroom. These constraints were reported by the teachers as:

- the concerns teachers hold about the novelty and an unanticipated breakdowns of technology,
- classroom management concerns,
- resource management concerns,

- equipment shortages,
- inadequate technical support,
- classroom interruptions,
- large classes,
- concerns for preparing students for high-stakes tests
- concerns about to maintain control over student learning,
- concerns about the reactions of students, parents, administrators.

All in all, the study of teachers' beliefs is important in order to understand in-class decisions and practices of the teachers but the role of contextual factors cannot be ignored because of the sophisticated nature of teaching and learning process. Therefore, it is noteworthy to investigate teachers' beliefs within the context they bound to as the contextual factors are quite influential in forming and shaping teachers' decisions and practices.

CHAPTER 3

METHODOLOGY

This chapter presents detailed information about the research design of the study together with the rationale behind the choice of the research methodology. It consists of five subheadings. The first section gives information about the design of the study along with the relevant literature. The second part outlines the context in which the study is carried out. The following section provides the detailed account of participants consulted in the study. The fourth and the fifth sections present the overview of instrumentation and data collection procedures. In the last section data analysis procedures are mentioned. The findings of the study are explained along with the relevant literature.

3.1. Research Design

Mixed method design is used for the present study as the data is analysed qualitatively and the numerical data is used in order to present the instrumentation results. Mixed method design has been a common trend in social science research recently because adopting a single design in the research is not sufficient enough to understand and explain the research questions comprehensively. Mixed method research is defined by Creswell (Creswell, 2007, p. 5) as:

> a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of both qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative

approaches in combination provides a better understanding of research problems that either approach alone.

As it can be understood from the definition, mixed method design study involves both the collection and the analysis of the qualitative and quantitative data and the mixing of the datasets in order to provide better understanding of the research questions. In this respect, the data is collected in the present study using a questionnaire which is a common component of quantitative instrumentation and follow up interviews were conducted in order to validate the results. The collected data then transformed into statistical data using computer software.

Creswell (2006, p.9) puts forward the advantages of mixed method design as follows:

- Mixed method research provides strength that compensates the weaknesses of both qualitative and quantitative research.
- Mixed method research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research.
- Mixed method research helps to find out answers for the research questions that can not be done by qualitative or quantitative approaches alone.
- Mixed method encourages researchers to collaborate across the sometimes adversarial relationship between qualitative and quantitative researchers.
- Mixed method research encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers.
- Mixed method research is practical in the sense that the researcher is free to use all methods possible to address a research problem.

Mixed method research design has evolved over the last 20 years and drawn much attention among the researchers. Therefore many books have been written on it and a number of conferences have been held around the world. Moreover, several journals routinely include articles written about mixed method research. Creswell (2006) claimed that mixed method paradigm would be the leading paradigm within a few years as it. However, Tashakkori and Teddie (2003) indicated that mixed method paradigm is still in its adolescence as it is perplexing and unknown to many researchers.

Although mixed method research design sets the researcher free from the limitations and restrictions of using a single research paradigm, it has its weaknesses because of its nature. Johnson and Onwuegbuzie (2004, p. 20) summarize the disadvantages of mixed method research paradigm as follows:

- Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.
- Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.
- Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.
- More expensive.
- More time consuming.
- Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results).

All things considered, despite its weaknesses, mixed method design enabled to select the most appropriate methods and approaches in terms of data collection and analysis with respect to the underlying research questions in this study.

3.2. The Context of the Study

The context for the present study is state and private schools in Turkey in which certain differences exist among each in terms of education quality, classroom size, resources, school management, student background and so on.

All subject teachers in state schools are required to follow a standardized curriculum prepared by the Ministry of National Education which is quite busy and lack flexibility. With 1997 reform called “The Ministry of Education Development Project” English became compulsory school subject and started to be taught from Grade for 4 until the end of high school. Although the students are exposed to English for years, most of them have poor command of English and couldn’t reach the desired level in state schools because of many factors including contextual ones. The English teachers are assigned to state schools by the Ministry of National Education on the basis of their

scores in KPSS exam. However, the exam does not evaluate the teachers' command of English as there are no questions designed to assess the teachers' English language storage. State schools are not funded enough by the government and hence lack of educational resources and equipment is a common phenomenon especially for the teachers working at suburb areas. Although the main objective of the English curriculum is to develop the students' communicative ability, most of the teachers are obliged to adopt grammar oriented instruction because of the mechanic and grammar oriented nature of the placement exams in Turkey and the parents' and the school management expectations which are directly proportional with these exams. The annual salary level of state school teachers in Turkey is below the average of OECD countries which causes the teachers lose their job motivation. Socio-economic challenges are influential on the part of the students as well especially the ones living in the slum areas.

Private schools in Turkey have to follow a standardized curriculum like the state schools but they are free to choose course materials as long as they are consistent with the content offered by the Ministry of National Education. Therefore, the teachers don't feel obliged to teach something that is inconsistent with their preceding beliefs. In connection with this, the teachers working in private schools are more motivated to teach because the salary they earn is much more than the state school teachers. Moreover, the importance given to foreign language teaching in private schools is much more than the one given by state schools. Therefore, the teachers together with school management attach due importance to English teaching which is also felt by the students. Besides, the private schools are a few steps ahead of state schools in terms of physical environment. The classrooms are full-equipped with educational technology and resources. In addition, the classrooms are not crowded so that each student receives enough attention. The students are more motivated to learn like the teachers as they do not face with socio-economic challenges.

However, being a private school English teacher in Turkey is not that easy. First of all, you don't have any assurance for the future. You could be laid off easily without being given a valid reason. Therefore, private school teachers have to work much harder than state school teachers. Besides, private school teachers feel great pressure from the school management and the parents of the students and this situation creates significantly negative effect on the teacher. As Pelletier, Levesque and Legault (2002)

put forward, the more teachers experience constraints from above, the more they are controlling with their students. In this respect, private school teachers in Turkey do not promote student autonomy in terms of learning as they feel a great deal of administrative and parental restraint.

In addition, private school English teachers face a great dilemma because of the illogical nature of placement exams. The same dilemma is also felt by the state school teachers but not as severe as experienced by private school teachers. The parents want their children to have a good command of English but they also want them to be successful in the placement exams and the teacher has to stand somewhere between two contrary ends which is almost impossible to accomplish both of them together. However, the teacher pays a great deal of effort in order to make it possible which leads him/her to burn out day by day.

The preceding information about the context is given to help the readers to interpret the data from the researcher's perspective. Further information about the context is given in the following parts.

3.3. Participants

There were five groups of participants as the study consists of two phases. In the transition phase, ten English teachers were interviewed in order to obtain data about the influences of contextual factors on them for the construction of questionnaire. The teachers were working at various schools in Aksaray and took part in the study voluntarily. They were selected on the basis of two criteria: the type of the school they work and the school district. In this sense, two of the teachers were working in private schools and the other eight teachers were teaching in state-run public schools. In terms of school district, four of the participants were working at schools located in the rural and the other six participants were working at urban areas. The age and the gender of the participants were not taken into consideration.

The second group of participants consisted of eight English teachers (six male, two female) and were consulted to check whether the instrumentation had any confusing and unclear questions. They were selected from the researcher's entourage for practicality reasons and no criteria were taken into consideration for the selection.

The participants for the pilot study in the transition phase were eighty one English teachers teaching at primary and secondary levels. The questionnaire was not restricted to the city of Aksaray only in order to obtain data from a wide array of teachers. Therefore, the researcher distributed the instrument to English teachers working in different parts of Turkey via post with the help of friends and colleagues.

Of these eighty one English teachers, forty one of them were male while the other forty were female which displays an equal distribution of gender among the participants (Table 3.1).

Table 3.1.
Gender Ratio of Pilot Study Participants

Gender	Frequency	Percent
Female	41	50,6
Male	40	49,4
Total	81	100

With respect to the participants' faculty of graduation, the majority of the participants (%76,54) are the graduate of faculty of education whereas % 23,46 of the participating teachers is the graduate of faculty of science and literature (Figure 3.1).

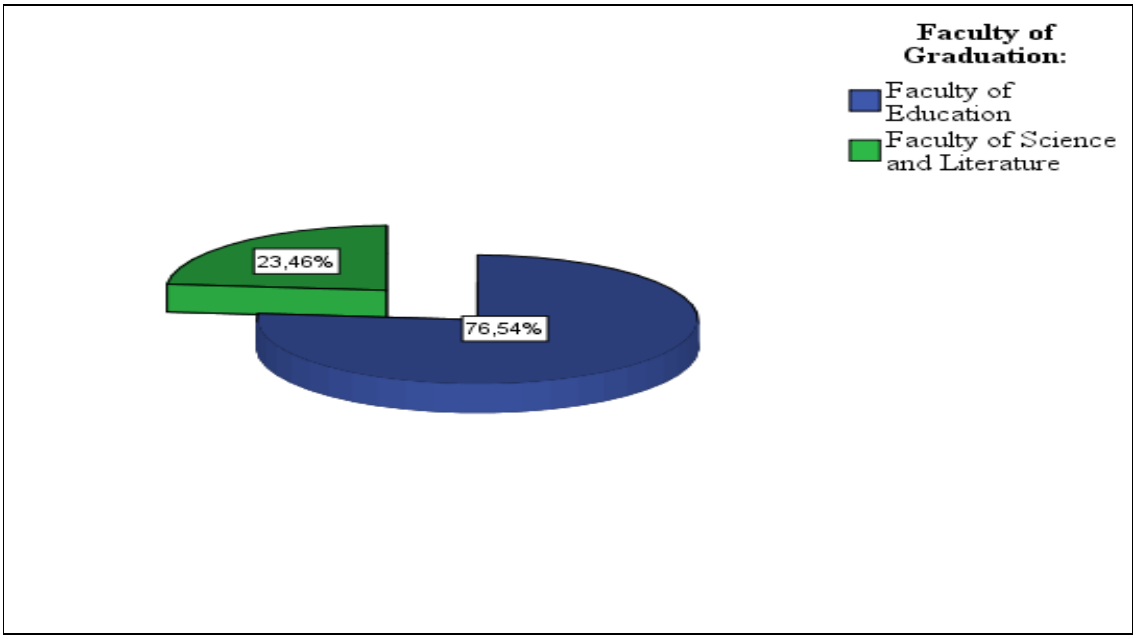


Figure 3.1. Participants' faculty of graduation distribution

In terms school type, the majority of the participants (% 87) are working at state schools as English teachers. However, only % 12 of the participants is private school English teachers. This significant difference stems from the difficulty in reaching private school teachers as the number of private schools is very limited compared to state run public schools.

Table 3.2.
School Type Ratio of Pilot Study Participants

	Frequency	**Percent**
State School English Teachers	71	87, 66
Private School English Teachers	10	12, 34
Total	81	100

The teaching experience of the participants changes from one year to over ten years. Among the participants, the 24 of them have 1-3 years of teaching experience, 45 of them have 4-9 years of teaching experience and 12 of them have over 10 years of teaching experience. It can be observed clearly that the frequency intensifies in 4-9 years of teaching experience (Figure 3.2).

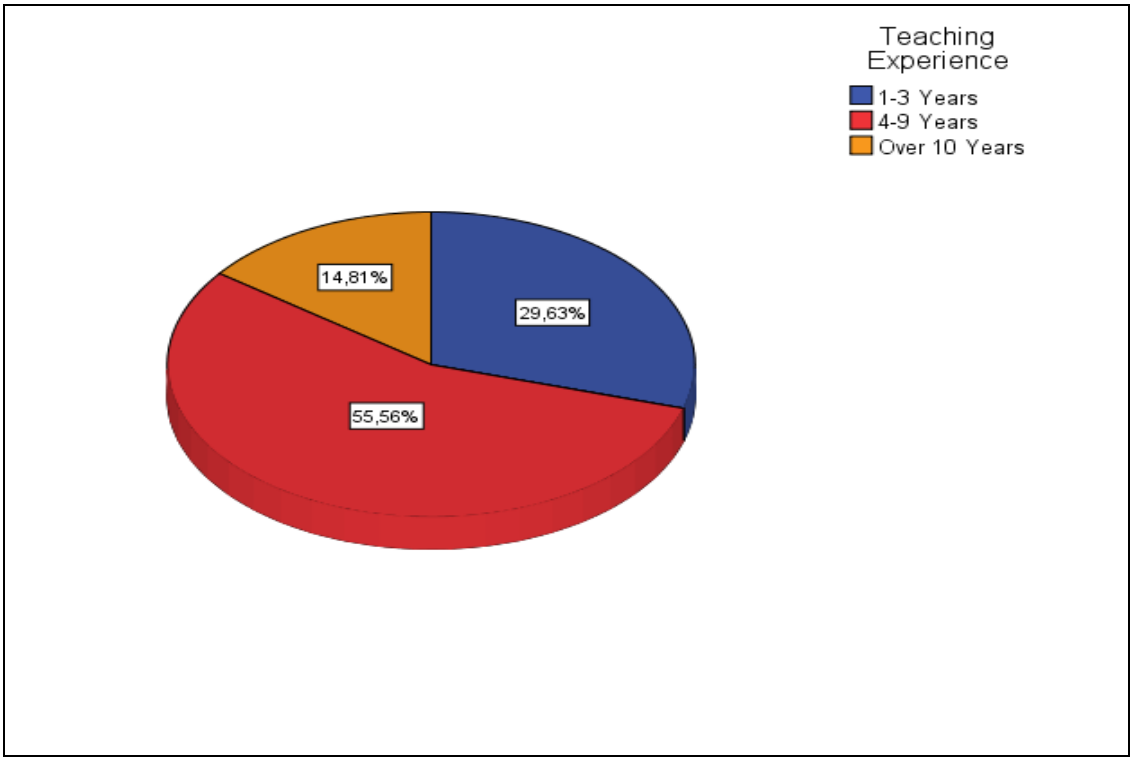


Figure 3.2. Participants' teaching experience distribution

With respect to school district, sixty three of the participants are working at schools located in urban setting while eighteen of them are teaching at rural setting schools. All private school English teachers are working in urban settings (Table 3.3).

Table 3.3.
School Setting Ratio

	Frequency	**Percent**
Rural Setting Schools	18	22, 2
Urban Setting Schools	63	77,8
Total	81	100

The actual study participants taking the questionnaire were 210 English teachers working both at state and private schools all around Turkey. In terms of gender 130 of them were female and the other 80 were male (Table 3.4).

Table 3.4.
Gender Ratio of the Actual Study Participants

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Female	130	61,9	61,9	61,9
	Male	80	38,1	38,1	38,1
	Total	210	100,0	100,0	100,0

The age range of the participants was quite variable. There were participants in each age range. However the data was centered on 20-29 age range. 112 of the participants taking the instrumentation were in this group. The second group which consisted of 68 participants were 30-39 age range. 25 of the participants were 40-49 age range. There were 4 participants in 50-59 age range. Interestingly, one of the participants indicated that he was below the age of 20 (Table 3.5).

Table 3.5.
Age Range of the Actual Study Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	1	,5	,5	,5
	20-29	112	53,3	53,3	53,8
	30-39	68	32,4	32,4	86,2
	40-49	25	11,9	11,9	98,1
	50-59	4	1,9	1,9	100,0
	Total	210	100,0	100,0	

As with the graduation, 153 of the participants graduated from the department of English Teaching while the other 45 participants graduated from the department of English Language and Literature. The remaining 12 participants marked "the other" alternative in the questionnaire. Among these 12 participants there were the graduates of Engineering Faculties, Department of Translation and Interpreting, Department of American Studies, and Department of German Teaching (Table 3.6).

Table 3.6.
Graduation of the Actual Study Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Teaching	153	72,9	72,9	72,9
	English Language and Literature	45	21,4	21,4	94,3
	The Other	12	5,7	5,7	100,0
	Total	210	100,0	100,0	

In terms of teaching experience, 38 teachers have less than 3 years of experience, 104 participants have 3-7 years of teaching experience, 50 participants have 8-12 years of experience, 13 participants have 13-17 years of experience and 5 participants have more than 18 years of experience (Table 3.7)

Table 3.7.
Teaching Experience of the Actual Study Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	38	18,1	18,1	18,1
	3-7 years	104	49,5	49,5	67,16
	8-12 years	50	23,8	23,8	91,4
	13-17 years	13	6,2	6,2	97,6
	More than 18 years	5	2,4	2,4	100,0
	Total	210	100,0	100,0	

Concerning the type of the school, 130 participants were working at state-run public schools while 80 of them were working at private schools (Table 3.8).

Table 3.8.
School Type of the Actual Study Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	State School	130	61,9	61,9	61,9
	Private School	80	38,1	38,1	100,0
	Total	210	100,0	100,0	

Of these 210 participants, 159 were working at schools located in an urban setting. In this respect, it was observed that all private schools included in the study were located in urban areas. The remaining 51 participants were working at rural areas (Table 3.9).

Table 3.9.
School Settings of the Actual Study Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	159	75,7	75,7	75,7
	Rural	51	24,3	24,3	100,0
	Total	210	100,0	100,0	

Fourteen English teachers were chosen for the following interviews. The only criterion taken into consideration for the selection was choosing the English teachers

working in the researcher's neighbourhood for the practicality and accessibility reasons. The interviewees were selected randomly among the English teachers participated in the questionnaire. However there was not an equal distribution between private school English teachers and public school English teachers as the number of private school English teachers is very limited in the place the researcher lived. It would be more desirable for the study to have more participants for the interview and have an equal distribution among the participants. However certain constraints as mentioned above shaped the process of the study. The following table illustrates the background information of the participants in terms of gender, age, faculty of graduation, teaching experience school type and the school setting (Table 3.10). Pseudonyms were used for the participants interviewed for the purpose of confidentiality. The order of the participant below was given according to the order of the interview conducted.

Table 3.10.
Demographic Information of Interview Participants

Name	**Gender**	**Age**	**Faculty of Graduation**	**Teaching Experience**	**School Type**	**School Setting**
Participant 1	Male	31	English Teaching	9 Years	Public	Rural
Participant 2	Male	33	English Language and Literature	12 Years	Public	Urban
Participant 3	Female	27	English Teaching	3.5 Years	Public	Urban
Participant 4	Male	38	English Teaching	9 Years	Public	Urban
Participant 5	Female	36	English Teaching	10 Years	Public	Urban
Participant 6	Male	32	English Teaching	8 Years	Public	Urban
Participant 7	Female	34	English Teaching	11 Years	Public	Urban
Participant 8	Female	36	English Language and Literature	13 Years	Public	Urban

Participant 9	Male	55	Engineering	23 Years	Public	Urban
Participant 10	Male	29	English Teaching	5 Years	Private	Urban
Participant 11	Male	45	English Teaching	16 Years	Public	Rural
Participant 12	Male	27	English Language and Literature	6 Years	Public	Rural
Participant 13	Female	29	English Language and Literature	6 Years	Private	Urban
Participant 14	Female	28	English Teaching	4 Years	Private	Urban

3.4. The Instruments

In each research design, it is a known fact that the instruments chosen for the study should serve the purpose of the study in order to obtain valid and reliable results. Therefore, in this study, mainly two types of data collection methods were used which are in line with mixed method research design: a written questionnaire (Appendix 1&2) and semi-structured interviews(Appendix 4&5). Moreover, the researcher took field notes during the interviews and used them where necessary.

3.4.1. Questionnaire

Questionnaire is one of the most widely used instruments in each research design as it is practical in terms of data collection and analysis of the results. Large amount of data can be collected from a large group of people in a very short span of time. Moreover, the data can be analysed quickly and scientifically through the use of many computer software. However, the design of the questionnaire is quite difficult as it requires extensive planning, pre-testing of the instrument and revision. Anderson (1998, p. 168) summarizes the strengths of the questionnaire as follows:

- highly efficient for routine data collection with a large number of people;

- lends itself to quantitative analysis and the use of powerful descriptive and inferential statistics;
- enables the use of large number of questions;
- can provide for individual comments and perspectives in the respondent's own words.

However, the debates about its validity still continue as it does not investigate the research problems in greater depth.

The questionnaire used in this study was designed for English language teachers working at public and private schools in Turkey. The instrument was given to 210 participants in order to observe the effect of contextual factors on their beliefs and practices. It included both open ended and closed ended questions.

The design of the questionnaire was quite demanding as it went through many processes. First of all, ten English teachers were interviewed in order to explore the contextual factors that are influential on them. The teachers were selected from the researchers' entourage for practicality reasons. Then, the pool of contextual items developed from the relevant literature and the data gathered from the interviews. Later on, relevant literature was studied again in order to find out a similar instrument used for the same or similar purpose. Lumpe (Lumpe et al., 1999) conducted a study in order to assess Science teachers' beliefs about the context and devised a questionnaire known as "Context Beliefs about Teaching Science" (CBATS). They grounded their study to Ford's theory of Context Beliefs. According to Ford (1992), context beliefs are beliefs about the responsiveness of the environment (as cited in Lumpe et. al., 1999). In terms of education, environment refers to students, teachers, administrators, schools, classrooms etc. The instrument used in this study presumed to be relevant and adapted for the current study. However, only the layout of the questionnaire was used. The items were developed from the pool. After the development of the questionnaire items, the first draft was developed and colleagues were consulted to check the clarity. Some changes were made in the wording of the items. The initial instrument was pilot tested with 82 English teachers. In order to reach teachers from different contexts the researcher sent the questionnaires to teachers working in different parts of Turkey via post. The completed questionnaires were returned via post again. Internet was also used for the administration. After the analysis of the results with Statistical Package for the

Social Sciences Software (SPSS) some items were removed from the questionnaire to increase the reliability. Moreover, the layout was significantly changed in order to make it more user friendly.

The questionnaire was composed of four parts. The introduction part gives brief information about the purpose of the study and the researchers. The second part collects demographic data about the participants. This part involves questions about gender, age, faculty of graduation, teaching experience, school type and school setting. The third part includes two categories and starts with a direction which describes the goal of being the most effective English teacher possible for the following year. In the first category, the participants are requested to define their belief that the given contextual factors would enable them to be an effective English teacher by choosing the alternative from a Likert Scale of strongly agree (5) to strongly disagree (1). The second category aimed to gather data about the effect of given contextual factors on the participants. The respondents indicated the effect on a scale of very much (5) to not at all (1). The last part of the questionnaire asks for further data about the contextual factors if the participants would like to add.

Since the questionnaire is made up of two different scales, each scale is analyzed separately. For reliability analysis and developing factors, factor analysis was put into practice. Cronbach's Alpha method was used for reliability analysis as the questionnaire includes Likert type scale. Cronbach's Alpha value of part B is 0,940 which shows a high internal consistency for the instrument (Table 3.11). Similarly, Cronbach's Alpha value of Part C is 0,884 suggesting that the items in Part C have high correlations with each other.

Table 3.11.
Reliability Statistics of the Scales

	Cronbach's Alpha	**N of Items**
Part B	,940	32
Part C	,884	32

Kaiser-Meyer-Olkin (KMO) value which is used to calculate the adequacy of sampling is 0,906 (Table 3.12). This value tests whether or not the partial correlations among variables are small. In order to proceed with factor analysis the value obtained

from KMO test should be higher than 0,50. The values lower than 0,50 is cut off value which indicates that the factor analysis may not work with the study. In this respect, for the current study, the obtained value indicates that factor analysis is appropriate for these sets of data.

Table 3.12.
KMO and Bartlett Value of the Instrument

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**,906**
Bartlett's Test of Sphericity	Approx. Chi-Square	4114,230
	df	496
	Sig.	,000

In order to find out the number of factors that the instrument was made up of and how much of the information from the original variables could be explained by the factors, total variance explained table was put into practice. As a principle, it is preferred to choose the components as factors with eigenvalues greater than one. Table 3.13 illustrates the number of factors that were extracted from the instrument.

Table 3.13.
Total Variance Table

Total Variance Explained

Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**	
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**
1	11,742	36,695	36,695	11,742	36,695
2	2,890	9,031	45,726	2,890	9,031
3	1,932	6,037	51,763	1,932	6,037
4	1,674	5,232	56,995	1,674	5,232
5	1,409	4,403	61,398	1,409	4,403
6	1,256	3,925	65,323	1,256	3,925
7	,994	3,107	68,430		

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
8	,881	2,753	71,183		
9	,853	2,666	73,849		
10	,713	2,227	76,076		
11	,665	2,079	78,155		
12	,638	1,993	80,148		
13	,558	1,745	81,893		
14	,540	1,688	83,581		
15	,492	1,537	85,118		
16	,455	1,421	86,540		
17	,437	1,367	87,907		
18	,390	1,219	89,126		
19	,355	1,110	90,235		
20	,342	1,069	91,304		
21	,332	1,038	92,342		
22	,322	1,007	93,349		
23	,314	,982	94,331		
24	,277	,866	95,197		
25	,255	,796	95,994		
26	,229	,717	96,710		
27	,218	,680	97,391		
28	,200	,625	98,016		
29	,183	,573	98,589		

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
30	,171	,536	99,125		
31	,144	,450	99,574		
32	,136	,426	100,000		

As can be seen from the table above, there are six components with eigenvalues greater than one. Looking at the variance column, it can be observed that the first factor explains 36,695 % of the total variables; the second component explains 9,031 % of the total variables; the third factor explains 6,037 % of the total variables; the fourth factor explains 5,232 % of the total variables; the fifth factor explains 4,403 % of the total variables and the sixth component explains the 3,925 % of the total variables. This instrument which is composed of 32 items and 6 factors would explain the 65,323 % of the total variables. In other words, the questionnaire evaluates the phenomenon which is intended to investigate in percentage of 65, 323.

It is possible to decide on six, seven factors by looking at the scree plot as well. Scree plot graphically displays the number of factors using the points of inflexion on a curve. However, it is difficult to determine the exact number of factors as it is difficult to find out the inflexions. (Figure 3.3)

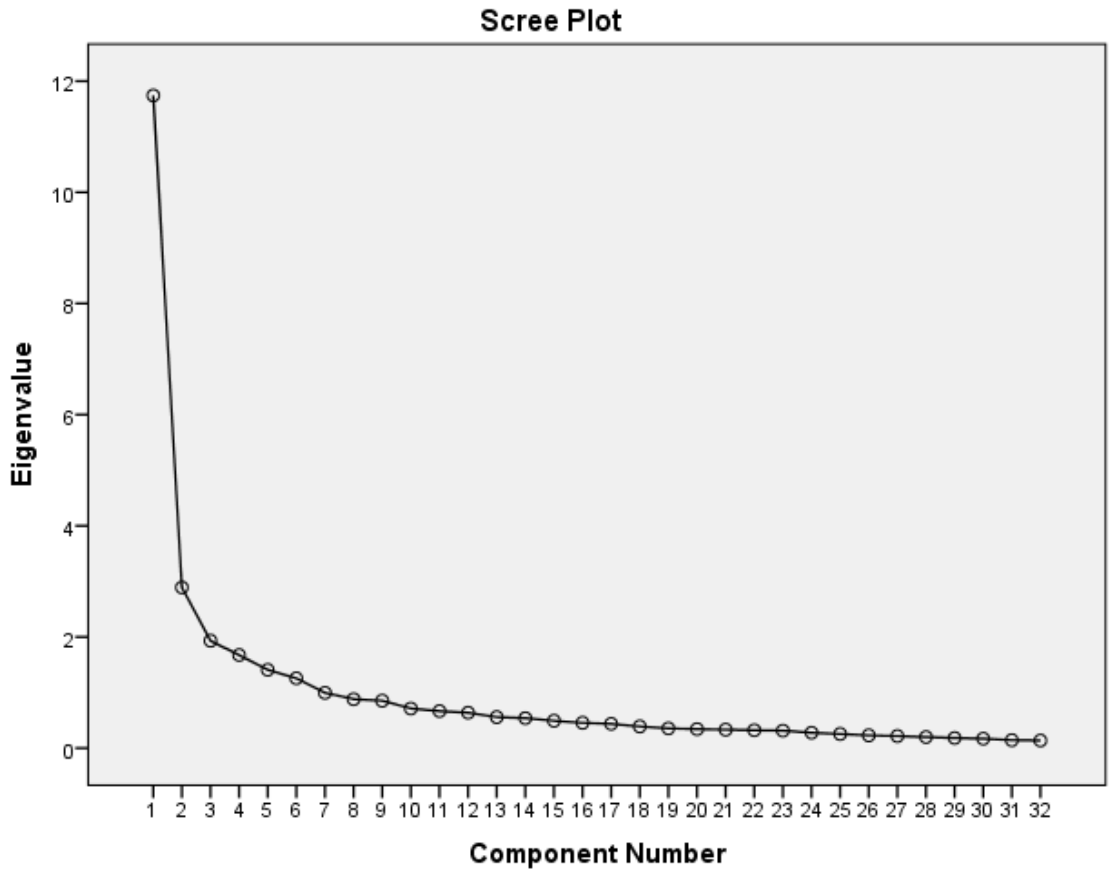


Figure 3.3. Scree plot

In order to develop factor structure and define the components of each factor, rotated component matrix was used for the analysis. The items with the highest loadings under the same factors were grouped and the factor structure was constructed. However, certain items which were expected to be under certain factors were observed under different factors with the highest loadings. This may result from applying the same instrument for two different groups. As mentioned before, the questionnaire was applied to both public and private school English teachers. While a group was affected by a certain contextual factor a lot, the other group did not feel any impact of it. Therefore, the loadings of the variables changed and this was displayed in the matrix as opposed to the expectation. Table 3.14 displays factor loadings of the each variable and which items deviate.

Table 3.14.
Rotated Component Matrix

Items	1	2	3	4	5	6
B_1 The curriculum which is prepared by the Ministry of National Education is mainly grammar teaching oriented		,435	,457			
B_2_The curriculum which is prepared by the Ministry of National Education restricts the English teacher in terms of method, procedure and technique	,583					
B_3_The selection of English course books are accomplished by Ministry of National Education not by the teacher		,536				
B_4_ Foreign Language Education Policy is contrary to the country's mission and reality.	,478					
B_5_Weekly Course Hour for Foreign Language Teaching is not sufficient.	,488					
B_6_The pressure coming from school management in terms of following the curriculum prepared by the Ministry of National Education.	,553					
B_7_The School Management's attitude in order to prevent English teacher from doing educational activities in the classroom					,764	
B_8_ The School Management does not give enough support for Foreign Language Education and Teaching such as preparing technical equipment in the classroom, providing source materials and so on.					,586	
B_9_Lack of cooperation and communication between English teachers					,655	
B_10_ Lack of cooperation and communication between English teachers and the other teachers					,571	
B_11_ I have been lacking in using technologic equipment such as computer, projector etc.						,670
B_12_With regards to professional development I have been lacking in following contemporary practices in English language teaching						,838

Items	1	2	3	4	5	6
B_13_I have been lacking in developing teaching resources which enrich English teaching.						,836
B_14_ Students have negative and prejudiced attitudes towards foreign language		,632				
B_15_The general academic achievement level of the student group is low		,658				
B_16_Students are unmotivated to learn foreign language		,699				
B_17_ Socio-economic level of the students is low		,622				
B_18_The technologic equipment in the classroom which supports foreign language teaching is limited or insufficient.				,663		
B_19_ Classroom area is not suitable for foreign language teaching (it's being narrow for activities such as drama, role playing and so on.)				,807		
B_20_The physical environment of the classroom such as heat, illumination, smell, color and organization of desks interferes with the teachers educational practices				,705		
B_21_The number of the students in the classroom is more than the ideal number				,673		
B_22_Exam oriented education system and perception	,633					
B_23_Succesful teacher perception is dependent on whether the teacher implements the yearly plan or not.	,742					
B_24_Suceesful teacher perception is dependent on the students achievements in the tests and exams	,699					
B_25_Because of the heavy workload triggered by the Ministry of National Education new informatics system, English teachers cannot prepare for the following lessons	,611					
B_26_ Lack of motivation in teachers because of	,588					

Items	1	2	3	4	5	6
low financial income						
B_27_In-service training courses which contribute to English teachers professional development is limited	,577					
B_28_Supervision and counseling services are performed by inspectors from different branches during the inspection			,761			
B_29_The inspectors do not have objective criteria to evaluate teachers' performances			,671			
B_30_ The inspectors are lacking in effective consultancy and guidance			,641			
B_31_The inspectors have low level of professional competency			,779			
B_32_The needs of the English teachers are not taken into consideration during in-service training course planning	,577					

Table 3.14 clearly illustrates that item 1, 3 and 6 deviate under different factors with the highest loadings although items 1and 3 were expected to be under Factor 1 and item 6 was expected to be under Factor 5. In this respect, these variables were extracted from the analysis and factor analysis was repeated in order to reach more reliable findings. After extracting the items, Cronbach's Alpha changed with a small decrease in the value (0, 934) which is regarded as an ideal in terms of internal consistency. Like Cronbach's Alpha value, KMO and Bartlett's Test value which is used to calculate the adequacy of sampling as mentioned before undergoes a small change (0, 903). According to total variance table, six factors explain 67,002 % of the total variables which represents unremarkable increase compared to the value obtained in the preceding factor analysis. The factor loadings of the variables shaped as in the following table.

Table 3.15.
Rotated Component Matrix after the Extraction (Part B)

Items	1	2	3.	4	5.	6
B_2_The curriculum which is prepared by the Ministry of National Education restricts the English teacher in terms of method, procedure and technique	,671					
B_4_ Foreign Language Education Policy is contrary to the country's mission and reality.	,506					
B_5_Weekly Course Hour for Foreign Language Teaching is not sufficient.	,492					
B_7_The School Management's attitude in order to prevent English teacher from doing educational activities in the classroom					,735	
B_8_ The School Management does not give enough support for Foreign Language Education and Teaching such as preparing technical equipment in the classroom, providing source materials and so on.					,618	
B_9_Lack of cooperation and communication between English teachers					,768	
B_10_ Lack of cooperation and communication between English teachers and the other teachers					,685	
B_11_ I have been lacking in using technologic equipment such as computer, projector etc.						,677
B_12_With regards to professional development I have been lacking in following contemporary practices in English language teaching						,855
B_13_I have been lacking in developing teaching resources which enrich English teaching.						,849
B_14_ Students have negative and prejudiced attitudes towards foreign language				,711		
B_15_The general academic achievement level of the student group is low				,657		
B_16_Students are unmotivated to learn foreign language				,739		

Items	1	2	3.	4	5.	6
B_17_ Socio-economic level of the students is low				,591		
B_18_The technologic equipment in the classroom which supports foreign language teaching is limited or insufficient.		,677				
B_19_ Classroom area is not suitable for foreign language teaching (it's being narrow for activities such as drama, role playing and so on.)		,815				
B_20_The physical environment of the classroom such as heat, illumination, smell, colour and organization of desks interferes with the teachers educational practices		,715				
B_21_The number of the students in the classroom is more than the ideal number		,689				
B_22_Exam oriented education system and perception	,643					
B_23_Succesful teacher perception is dependent on whether the teacher implements the yearly plan or not.	,752					
B_24_Succesful teacher perception is dependent on the students achievements in the tests and exams	,714					
B_25_Because of the heavy workload triggered by the Ministry of National Education new informatics system, English teachers cannot prepare for the following lessons	,573					
B_26_ Lack of motivation in teachers because of low financial income	,577					
B_27_In-service training courses which contribute to English teachers professional development is limited	,594					
B_28_Supervision and counselling services are performed by inspectors from different branches during the inspection			,761			
B_29_The inspectors do not have objective criteria to evaluate teachers' performances			,713			

Items	1	2	3.	4	5.	6
B_30_ The inspectors are lacking in effective consultancy and guidance			,695			
B_31_The inspectors have low level of professional competency			,817			
B_32_The needs of the English teachers are not taken into consideration during in-service training course planning	,519					

- Factor 1: Policy Oriented Contextual Factors

The table explicitly displays that this factor comprises of ten variables. The twenty third variable makes the highest contribution to the factor with 0, 752 value. As can be seen from the table, this factor includes variables that are out of teacher's control. In other words, policy oriented contextual factors are external agencies that are related to foreign language education policy, foreign language education decisions made by policy-makers.

- Factor 2: Classroom Oriented Contextual Factors

This factor is made up of four variables. The highest contribution to the factor is provided with the nineteenth variable "Classroom area is not suitable for foreign language teaching (it's being narrow for activities such as drama, role playing and so on). Classroom oriented contextual factors include the issues that are related with the physical layout of the classroom such as size, technologic equipment etc.

- Factor 3: Inspection Oriented Contextual Factors

As the name implies, inspection oriented contextual factors include the items that come out as a result of the structure of inspection or supervision and the attitudes of inspectors. This factor is also made up of 4 variables. "The inspectors' low level of professional competency" makes the highest contribution to the factor with a value of 0, 817.

- Factor 4: Student Oriented Contextual Factors

These factors include four variables and represent the contextual factors emerge from students such as motivation and attitudes towards English lesson, academic background and so on. Item 16 makes the biggest contribution to the factor with a value of 0, 739.

- Factor 5: School Management Oriented Contextual Factors

This factor deals with the attitudes of the school management towards English lesson and English teachers and questions whether it supports or hinders the flow of the lesson. According to rotated component matrix, this factor is made up of four variables and item nine has the highest contribution to the factor with a value of 0, 768.

- Factor 6: Teacher Oriented Contextual Factors:

Teacher oriented contextual factors are those that emerge from teachers' deficiencies. This factor is composed of three variables and the biggest contribution to the factor is made by item 12. The value of the variable is 0, 855.

As mentioned before, the questionnaire is made up of two parts. Therefore, the same procedure was repeated for Part C. Certain items were removed from the instrument as they were observed under different factors. Factor analysis was carried out again. The following table displays the factor loadings after extracting the deviating items.

Table 3.16.
Rotated Component Matrix after the Extraction (Part C)

Items	**1**	**2**	**3**	**4**	**5**	**6**
C_2_ The curriculum which is prepared by the Ministry of National Education restricts the English teacher in terms of method, procedure and technique	,689					
C_4_ Foreign Language Education Policy is contrary to the country's mission and reality.	,480					
C_6_ The pressure coming from school management in terms of following the curriculum prepared by the					,511	

Items	1	2	3	4	5	6
Ministry of National Education.						
C_7_ The School Management's attitude in order to prevent English teacher from doing educational activities in the classroom					,592	
C_8_ The School Management does not give enough support for Foreign Language Education and Teaching such as preparing technical equipment in the classroom, providing source materials and so on.					,521	
C_9_ Lack of cooperation and communication between English teachers					,793	
C_10__ Lack of cooperation and communication between English teachers and the other teachers					,707	
C_11_ I have been lacking in using technologic equipment such as computer, projector etc.						,713
C_12_ With regards to professional development I have been lacking in following contemporary practices in English language teaching						,866
C_13_I have been lacking in developing teaching resources which enrich English teaching.						,849
C_14_ Students have negative and prejudiced attitudes towards foreign language				,724		
C_15_The general academic achievement level of the student group is low				,732		
C_16_Students are unmotivated to learn foreign language				,826		
C_17_ Socio-economic level of the students is low				,581		
C_18_ The technologic equipment in the classroom which supports foreign language teaching is limited or insufficient.			,623			
C_19_ Classroom area is not suitable for foreign language teaching (it's being narrow for activities such as drama, role playing and so on.)			,788			
C_20_ The physical environment of the classroom such as heat, illumination, smell, color and organization of desks interferes with the teachers educational practices			,745			
C_21_The number of the students in the classroom is more than the ideal number			,668			
C_22_Exam oriented education system and perception	,538					

Items	1	2	3	4	5	6
C_23_Succesful teacher perception is dependent on whether the teacher implements the yearly plan or not.	,754					
C_24_Suceesful teacher perception is dependent on the students achievements in the tests and exams	,674					
C_25_ Because of the heavy workload triggered by the Ministry of National Education new informatics system, English teachers can not prepare for the following lessons	,533					
C_26_ Lack of motivation in teachers because of low financial income	,396					
C_28_Supervision and counselling services are performed by inspectors from different branches during the inspection		,778				
C_29_The inspectors do not have objective criteria to evaluate teachers' performances		,780				
C_30_ The inspectors are lacking in effective consultancy and guidance		,805				
C_31_The inspectors have low level of professional competency		,834				

As can be seen from the table five items (item1, 3, 5, 27, 32) were extracted from the instrument. KMO Bartlett value of the instrument after the extraction for Part C is 0,786. Six factors explain 61,605 % of the twenty seven variables according to total variance explained table. In terms of reliability analysis, Cronbach's Alpha value of the instrument which is composed of 27 number of items is 0, 864 that is regarded as a high value of internal consistency. After the latest factor analysis for part C, the factors were constructed as follows:

- Policy Oriented Contextual Factors and Teacher's Practices
- Inspection Oriented Contextual Factors and Teacher's Practices
- Classroom Oriented Contextual Factors and Teacher's Practices
- Student Oriented Contextual Factors and Teacher's Practices
- School Management Oriented Contextual Factors and Teacher's Practices
- Teacher Oriented Contextual Factors and Teacher's Practices

3.4.2. Interview

Interviews are one of the most common methods for collecting data in qualitative research type which allow researchers to get the underlying reasons of participants' perceptions, attitudes on the topic of interest. According to Ekmekçi (1999), interviews are performed in order to elicit personal opinions of the participants about the issue in concern. The main advantage of the interviews over the other data collection method is that interviews enable to collect rich source of data for the complex and ambiguous situations. Although it is possible to encounter with different types in literature, basically, the interviews are divided into three types: structured interview (formal), semi-structured interview and unstructured interview. In this study, semi structured interview was preferred as it was presumed that this type of interview would better serve for the purpose of the study.

The interviews were conducted with 14 English teachers who were chosen randomly. Each interview lasted about twenty minutes. Before beginning to the interviews, the researcher gave information about the study and its purpose and took the necessary demographic information from the interviewees. Moreover, the participants were informed that all the data gathered through the interviews will be kept secret and pseudonyms will be used for the interviewees.

The researcher prepared a list of questions on the basis of contextual factors obtained from the scale addressing the issues related to the effect of contextual factors on teachers and proposed to the participants. With each question, each factor was made more explicit for the interviewee. In this respect, it is possible to say that the interviews follow a style from general to specific. The researcher did not adhere to certain order of questions. The flow of the interviews shaped the order. The questions were all open-ended format as to make the participants free to talk about anything they prefer. Additional questions were forwarded to illuminate what the interviewee really meant. Extra explanations were made about the questions when the interviewee was unclear or confused about the questions. Each interview was tape-recorded for documenting the interview and the analysis and the participants were informed about it. The data obtained from interviews were analysed through comparing it with the quantitative data. The language of the communication was the mother tongue. Turkish was chosen on

purpose as the language of interview in order to make the participants feel more comfortable while speaking during the course of the interaction.

3.5. Data Collection Procedure

Data collection procedure consisted of two main steps: data collection for pilot study and data collection for actual study. Each main step has its sub-steps in itself.

After constructing the questionnaire the instrument was piloted with 81 English teachers as mentioned before. Data collection process for the pilot study started in December in 2011-2012 academic year. Most of the English teachers participated in the study were contacted through e-mail and hard copy of the instrument were sent to them via post. About 20 percent of the participants received the instrument through e-mail. Each participant was informed about the purpose of the study and acknowledged that their participation was voluntary. The participants were selected among the researchers bachelor degree entourage for practicality reasons. The data was gathered from the participants working in Aksaray, İstanbul, Rize, Zonguldak, Kırıkkale in order to obtain rich source of data as mentioned before.

The basic data collection tool in the actual study was internet. As soon as the instrument was finalized, an online form was created using Google Documents (Appendix 4). The approximate application time for the instrument was about 5 minutes. For the purpose of collecting complete data, each item in the questionnaire was made obligatory. The participants couldn't reach the following parts before completing each question. As in the hard copy, an introduction part was created in order to inform the participants about the purpose of the study the privacy policy, and the researcher. The instrument was made accessible to the participants for two months from March 15 to May 15. The data was automatically transferred to electronic table after the participant completed the questionnaire. Moreover, the service enabled to keep the data secure. There was no need to back up the data as the service did it by itself on regular intervals.

The next step after constructing the online survey was to transmit it to a remarkable number of the participants. Personally speaking it was the most difficult step as the people were tired of completing online surveys. First of all, English teachers forums were searched on the internet and the researcher registered for the membership.

The online survey was posted onto the page of the forums and the potential participants were asked for help to complete the questionnaire. Moreover, the English teachers registered as members were e-mailed with an attached link of the online survey and requested to complete it. The same procedures were followed for each English teaching forum.

Moreover, Facebook was used as another tool to reach more participants. A number of English teachers groups were found in Facebook and the researcher requested for membership. After the request was accepted, the online survey link was posted with information about the study. The pages of the groups were visited every day in order to keep the post alive. There were some English teachers who requested for more information about the study. Some of the teachers reported their feedback about the instrument and the study through personal messages. The feedbacks were noted down in order to use for the following studies. It was observed that Facebook is a rich source of data and could well be used for educational purposes.

Furthermore, the hard copy of the instrument was sent to colleagues who were working in different cities and they were requested to implement the instrument as many English teachers as possible. However, about two thirds of the data collected through online survey while the remaining one third of the data gathered through hard copy.

For the interviews fourteen English teachers were selected as mentioned before. Before the interview, each interviewee was contacted through telephone asked for a proper day for the application. Some of the interviewees were visited at school for the interview while some of them preferred to have interviews out of the school. Each interview was recorded for the purpose of gathering accurate information. Each interview was transcribed afterwards with the help of the colleagues for the analysis. The transcriptions gathered kept safe in the personal computer of the researcher.

3.6. Data Analysis

The data collected is meaningless without fully understanding what they represent. In this respect, data analysis is one of the most crucial steps in a research as it helps us to describe facts, develop explanations and test the hypotheses (Levine, 1996). Burns (2000) indicates that data analysis is finding meanings from the data and a

process by which the investigator can interpret the data. In data analysis, it is vitally important to decide on the appropriate analytical procedure for each research questions in mind.

For the present study, my personal experience as an English teacher for five years between 2003 and 2008 was quite helpful in terms of giving meaning to the collected data through questionnaire and interviews. In this sense, it is possible to say that data analysis began with the researcher's interpretation of all data collected.

Quantitative data analysis for the questionnaire was conducted using SPSS 20 package programme. Correlation analysis was applied in order to observe the relationship between contextual factors and English teachers' beliefs. In order to find out mostly related contextual factor with English teachers' beliefs and practices Linear Regression Analysis was conducted. For the purpose of observing meaningful difference between public school and private school English teachers in terms of the extent they feel they are affected by contextual factors, independent samples "t" test was used as an analysis method.

In order to analyse qualitative data gathered through the use of interview, transcribed data was subjected to the analysis. In fact the main purpose of the interview was to make inference with the data collected via questionnaire and to support the quantitative data. Therefore, the collected data was not coded. The deep analysis of the interviews showed that they provide valuable data in terms of revealing underlying reasons of participants' personal opinions about the research questions.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the findings collected from data gathered through questionnaire and semi-structured interviews. The focus is on the analysis of the relationship between contextual factors and English teachers' beliefs and practices. The factors derived from the questionnaire data are discussed under six main headings; namely, policy oriented contextual factors, school management oriented contextual factors, teacher oriented contextual factors, student oriented contextual factors, school layout oriented contextual factors and inspection oriented contextual factors. These factors were correlated to the interview data. The relationship between the data collected through questionnaire and interviews was seen significantly important as it was aimed to find out corresponding relevance between them.

The main purpose of this study is to find out if there is any relationship between contextual factors and English teachers' beliefs and practices as mentioned before. For this purpose, this study aimed to address the following research questions:

- Is there any relationship between contextual factors and English teachers' beliefs and practices in Turkish schools?
- If so, which contextual factor is mostly related with English language teachers' practices in the classroom?
- Is there any difference between teachers working in state schools and private schools in terms of the extent they feel they are affected by the contextual factors?

4.1. Findings for the Relationship between Contextual Factors and English Teachers' Beliefs and Practices

To find out the relationship between contextual factors and English teachers' beliefs and practices a Pearson Correlation Analysis was conducted between belief and practice factors and strong positive correlation was observed between the variables. The following table summarizes the results of Pearson Correlation.

Table 4.1.
Pearson Correlation Result

TEACHER BELIEF			TEACHER PRACTICE					
			CONTEXTUAL FACTORS					
			POL	INSP	CLASS	STU	MAN	TEACH
CONTEXTUAL FACTORS	Policy (POL)	Pearson Correlation	,739**	,295**	,348**	,507**	,149*	-,066
		p	,000	,000	,000	,000	,031	,345
		N	210	210	210	210	210	210
	Classroom (CLASS)	Pearson Correlation	,424**	,156*	,688**	,552**	,236**	,008
		p	,000	,024	,000	,000	,001	,911
		N	210	210	210	210	210	210
	Inspection (INSP)	Pearson Correlation	,521**	,699**	,242**	,394**	,180**	-,036
		p	,000	,000	,000	,000	,009	,608
		N	210	210	210	210	210	210
	Student (STU)	Pearson Correlation	,481**	,206**	,471**	,798**	,122	-,073
		p	,000	,003	,000	,000	,078	,290
		N	210	210	210	210	210	210
	Management (MAN)	Pearson Correlation	,300**	,169*	,403**	,430**	,590**	,207**
		p	,000	,014	,000	,000	,000	,003
		N	210	210	210	210	210	210
	Teacher (TEACH)	Pearson Correlation	,083	,080	,214**	,232**	,325**	,575**
		p	,233	,248	,002	,001	,000	,000
		N	210	210	210	210	210	210

****. Correlation is significant at the 0.01 level (2-tailed).**
***. Correlation is significant at the 0.05 level (2-tailed).**

As can be seen from the table, significant relationships were observed among the variables. However, these relationships do not always imply cause and effect relationship. Correlation Analysis is used to calculate the strength and the direction of the relationship between two variables. Therefore, it would be wrong to claim that specific contextual factor felt by the teacher causes specific teacher practice in the school.

The table clearly illustrates that there is a strong positive correlation between teachers' beliefs' and practices in terms of policy oriented contextual factors, $r = .739$, $N = 210$, $p < .01$. Likewise, there is a moderate positive relationship between belief based policy oriented contextual factors and practice based student, class and inspection oriented contextual factors. However, teacher's belief and practice are negatively correlated in terms of belief based policy and practice based teacher oriented contextual factors, $r = -.066$, $N = 210$, $p = .345$.

The interviews also support the preceding finding. The relationship between policy oriented contextual factors and the beliefs and practices of teachers could be deduced from the interviewees' statements' about the policy oriented contextual factors. In the following extracts the participants mention about foreign language education policy in Turkey and its effect on their practices in the classroom:

P.8 Quote A: I am suffering of foreign language education policy in Turkey a lot. I am paid salary all for nothing. The students in my school are illiterate of their own mother language and we are obliged to use a course book which is quite hard in content for the level of the students. In my opinion, policy makers developed the book by basing it on the level of students in a school in Çankaya. The book is quite difficult in content as I said before and includes unnecessary subjects. The fundamental subjects were skipped and the students and I are trying to cover this difficult content without even taking a breath. Moreover, the content was developed for the sake of following the curriculum and so listening and speaking skills were ignored. Therefore, we were constrained to have mechanical lessons with a grammar based core.

P.9 Quote B: The foreign language education policy in Turkey is a failure. First of all, policy makers are planning to expose the students to intensive English lessons in the primary school and secondary school which is very illogical because English teachers are limited in number. Therefore the teachers from different branches with limited English level are assigned for the English lessons and the result is the students with prejudices and lack of motivation towards English. Moreover, exam oriented education system is another barrier in front of us. The lessons are unfortunately grammar and reading oriented because the students do not give enough attention to listening and speaking practices as those skills are not tested in the exams. Furthermore, the books developed by the policy makers are not attractive in design in terms of layout,

pictures, cover etc. The content does not address to students needs'. You are constrained to use such a book in the classroom by the Ministry of National Education. This is contrary to human reasoning.

Both participants clearly stated the effect of the policy oriented contextual factors on their beliefs and practices. Participant 8 particularly stresses the hindering structure of English course books sent to the schools by the Ministry of National Education which could be regarded as the clear indicator of the relationship between policy oriented contextual factors and the teacher belief. The teacher's grammar based instruction in the classroom could be interpreted as the reflection of belief based policy oriented contextual factors into practice. Likewise, Participant 9 emphasizes the content, physical make up and attractiveness of English course books and states that the provided course books are not proper for the students. Moreover, he/she believes that exam oriented education system hinders what the teacher intends to do in the classroom. Its reflection into his/her practice is the implementation of grammar based instruction.

The similar positive strong correlation is observed between beliefs and practices of teachers in terms of classroom based contextual factors $r = .688$, $N = 210$, $p < .01$. The correlation between belief based classroom oriented contextual factors and practice based policy and student oriented contextual factor is moderate.

Several interview participants reported that classroom based contextual factors sets an obstacle for effective English teaching except the ones working in private schools or colleges which shows the relationship between classroom based contextual factors and the belief and the practices of teachers. Private school English teachers did not stress its effect on their practices as their schools are well-equipped technologically, the classes are not crowded and classroom area is well organized in terms of physical environment. In the following extracts, the participants mention about the effect of classroom based contextual factors:

P.1 Quote C: First of all, it is impossible have an effective English lesson with thirty or forty students. Most of the English teachers working in state schools have to conduct the classes with at least 30 students today. For an effective English teaching the number of students in the classroom should not exceed 15 students. In these classes the teacher can deal with each student individually. Moreover, English teaching should be

as audio and visual as possible for the students. However the classrooms are made up of only blackboard and desks. There isn't any technologic equipment necessary for language teaching such as projector, computer, CD player etc. Therefore, you have to survive in the classroom only with your course book and blackboard.

Similarly, one of the participant addresses to classroom based contextual factors while he is commenting on the course books:

P.2 Quote D: …….it is only "claimed" that English course books include listening activities because the listening CDs of the course books are not sent to the schools by the Ministry of National Education. Also, do you have technologic structure in your classes to perform these listening practices? Most of the schools in Turkey are lacking technologic equipment. Therefore, you have to supply the equipment by yourself. You use your own computer in the classroom for the listening activities if you are able to find the listening CDS. However, you need speakers as the number of students is about 30 because the speakers of the laptop are not satisfying for each student. Instead of struggling with these challenges, we prefer to skip such practices.

Both teachers particularly stress the effect of classroom based contextual factors namely, class size and technologic equipment in the classroom on their beliefs and practices. Because of such hindrances the teachers prefer to make some changes in their practices such as skipping certain activities as mentioned by participant 2 in particular.

In terms of inspection oriented contextual factors, it is possible to observe strong positive correlation between teacher's beliefs and practices $r = .699$, $N = 210$, $p < .01$.

It is possible to talk about relationship between inspection oriented contextual factors and the beliefs and practices of English teachers when the following interview extracts are analysed in detail.

P.3 Quote E: The inspectors aren't expert in their fields. As there are no inspectors from the field of English teaching, we have been inspected from the inspectors of the different fields. Therefore, they are inexpert of English language teaching so they are not able to observe the students' progress in the classroom. In order to conceal their incapability, they prefer to blame us for not following the contemporary

practices in the field. Moreover, they are very rude because they don't need to introduce themselves.

The following participant also stresses the similar things in terms of inspection oriented contextual factors:

P.4 Quote F: In Turkey, the current perception about the inspectors is that the inspector is the one who inspects, catch the deficiencies and fling them in the teacher's face. However, according to regulations of the Ministry, the inspector is the one who guides the teacher. The fundamental duty of the inspector is effective counselling. In terms of English teaching, the number of inspectors in the field is not sufficient enough. Therefore, the inspectors from different fields inspect us. For instance, I was inspected by an inspector from the field of French teaching. These reasons cause lack of motivation, phobia and anxiety on the part of the English teachers.

As with the student oriented contextual factors, it can be seen from the dataset in table 4.3.1 that there is a linear, strong correlation between English teacher's beliefs and practices $r = .798, N = 210, p < .01$.

The following teachers' comments reveal their concerns about the effect of student oriented contextual factors on their beliefs and practices. The teachers further elaborated that the effect is so strong that they have to shape their practices in the classroom. When asked about the student oriented contextual factors, the following participant commented:

P.8 Quote G: I am suffering about students a lot. I am working at a state school in a village. The government provides the essential material for the class. However, forget about motivation, preparation for the lesson, the students do not even bring the course book into the classroom. As a result, I realized that no matter how hard you try, it means nothing with unmotivated and aimless students.

The following participant stresses the effect of exam oriented education on students' motivation towards English classes:

P.6 Quote H: There are two types of students: The students with/without an achievement goal. English classes are unimportant for both groups of students. For the first group, English is not as important as Maths or Turkish because of the number of

questions asked in SBS exam. For the other group, English class is meaningless. Therefore, the classrooms are full of unmotivated students towards English.

One point that emerges from the teachers' comments above is that the factors related with students have direct influence on the teachers as already indicated by correlation analysis and the relationship centres upon the students' motivation towards English classes.

With regards to management oriented contextual factors, it is apparent from the table that teachers' beliefs and practices are correlated. However this correlation is not as strong as the previous correlations. $r = .590, N = 210, p < .01$.

The interview participants also did not elaborate on management oriented contextual factors transparently which presents similar findings to correlation analysis results. This may be due to fear from the pressure of school management or the teachers do not feel any hindrance related to management oriented contextual factors.

P.2 Quote I: School management does not interfere in our practices in the classroom explicitly in fact. However, school management evaluates the teachers' success on the basis of students' success in SBS exam which implies that we have to reshape our practices in the classroom according to the exam.

Likewise, the next participant mentions about the similar concern and criticizes the attitude of school management:

P.3 Quote J: We are carrying out projects, lots of activities but they are all ignored by the school management. Classes such as Maths and Sciences are regarded more important than English classes by the school management.

It is worth pointing out that especially P.2 stresses the indirect influence of school management on the beliefs and practices of the teacher.

As with teacher oriented contextual factors, there is moderate positive correlation between English teachers beliefs and practices $r = .575, N = 210, p < .01$.

The moderate relationship may be due to the fact that the teachers are not open to accept the drawbacks originate from themselves causing to hinder to be an effective

English teacher. On the basis of interviews it is quite difficult to talk about relationship between teacher oriented contextual factors and teachers' beliefs and practices. Almost all the participants blame the experienced teachers referring teacher oriented contextual factors by excluding himself/ herself. The extract below reveals it explicitly:

P.3 Quote K: Most of the newly graduate English teachers like me are capable of using technology in the classroom as were exposed to use technology during the undergraduate education. However, the teachers who have more than 10 years of experience are lacking it as they do not need technology in the classroom because of their grammar and memorization oriented practices. Moreover, they don't need to follow contemporary practices in the field as they follow the same procedure every year.

Overall, in the light of the previous data, it is possible to talk about strong relationship between contextual factors and English teachers' beliefs and practices in Turkish schools.

4.2. Findings for the Mostly Related Contextual Factor with English Language Teachers' Practices In The Classroom?

To find out the mostly related contextual factor with English language teachers' practices in the classroom for the purpose of giving answer to research question two, each factor was analyzed individually using linear regression analysis. The following tables illustrate regression analysis results. Significant variables ($p < 0.005$) which contribute to the model were given in the table. The other variables which have no impact on the criterion variable were ignored.

Table 4.2.
Regression Analysis of Belief Based Policy Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Policy (Practice Based)	,667	,100	12,268	, 000
Student (Practice Based)	, 252	, 126	4,629	, 000
Notes: R^2=, 599 ($p < 0.005$)				

The table clearly points out that there is a significant meaningful relationship between belief based policy oriented contextual factors and practice based policy and student oriented contextual factors. Moreover the model accounts for % 59, 9 of variance. Practice based policy oriented contextual factors has a large effect on the criterion variable according to the standardized coefficient beta value.

Table 4.3.
Regression Analysis of Belief Based Classroom Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Policy (Practice Based)	,537	,066	9,040	, 000
Student (Practice Based)	, 229	, 069	3,960	, 000
Notes: R²=, 547 (p < 0.005)				

According to the table above, statistically significant relationship exists between belief based classroom oriented contextual factors and practice based policy and student oriented contextual factors. The model accounts for % 54, 7 of the total variance. This is the proportion of variance in the dependent variable which can be explained by the predictors. Among the given variables in the table, practice based classroom oriented contextual factor has stronger influence on the criterion variable compared to the other variables in the regression (t=9,040).

Table 4.4.
Regression Analysis of Belief Based Inspection Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Inspection (Practice Based)	,577	,057	11,148	,000
Policy (Practice Based)	,219	,050	3,903	,000
Student (Practice Based)	,181	,063	3,225	,001
Notes: R²=, 574 (p < 0.005)				

The table clearly illustrates that there is meaningful association between belief based inspection oriented contextual factors and the given variables in the table according to the sig. (p) values. According to the R square value the model fits the

population and % 57, 4 variation in the dependent variable is explained by the regression model. The beta coefficient tells us that practice based inspection oriented contextual factors is strongly associated with the dependent variable. However, the other predictors (practice based policy and student oriented contextual factors) have poor association with the dependent variable

Table 4.5.
Regression Analysis of Belief Based Student Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Student (Practice Based)	,707	,059	14,432	,000
Policy (Practice Based)	,193	,047	3,957	,000
Notes: R^2=, 676 ($p < 0.005$)				

According to the table above both practice based student and policy oriented contextual factors are significant in the model and provide strong evidence of association between the dependent variable (belief based student oriented contextual factors) and the predictor variables (practice based student and policy oriented contextual factors). As can be seen from table above the value of R^2 is ,676 which means that % 67,6 of the total variance in the model has been explained. The practice based student oriented contextual factors has a stronger effect on the criterion variable than the other variable.

Table 4.6.
Regression Analysis of Belief Based Management Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Management (Practice Based)	,521	,054	8,337	,000
Student (Practice Based)	,291	,071	4,577	,000
Notes: R^2=, 455($p < 0.005$)				

In the regression table given above meaningful relationship was observed between belief based management oriented contextual factors and practice based management and student oriented contextual factors (*($p < 0.005$)*. The model accounts

for the % 45,5 of the total variance which represents a poor fraction of the variance as it is preferred to have more than % 50. The practice based management oriented contextual factors have greater effect on the dependent variable according to the standardized coefficient beta value.

Table 4.7.
Regression Analysis of Belief Based Teacher Oriented Contextual Factors

Variable	***Standardized Coefficients (Beta)***	***Std. Error***	***t***	***sig. (p)***
Teacher (Practice Based)	,551	,056	8,993	,000
Student (Practice Based)	,220	,061	3,258	,000
Notes: R^2=, 385($p < 0.005$)				

In the last regression model output given above meaningful relationship exists between the dependent variable and the predictor variables as observed in the other models given before.. The model accounts for the %38, 5 of the total variance. The value indicates that it is not very useful for making predictions since it is close to -1. The biggest contribution to the model is made by practice based teacher oriented contextual factor with ,551 standardized coefficient beta value.

In the light of the regression models above, it is clear that student oriented contextual factors is mostly related with English teachers' practices in the classroom with % 67, 6 R^2 value. Policy oriented contextual factors follow student oriented contextual factors with % 59, 9 R^2 value.

In compatible with the findings of the regression model, student oriented contextual factors are the most frequently stressed one in the interviews compared to the other factors as observed in the following excerpts:

P.3 Quote L: My school is located in a suburb area of the city. Therefore, socio-economic level of the students is very low. The parents cannot support their children financially. Moreover, they are indifferent to their children's progress. The students' education is restricted to what they learn at school. At home, they have to take care of their siblings, help mother and so on. As a result, the students are unmotivated, unprepared and unready for English lesson.

In the following extract the interviewee underlines the effect of SBS exam on students' motivation and interest for English lessons when asked about student oriented contextual factors:

P.4 Quote M: Socio-economic level of the students is quite high in my school. The parents are concerned about their children's progress a lot and they provide any material that is demanded by the teacher for the following lessons. However, the students do not give enough attention for English classes as much as they do for Math and Turkish classes because of SBS exam. Therefore, I can easily observe that they are reluctant and unmotivated during the class hour.

Another interview participant draws attention to another dimension in terms of student oriented contextual factors:

P.7 Quote N: Most of the students in my classroom are prejudiced towards learning English. They don't want to understand the reasons behind learning English. They seem it unnecessary and useless for the future. Therefore, they are lacking motivation and interest during the lesson.

Almost all the interview participants mentioned about the same thing in terms of student oriented contextual factors as in the previous extracts: unmotivated, unready, prejudiced and uninterested students for the English classes. The participants further indicated that such students cause lack of motivation on the part of the teacher as well which results in unfavorable changes in the practices of the teachers:

Quote O: …..I tried to change those students and in the end I realized that I was hitting my head against a brick wall so I passed over.

4.3. Findings for the Difference between Public and Private School English Teachers in terms of Perceived Impact of Contextual Factors

For the third research question an independent-samples t-test was conducted to compare state school and private school English teachers to find out any significant difference if exists in terms of the extent they feel they are affected by the contextual factors. The following table displays the group statistics and the independent samples t-test result and output.

Table 4.8.
Independent Samples T-Test Output

	State School	Private School	*t*	*df*	*Sig. (2-tailed)*
Policy	41,20 (6,81)	33,27 (9,43)	6,544	129,778	,000
Classroom	14,93 (3,90)	10,30 (3.93)	8,335	208	,000
Inspection	15,48 (3,84)	12,61 (4,20)	5,067	208	,000
Student	16,16 (3,62)	10,96 (4,15)	9,538	208	,000
Management	12,12 (3,93)	10,90 (4,58)	2,054	208	0,41
Teacher	7,57 (3,49)	8,07 (3.38)	-1,015	208	,311

The Table 4.8 clearly illustrates that there is a significant difference in scores between private school and state school English teachers in terms of policy oriented contextual factors. Since $p = \leq .05$ this test is statistically significant. State school English teachers' perception of policy oriented contextual factors (M= 41,20, SD= 6,81) is significantly higher than that of private school English teachers (M=33,27, SD= 9,43).

The findings obtained from Independent Samples T-test corresponded to the findings of the interview data in terms of policy oriented contextual factors. The private school and public school English teachers revealed significant difference in terms of perception of policy oriented contextual factors as observed in the following extracts:

P.10 Quote P: ……as we are working in college, we do not stick to the curriculum sent by the Ministry of National Education as strictly as state school English teachers. Moreover, we don't use the book provided by the Ministry as they are not good enough for English teaching. In fact, we seem to use them but we chose books developed by the foreign publications.

Another private school English teacher mentions about the flexibility of the system in colleges and so he/she states that policy oriented factors mentioned do not pose a big challenge for him/her:

P.14 Quote Q: I do not feel that I have to follow the curriculum entirely. I make necessary changes according to my students' needs. Moreover, we are not using the English course books provided by the Ministry as they are heavily grammar and vocabulary oriented. Before the new semester begins, the course book is selected by the English teachers on the basis of certain criteria. However, although our weekly class hour is two times more than state school English class hour, we are having difficulty in covering the all content as we also have to prepare the students for SBS exam. Exam oriented system is a big burden on our shoulders.

It is a well-known fact that the Ministry has less power over the administration of private schools and this situation reflects to the perception of the staff in the private schools. The extracts above clearly indicate the perception difference between state school and private school English teachers when compared with the previous extracts. Except exam oriented system, other dimensions of policy oriented contextual factors are not perceived as a major hindrance by private school English teachers.

In a similar vein, significant difference was observed between state school English teachers and private school English teachers in terms of classroom oriented contextual factors. The test is statistically significant according to the *p* value given in the table above ($p = \leq .05$). State school English teachers have higher mean (*M= 14,93, SD=3,90*) than private school English teachers (*M= 10,30, SD=3,93*).

When the private school interview participants were asked about their opinions on classroom oriented contextual factors, similar findings were deduced from their comments which present the perception difference between public and private school English teachers.

P.13 Quote R: Although my school is the best one here, there are some inadequacies. The English classrooms are equipped with projector, sound system and computers but there are not interactive whiteboards in each English class. However, I have what I need in my classroom for an effective language teaching.

When the previous extracts about classroom oriented contextual factors were analysed, most of the teachers working at state schools especially the ones working in the suburb areas complained about being obliged to survive with blackboard and course book only in the classroom as there is no technologic equipment in the classroom. However in the extract above, the classrooms are adequately equipped in terms of technology and the teacher believes he/she is conducting English class effectively. In the light of those extracts, it is possible to say that classroom oriented contextual factors cause more trouble in the beliefs and practices of public school English teachers than private school English teachers.

With regard to inspection oriented contextual factors, scores were higher for state school English teachers (*M= 15,68, SD=3,84*) than for the private school English teachers (*M= 12,61, SD=4,20*) . As *p* value is lower than .05, it is possible to talk about significant difference between the two groups of teachers in terms of impact.

When the private school teachers were asked about the inspection oriented contextual factors, they made similar comments with public school English teachers but they stressed that they don't take the inspectors into consideration a lot which implies that the effect of inspector oriented contextual factor on private school English teachers' beliefs and practices is quite smaller than that of public school English teachers. In the following extract, the teacher was asked to comment on the inspection oriented contextual factors:

P.10 Quote S: One would wish that the inspectors were literate in English teaching but they are not. They don't have any specific criteria to observe me. They just compare me with another private school English teacher in another school. If your papers are ready when they come to inspect, you don't have to worry about anything. They don't even check the students' progress because they don't know English.

By telling "if your papers are ready you don't have to worry about anything" the interviewee implies that the inspectors do not lead to such hindrance for him/her in terms of belief and practice.

Another participant from a public school mention about the similar things in the following extract:

P.7 Quote T: The inspectors are inspecting the papers we prepared and give feedback and these feedbacks are negative most of the time. They don't observe the students' progress and counsel or guide us. This situation cause nervousness on the part of the teacher and demotivate him/her.

When both extracts were analysed, it is clear that each teacher has negative attitude towards inspectors. However, two key words stand out in the P.7's comments: "nervousness and demotivation". Such words are not observed in P.10's comments. In this sense, it could be inferred that inspection oriented contextual factors are more significant in the beliefs of public school English teachers as also suggested by Independent Samples T-Test finding.

As with the perceived impact of student oriented contextual factors, significant difference is found between state school English teachers ((*M= 16,16, SD=3,62*) and private school English teachers (*M= 10,96, SD=4,15*).

The difference was also observed in the comments of the interview participants which could be regarded as the clear indicator of perception difference between private school English teacher and public school English teacher in terms of the impact of student oriented contextual factors.

P.13 Quote U: As I am working in college, the students are quite interested and motivated towards English lessons because the parents are aware of the importance of second language and they stick it to their children's mind. Moreover, they are involved in their children's achievement. Therefore, the students are intrinsically motivated during the lesson and voluntarily engaged in the activities.

The teacher's comments about students here may come as imaginary when it is compared with the statements of the teacher below who is working in a public school in a suburb area:

P.12 Quote V: My school is located in an industrial area so that the socio-economic level of the families is very low. Moreover, the families are quite insensible and indifferent to their children's achievement in the school. Therefore, the students attend the lessons without motivation and interest, and this is reflected evenly on our

motivation. In fact, all these factors considered, I have suffered from student related factors most during my professional career.

Another public school English teacher's statements about students are quite striking when compared with the others:

P.11 Quote W: ……most of the parents of my students are scattered. The father and the mother are divorced and the students cannot think clearly as they are not mentally healthy. Some of my students are using drugs. Therefore, it is impossible to talk about effective English teaching in such a school.

The extracts above suggest similar result with the findings of the t-Test. It is clear that certain difference exists between private school students and public schools students in terms of attitude towards English lessons and the parents have significant contribution in shaping it.

A significant difference was not observed between the means of state school ((*M= 12,12, SD=3,93*) and private school English teachers (*M= 10,90, SD=4,58*) with respect to perceived influence of management oriented contextual factors.

However, the analysis of the interviews presented contradictory results with the outputs of independent samples t-test. A significant difference was observed between public and private school teachers in terms perceived influence of management oriented contextual factors on the basis of interview participants' comments. It was also seen that the influence of management oriented contextual factors is far stronger for public school English teachers when compared with private school English teachers. The following comments of the teachers are presumed to support the argument above. When asked about management oriented contextual factors, a public school English teacher commented as in the following extract:

P.2 Quote X: In fact, school management does not interfere in your practices in the classroom. However, they evaluate the success of the teacher on the basis of students' achievement in SBS exam. They don't care if the students are able to speak English or not. Therefore, English lesson is ignored when compared with the other lessons such as Math and Turkish as they have wider coverage in terms of question in SBS exam.

Another public school teacher offers more significant things in terms of management oriented contextual factors:

P.11 Quote Y: My school principal is someone who follows laws and legislations in his each step. He threatens us to open an investigation if we don't carry out our duties as it is written in regulations.

However, the situation is totally different in private schools as mentioned in the following extract:

P.10 Quote Z: The school management is leaving us the authority of all decisions about English teaching as they see us as specialist in the field. Therefore, I haven't encountered any constraints or obstacles originated from school management.

Although there is no statistical difference between public and private school English teachers in relation to the perceived influence of management oriented contextual factors, the extracts above give strong clues about the relationship between school management and the English teachers and the structure of this relationship reflects on the beliefs of the teachers.

However, in terms of teacher oriented contextual factors, the observed difference in the means of state school and private school English teachers is not significant as *p* value is not less than alpha .05. Therefore it is not possible to talk about difference between state school and private school English teachers.

This chapter has introduced data analysis procedure and findings. The questionnaire data has been analysed using Correlation, Regression and Independent Samples T-Test and the interview data was analysed deeply to observe whether there exists relationship between each of them. The findings of the tests and the analysis of the interviews displayed concurrent results which suggest evidence for the reliability of the present study.

CHAPTER 5

RESULTS AND RECOMMENDATIONS

This chapter deals with the results of the study together with the implications for English Language Teaching context. The results for each research question are presented with the findings of the relevant study in literature. Moreover, the interview data which is in line with each research question was also interpreted as to reach deeper understanding of contextual factors and teacher belief and practice relationship. Also, the limitations of the present study are acknowledged and finally recommendations for further studies were presented..

5.1. Results

In line with the first research question, the findings obtained from Correlation analysis indicated that there is a strong positive relationship between contextual factors and English teachers beliefs and practices as mentioned before. The finding is in line with the findings of the previous studies in literature (Duffy & Anderson, 1984; Richards & Pennington, 1998; Gorsuch, 2001; Sakui, 2004; Flores & May, 2006; Boyd & Grossman et al., 2011).

Positive relationship implies the increasing value of the Y variables in the case of increasing value of X variables. This could be interpreted as the more the teacher believes in the existence of a specific contextual factor, the more he/she takes into consideration its effect in his or her practices. In other words, if the teacher believes that a contextual factor hinders him/her to be an effective English teacher; he/she considers its effect on his/her practices.

In terms of policy oriented contextual factors and teacher belief and practice relationship**,** the findings of the study have revealed that policy oriented contextual factors filter the way how English teachers believe and act out in the classroom. In other

words, policy oriented contextual factors have great influence on the beliefs of teachers and so constrain teachers to adopt practices which do not coincide with their earlier pedagogical beliefs.

Most of the participants taking part in the study emphasized the hindering effect of course book on their beliefs and practices in terms of policy oriented contextual factors. They speculated that the mandatory course book is fundamentally grammar based and further contended that they had to follow it as it is because of the top-down mandates such as curriculum, daily plan and yearly plan. A similar finding was obtained by Kayaoğlu (2011) who evaluated the coursebook "An English Course for Turks" which was designed by Turkish Ministry of National Education and sent to the public high schools in Turkey. In his study, he found out that the coursebook is improper for English teachers in terms of design, activities, motivational factors, grammar vocabulary, content, supporting materials, four language skills and appropriateness. He further contended that the teachers have to follow this coursebook because of heavily centralized education system with strictly controlled syllabus and this situation causes a significant hindrance on the part of the teachers as the teachers has no right to speak in the selection and implementation of the coursebook.

The participants also stressed the hindering influence of exam oriented education system on their existing beliefs and practices in the classroom. For the purpose of preparing students for exams, the teachers are constrained to act out contrary to their existing beliefs by ignoring speaking and listening skills in the classroom as the teacher's success is equated with students' achievement in the exams by the authorities. In this sense, the finding is in line with the findings of Sakui's study (2004) which claims that grammar oriented entrance examinations are one of external factors which stands as a huge obstacle in front of implementing Communicative Language Teaching into Japanese Schools. Therefore, teaching practices of English teachers are heavily influenced by grammar oriented entrance examinations.

Analysis of the existing data has also revealed that the strength of the effect of policy oriented contextual factors influence differs on the basis of school type and school region. Private school English teachers do not suffer from them as much as public school English teachers as the Ministry has less power on private schools as mentioned before. In other words, they are able to disregard the laws and the

legislations of the Ministry covertly. As an example, they choose their own course books for English classes but they seem to use the one sent by the Ministry. However, public school English teachers working at the suburb areas are the ones who perceive the hindrance most as they don't have any other options because of the socio-economic reasons.

As with classroom oriented contextual factors and teacher belief and practice relationship, the findings have shown that there is a complex interaction between beliefs and instructional practices of teachers. Teachers apparently make modification in their practices on the basis of classroom oriented contextual factors. Therefore, it is possible to talk about significant effect of classroom oriented contextual factors on the beliefs and practices of teachers.

Most of the participants working in the public schools in the present study complained about overcrowded classrooms in terms of classroom oriented contextual factors and stressed the constraining effect of it in their instructional decisions. It was found out that the teachers adopt practices which are contradictory to their existing beliefs in order to cope with the situation. Instead of creating communicative classroom atmosphere in the classroom, they prefer to apply activities that require individual student work because of classroom management concerns. The finding is in line with Nishino's study (2008) who observes belief and practice relationship regarding Communicative Language Teaching (CLT). He found out that together with class hour, class size constitute an impediment for the effective use of CLT practices because of teachers' concerns about classroom control during pair-work and group work activities.

Lack of technologic equipment in English classrooms is the other obtained finding in terms classroom based contextual factors. The teachers in the study reported that the lessons are deprived of visual and aural component because of limited resources in terms of technologic equipment. It was also found out that the teachers are aware of the incongruence between their beliefs and instructional practices, and behave contrary to their earlier pedagogical beliefs. However, it is important to note that the situation is school type and school region specific. The effect of limited technologic equipment is more perceived by the teachers working in public schools in suburb areas.

Inspection is a controversial subject that is being debated in almost all fields of education in Turkey, and the debates center around the quality and the standards of inspection system. With regards to inspection oriented contextual factors and teacher belief and practice relationship, the findings in this study also support the issue mentioned above. When the questionnaire data were analysed together with interview data it was observed that most of the teachers participating in the study adopt similar attitudes towards inspectors and inspection system in Turkey. They stressed that instead of dealing with educational matters such as students' progress, the inspectors evaluate the teachers on the basis of documents such as daily plan and yearly plan. The teachers also complain about the feedback of the inspectors as they are far from being constructive and do not intend to improve teachers' performance. In this respect, the finding in the present study is in line with the study of Yaman, Evcek and İnandı (Yaman, Evcek,& İnandı, 2008). The English teachers participating in their study indicated that the main duties of the inspectors are not just controlling teachers and collecting papers, it should be guiding and aid, training, supporting and problem solving and motivating the teachers as well.

The findings in the present study also offer that the perception about English teaching inspectors cause a degree of hindrance on the part of the teacher. The interview participants indicated that the perceived attitude about the inspectors cause demotivation on the teacher that causes significant change in his/her performance.

It is important to note that the degree of repression caused by the inspection oriented contextual factors changes on the basis of school type as in the previous contextual factors. Compared to public schools, private schools are subjected to the policy and the legislations of Ministry of National Education less and this situation is reflected to the beliefs of the teachers working in private schools. Private school English teachers criticized the structure of the inspection system in the interviews but did not mention about significant hindrance caused by the inspection oriented contextual factors. However, they stressed that the parents and school administration have more power in evaluating teachers' performance than the inspectors (see P 4 Interview Quote F, P 13 Interview Quote R).

In terms of student oriented contextual factors and teacher belief and practice relationship, the findings obtained from both interview and questionnaire data displayed strong relationship

An important contextual variable that is effective on the belief and the performance of the teacher is the readiness level and motivation of the students. These variables are far more effective on the teachers working in the suburb areas. On the basis of existing data, it was observed that the students going to schools in the suburb areas do not have intrinsic motivation towards English lessons because of such reasons as low socio-economic status, bad parental relationship, etc. which have direct influence on the beliefs and practices of the teachers because of the reciprocal teacher-student and belief and practice relationship as suggested by Clark and Peterson (1984). It was assumed that such students attitudes in the classroom cause teachers to change their certain existing beliefs and develop the new ones and act accordingly. One of the teachers comment below seems to prove the argument above.

> "I realized that no matter how hard you try, it means nothing with unmotivated and aimless students."

In line with the argument above, Borko, Davinroy, Bliem and Cumbo (2000) suggested that the changes in the belief system may cause conscious or unconscious change in the practices of the teachers in order to get along with the new perceptions in the belief system. Some of the interview participants reported that they had to adopt traditional methods of teaching because of the unmotivated and uninterested students although they were aware that they were doing wrong. This may be due to eliminate the effect of inconsistency between the existing beliefs and the existing situation.

This finding is also in line with the study of Pelletier (Pelletier et al., 2002) who found an association between students' motivation and teacher motivation and behaviour and suggested that positive student behaviour results in more teacher engagement toward his/her work. In other words, if the students are unmotivated or uninterested towards the lesson, it may be perceived by the teacher as aversive and may cause the teachers to become less intrinsically motivated and less self-determined toward their work.

Another important student oriented variable obtained from existing data is about the effect of students' expectation on the teachers. On account of exam oriented education, the students do not give enough attention for English classes. Moreover, they expect the teachers to adopt a traditional way of teaching as it is more compatible with the demands of SBS exam. As a result, it was observed that the participating teachers especially the ones working in public schools commented that they had to adopt traditional instruction in order to respond to the students' expectations. Although, this method of instruction is contrary to the existing beliefs of the participating teachers, it was assumed that the teachers change their existing beliefs and adopt responsive practices. This finding is in line with Gorsuch's study (2000) who suggested that the English teachers' perceptions and beliefs about the use of Communicative Language Teaching activities are modified by certain variables. Student expectations are one of these variables that have direct influence on the practices of teachers. Although the teachers in the study were willing to apply communicative practices in the classroom, they had to skip listening and speaking activities as these skills were not tested in the university entrance exams in Japan.

As with school management oriented contextual factors teacher belief and practice relationship, the dataset in the current study indicated the relationship among them but the significance of the relationship was not as strong as the previous contextual factors as mentioned before. The findings obtained are in line with the study of Boyd (Boyd et al., 2011) who suggested that school administration is influential in teachers' professional development and career decisions. Pelletier offers a similar finding by indicating that "when the teachers are constrained by the school administration or colleagues to behave in a certain way, they become less motivated and self-determined toward their work" (Pelletier et al., 2002, p. 193).

On the basis of interview data, school administration attitude towards English lessons is an important variable that is most frequently mentioned by the interview participants. According to the interview data, the school administration does not give enough attention to the English classes as they pay to other classes as Math, Science and Turkish and this causes loss of motivation on the part of the teacher. The underlying reason behind such an attitude is the effect of exam oriented education on the school administration according to the participants. It is clear that exam oriented education

system has an observable adverse effect on almost all the main components of teaching including students, teachers and school administration.

Although the questionnaire data provided support for the relationship between teacher oriented contextual factors and teacher belief and practice, the interview data presented contrary findings. The reason behind was assumed to arise from teachers' personality traits. It was observed that the participating teachers perceived the variables directed to them via questionnaire and interview as criticisms and avoided giving negative answers. It was also seen that the teachers tended to blame the factors other than themselves for the purpose of protecting their faces. The argument was drawn from the teachers' vague replies that they gave to the questions. However, the influence of teacher oriented contextual factors which evolve out of teachers own themselves on the beliefs and actual practices of the teachers cannot be ignored as the teachers are the key components of any learning environments.

Similarly, Borg (1998) suggested that the instructional decisions of the teachers should be analysed in terms of internal contextual factors. In other words, he offered to analyse the constraints caused by the teachers with specific reference to differences in practices of the teachers during L2 grammar teaching.

In line with Borg's study, Mattarima and Hamdan (2011) suggested a similar finding in their study. They observed the teaching constraints of English as a foreign language in Indonesia in the study and concluded that teachers are one of the factors causing constraints in implementing school based curriculum of English in EFL speaking classes. The practices of teachers that cause constraints according to Mattarima and Hamdan are inadequate class management and teacher preparation, applying monotonous methods and approaches in the classroom, restricting the learning resources or materials to the certain textbooks and not formulating their own syllabi, lesson plan, and modules in their class.

All things considered, except teacher oriented contextual factors, the data indicates strong positive relationship between contextual factors and English teachers' beliefs and practices.

In response to the second research question, it was found out that student oriented contextual factors is mostly related with the practices of English teachers.

These factors included prejudiced and negative attitudes of students towards English lessons, the students with low achievement level, the students' being unmotivated to learn English and low socio-economic level of the students. The interview data presented that "unmotivated students" is the most frequently mentioned variable by the interview participants causing modifications in the practices of the teachers and they blame exam oriented education system for the loss of motivation on the part of the students.

The findings presented here are consistent with Bailey's study (1996) who listed the reasons why teachers depart from their lesson plans by transcribing what she observed in the classrooms and she suggested that students are quite influential in the interactive decisions and practices of the teachers in the classroom.

Howe (2011) puts forward a similar finding in his M.A thesis. He studied the congruency/incongruence between the teaching belief and the teaching behaviours of seven adult educators and listed the factors that affect the congruency. He claims that academic level of learners, learner preparation, stress and disruptive learner behaviours are important factors that cause inconsistency between teachers' beliefs and practices.

In line with the present study, Blasé (1986) observed the relationship between teacher stress and teacher performance in his qualitative study. He found out that student oriented factors were one of those that the participating teachers believed to be the most important source of work-related stress. The variables of the student oriented factors were student discipline, student apathy, low student achievement, and student absences.

We can deduce from the above mentioned studies that the present study has offered consistent finding with the relevant literature in that student oriented contextual factors is a primary constraining element that causes changes in the practices of teachers.

In line with the third research question, the findings clearly present that there is a significant perceptual difference between state school and private school English teachers in terms of policy, classroom, inspection, and student oriented contextual factors. Statistically, the difference was not observed in management and teacher oriented contextual factors. However, it is possible to talk about difference in terms of

perceived influence of management oriented contextual factors according to the qualitative data. The results were interpreted as policy, classroom, inspection, student and management oriented contextual factors cause greater hindrance in classroom for public school English teachers than private school English teachers.

A substantial body of literature underlines the differences of public and private schools in terms of teacher autonomy and professional development. According to Talbert and McLaughlin (1994) private schools have more consistent and mutually understood sense of school purpose and common values for both students and teachers. They further contended that private schools offer greater freedom for their teachers in terms of the way they teach and the choice of the instructional materials. Similarly, Chubb and Moe (1990) stressed the absence of "bureaucratic control" in private schools which leads to greater teacher autonomy in the classroom by setting teacher to work free from the rules and regulations that are quite perceivable in public schools (as cited in Talbert and Mc Laughlin, 1994). Talbert and Mc Laughlin's study with 800 teachers in 16 private and public school in California and Michigan provided similar findings with the present study. They found out that sector difference (private, public school) is quite influential in teacher's professional development. In other words, teachers' professional development is to a significant degree dependent on the character of local teacher community.

In a recent study with 151 participants, Taşdan and Tiryaki (2008) compared the level of job satisfaction between private and public school teachers in Trabzon and found out that private school teachers' level of job satisfaction is higher than that of public school teachers. The reason behind the difference was claimed to arise from working conditions and organizational structure of the schools.

In a similar study, Papanastasiou and Zembylas (2005) compared the differences in job satisfaction between public and private school kindergarten teachers in Cyprus. They found out that private school teachers are not satisfied with their working hours and with their salaries but they tended to be more satisfied with their working environments such as school building, facilities.

Job satisfaction is an affective response that the worker developed towards the working conditions at work. In terms of teaching, it refers to teacher's relationship with

many internal and external contextual factors that are influential on his/her practices and professional development. If the teacher feels constrained because of the working conditions and working environment they lose their motivation and satisfaction (Mcdonald, 1999; Tye & O'Brien, 2002).

It is a well-known fact that the public schools in Turkey are far behind the private schools in terms of teacher facility and working environment. Moreover, the private schools are more independent with regards to policy oriented issues as mentioned before. Therefore, the perceived impact of contextual factors is stronger on public school teachers compared to private school teachers. The data in the present study also support the observable hindering effect of contextual factors on public school English teachers' beliefs and practices (see table 4.3.8).

5.2. Implications

Several implications might be deduced for the context of English teaching in Turkey. First of all, it should be noted that the professional life of teacher depends on many factors and teaching cannot be fulfilled as independent of context. Therefore, English teachers should be informed about the role and the effect of contextual factors during the formal training before they start the profession. Thus, they won't feel as much constrained as now when the existing beliefs contradict to specific contextual factor. As Talbert and McLaughlin (1994) suggest it is important to provide integrative framework for teacher training programs combining all aspects of education including policy, student, teacher, school management, inspection and so on in order to better understand teacher professionalism.

Moreover, the English teachers could identify their existing beliefs and reflect on their actual practices in order to analyse the effect of contextual factors on them. By doing so, they could minimize the constraining effect of a specific contextual factor by negotiating their beliefs and the demands of the context based factor.

In order to keep English teachers' motivation high during their long and steep professional journey, policy makers should provide supportive context with all aspects for them by enabling more space for them to carry out what they believe in the classroom.

Finally, decision makers should take English teachers' voices and decisions into consideration when they plan to make modifications and changes in English language teaching in terms of teacher training, curriculum development, teacher professional development and teacher preparation. In that way, teachers won't feel constrained in the classroom and they will question such changes and modifications less. Thus, the effect of contextual factors will be minimized from the point of English teachers.

5.3. Recommendations for Further Studies

Although it is possible to find a substantial number of studies on contextual factors in the other fields such as science teaching and maths teaching, the studies on contextual factors seem to be ignored in English language teaching field as the number of studies is quite scarce. Therefore, this study is expected to contribute to the literature. However, for further research we would recommend to work with a larger number of sampling in order to obtain more valid and reliable results.

In addition, during the questionnaire development process, the interviewees did not mention about the effect of parents on English teachers' beliefs and practices. Thus the parent oriented variables were not included in the questionnaire. However, especially the private school English teachers underlined the influence of parents on their practices during interviews. Therefore, it is recommended to include parental issues into the instrument developed in order to make it more comprehensive.

Finally, the researchers should benefit from additional data collection methods such as classroom observation sessions and video recording in order to control the questionnaire and interview findings and check their reliability.

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APPENDICES

Appendix 1. Questionnaire (Turkish Version)

BAĞLAMSAL FAKTÖRLERİN İNGİLİZCE ÖĞRETMENLERİNİN İNANÇLARI ÜZERİNDEKİ ETKİLERİ İLE İLGİLİ ANKET ÇALIŞMASI

Değerli Katılımcı,

Bu anket, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi alanında yürütülmekte olan yüksek lisans tezi için hazırlanmıştır. Araştırmada, bağlamsal etmenlerin Türkiye' de özel ve devlet okullarında çalışmakta olan İngilizce öğretmenleri üzerindeki etkileri incelenecektir. Ankete katılımınız tamamen **gönüllülük** esasına dayanmaktadır. Anket formu, ankete katıldığınıza dair herhangi bir bilgi içermemektedir. Toplanan veri **gizli** tutulacak, herhangi bir kurum ya da kişi ile **kesinlikle paylaşılmayacaktır**. Bu çalışma sonucunun Türkiye' deki yabancı dil öğretmenlerinin profesyonel gelişimine katkı sağlaması umulmaktadır.

Anketin cevaplanma süresi yaklaşık 5 dakikadır. İlginiz, duyarlılığınız ve katkılarınız için teşekkür ederim.

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(Mesleki ve Kişisel Bilgiler) Lütfen size göre en doğru şıkkı işaretleyiniz.

1	**Cinsiyetiniz?**	1( ) Kadın 2( ) Erkek
2	**Yaşınız?**	1( ) 20'den az 2( ) 20-29 3( ) 30-39 4( ) 40-49 5( ) 50-59 6( ) 60 ve üzeri
3	**Mezun Olduğunuz Bölüm**	1( ) İngilizce Öğretmenliği 2( ) İngiliz Dili ve Edebiyatı 3( ) Diğerleri
4	**Çalışma Süreniz**	1( ) 3 yıldan az 3( ) 8-12 yıl 5( ) 18 yıl üzeri 2( )3-7 yıl 4( ) 13-17 yıl
5	**Şu an Çalışmakta Olduğunuz Okulun Türü**	1( ) Devlet Okulu 2( ) Özel Okul
6	**Okulunuzun Bulunduğu Bölge**	1( ) Merkez 2( ) Taşra

Farzedin ki önümüzdeki eğitim-öğretim yılında mümkün olan en iyi İngilizce öğretmeni olmayı hedefliyorsunuz. Aşağıda bu amacınız üzerinde doğrudan veya dolaylı etkisi olan bazı bağlamsal etmenler verilmiştir. Lütfen *birinci sütünda* iyi bir İngilizce Öğretmeni olmanıza engel teşkil eden her bir bağlamsal faktör konusundaki düşüncenizi belirtiniz. *İkinci sütunda* ise her bir bağlamsal faktörün sizin üzerinizdeki etkisini verilen ölçeğe göre işaretleyiniz. Lütfen her madde için iki sütunda da sizin için en doğru olan seçeneği işaretleyiniz.

Bağlamsal Etmenler	Sütun 1: Aşağıdaki etmenler benim iyi bir İngilizce Öğretmeni olmama engeldir.					Sütun 2: Aşağıdaki etmenler sizi ne kadar etkilemektedir?				
	(Kesinlikle katılmıyorum	(Katılmıyorum)	(Ne Katılıyorum ,NeKatılmıyorum)	(Katılıyorum)	(Kesinlikle Katılıyorum)	(Oldukça fazla)	(Fazla	(Ne fazla, Ne Az)	(Az)	(Hemen hemen hiç)
1 MEB tarafından hazırlanan müfredatın daha çok dilbilgisi (gramer) öğretimine yönelik olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2. MEB tarafından hazırlanan müfredatın İngilizce öğretmenini sınırlaması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3. Ders kitapları seçiminin MEB tarafından yapılması, öğretmene bırakılmaması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4. Yabancı dil eğitim politikasının ülke amaç ve gerçeklerine aykırı olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5. Yabancı dil eğitiminde, dilin bir iletişim aracı olarak kulanılmak üzere sunulacak şekilde planlanmaması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6. Yabancı Dil Eğitimi ile ilgili MEB tarafından alınan kararlarda somut ve bilimsel altyapı eksikliği	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7. Yabancı Dil Öğretimi için ayrılan haftalık ders saatinin yetersiz olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8. Okul yönetiminin MEB tarafından hazırlanan müfredatın birebir uygulanması yönündeki baskıları	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9. Okul yönetiminin İngilizce öğretmenin sınıfta yapmak istediği eğitsel faaliyetlere engel olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10. Okul yönetiminin Yabancı Dil Eğitimi ve Öğretimine karşı olumsuz bakışı	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
11. İngilizce branş öğretmenleri arasında işbirliği ve iletişim eksikliği	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

12 .İngilizce öğretmenleri ve diğer öğretmenler arasında işbirliği ve iletişim eksikliği	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
13. Teknolojik araç-gereç kullanımı konusunda yetersiz oluşum	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
14. Öğrencilerin yabancı dile karşı önyargılı ve olumsuz tutumları	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
15. Öğrenci grubunun genel akademik başarı düzeyinin düşük olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
16. Öğrencilerin dil öğrenmeye karşı isteksiz olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
17. Öğrencilerin sosyo-ekonomik düzeyinin düşük olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
18. Sınıf içinde yabancı dil eğitimine destek sağlayacak teknolojik araç-gereç donanımının eksik veya yetersiz olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
19. Sınıf içindeki alanın Yabancı Dil Eğitimi için elverişli olmaması (drama, role-playing vb aktiviteler için dar olması)	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
20.Sınıfın fiziksel ortamının (ısı, ışık, ses, koku, renk, sıraların yerleşim biçimi vb.)öğretmenin eğitsel uygulamalarına engel olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
21. Sınav odaklı eğitim anlayışı	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
22. Öğretmen performans değerlendirmesinin yıllık planın uygulanıp uygulanmamasına bağlı olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
23. Öğretmen performans değerlendirmesinin süreç odaklı değil de öğrencinin testlerde elde ettiği başarıya dayalı olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
24. Yeni MEB sisteminin öğretmen üzerine yüklediği ağır iş yükü	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
25.Öğretmenin ekonomik gelir seviyesinin düşük olması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
26. İngilizce öğretmenlerinin profesyonel gelişimine katkıda bulunacak hizmet-içi eğitim faaliyetlerinin yetersiz oluşu	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
27. Rehberlik hizmetinin alan dışı müfettişler tarafından uygulanması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
28. Müfettişlerin değerlendirme ölçütlerinin objektif ölçütlere dayanmaması	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

29. Danışmanlık konusunda müfettişlerin yetersiz oluşu	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
30. Müfettişlerin alanla ilgili gelişmeleri takip konusunda yetersiz oluşu	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
31. Mesleki gelişim bağlamında çağdaş uygulamaları takip etmemem	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
32.Hizmet-içi Eğitim faaliyeti planlamasında İngilizce öğretmenlerinin ilgi ve ihtiyaçlarının dikkate alınmaması	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)

Sizin iyi bir ingilizce öğretmeni olmanıza engel başka bağlamsal faktörler varsa lütfen aşağıda belirtiniz:

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Anket sona ermiştir. Zaman ayırdığınız için çok teşekkür ederiz

Appendix 2. Questionnaire (English Version)

A QUESTIONNAIRE ABOUT THE INFLUENCE OF CONTEXTUAL FACTORS

ON ENGLISH LANGUAGE TEACHER'S BELIEFS

Dear Participant,

This questionnaire is prepared for the University of Cukurova, The Institute of Social Sciences, English Language Teaching Master of Arts Dissertation. The main purpose of the study is to investigate the influence of contextual factors on English Language teachers working at public and private schools in Turkey. Your participation in this questionnaire is **voluntary**. The questionnaire form does not include any information about you that reveals your participation. The data gathered will be kept **confidential** and won't be shared with any person or institution. It is expected that the result of this study contributes to the professional development of language teachers in Turkey.

The approximate duration for filling in the questionnaire is 5 minutes. . Thank you for your sensibility and participation.

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Ertan ALTINSOY
ertanaltinsoy@yahoo.com.tr

(Professional and Personal Background Information) Please choose the items that best describes you.

1	**Gender:**	1( )Female 2( )Male
2	**Age**	1( ) Less than 20 2( ) 20-29 3( ) 30-39 4( ) 40-49 5( ) 50-59 6( ) 60 and above
3	**Graduation**	1( ) English Teaching 2( ) English Language and Literature 3( ) Others
4	**Teaching Experience**	1( ) Less than 3 years 3( ) 8-12 years 5( ) Above 18 years 2( )3-7 years 4( ) 13-17 years
5	**The Type of Your Present School:**	1( ) Public School 2( ) Private School
6	**The Setting of Your Present School:**	1( ) Urban 2( ) Rural

Suppose that your goal is to be the most effective English teacher possible during the next school year. Listed below are a number of contextual factors that have a direct or indirect impact on this goal. In the first column, please choose the item that best expresses your thoughts about each contextual factor which prevents you to be an effective English teacher. In the second column, indicate the effect of each contextual factor on you. Please circle the best corresponding item that matches your thought in both column.

Contextual Factors	Column 1: The following factors prevents me to be an effective English teacher					Column 2: How much do the following factors influence you?				
	(Strongly Disagree)	(Disagree)	(Neither Agree or Diagree)	(Agree)	(Strongly Agree)	(Very much)	(Much)	(Somewhat)	(Slightly)	(Not at all)
1. The curriculum which is prepared by the Ministry of National Education is mainly grammar teaching oriented	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
2. The curriculum which is prepared by the Ministry of National Education restricts the English teacher in terms of method, procedure and technique	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
3. The selection of English course books are accomplished by Ministry of National Education not by the teacher	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
4. Foreign Language Education Policy is contrary to the country's mission and reality.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
5. Weekly Course Hour for Foreign Language Teaching is not sufficient.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
6. The pressure coming from school management in terms of following the curriculum prepared by the Ministry of National Education.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
7. The School Management's attitude in order to prevent English teacher from doing educational activities in the classroom	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
8. The School Management does not give enough support for Foreign Language Education and Teaching such as preparing technical equipment in the classroom, providing source materials and so on.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
9. Lack of cooperation and communication between English teachers	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)

10. Lack of cooperation and communication between English teachers and the other teachers	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
11. I have been lacking in using technologic equipment such as computer, projector etc.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
12. With regards to professional development I have been lacking in following contemporary practices in English language teaching	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
13. I have been lacking in developing teaching resources which enrich English teaching.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
14. Students have negative and prejudiced attitudes towards foreign language	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
15. The general academic achievement level of the student group is low	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
16. Students are unmotivated to learn foreign language	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
17. Socio-economic level of the students is low	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
18. The technologic equipment in the classroom which supports foreign language teaching is limited or insufficient.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
19. Classroom area is not suitable for foreign language teaching (it's being narrow for activities such as drama, role playing and so on.)	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
20. The physical environment of the classroom such as heat, illumination, smell, color and organization of desks interferes with the teachers educational practices	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
21. The number of the students in the classroom is more than the ideal number	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
22. Exam oriented education system and perception	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
23. Succesful teacher perception is dependent on whether the teacher implements the yearly plan or not.	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
24. Suceesful teacher perception is dependent on the students achievements in the tests and exams	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
25. Because of the heavy workload triggered by the Ministry of National Education new informatics system, English teachers cannot prepare for the following lessons	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)

26. Lack of motivation in teachers because of low financial income	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
27. In-service training courses which contribute to English teachers professional development is limited	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
28. Supervision and counseling services are performed by inspectors from different branches during the inspection	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
29. The inspectors do not have objective criteria to evaluate teachers' performances	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
30. The inspectors are lacking in effective consultancy and guidance	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
31. The inspectors have low level of professional competency	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)
32. The needs of the English teachers are not taken into consideration during in-service training course planning	(1)	(2)	(3)	(4)	(5)	(5)	(4)	(3)	(2)	(1)

Please write down the other factors that prevent you to be an effective English teacher

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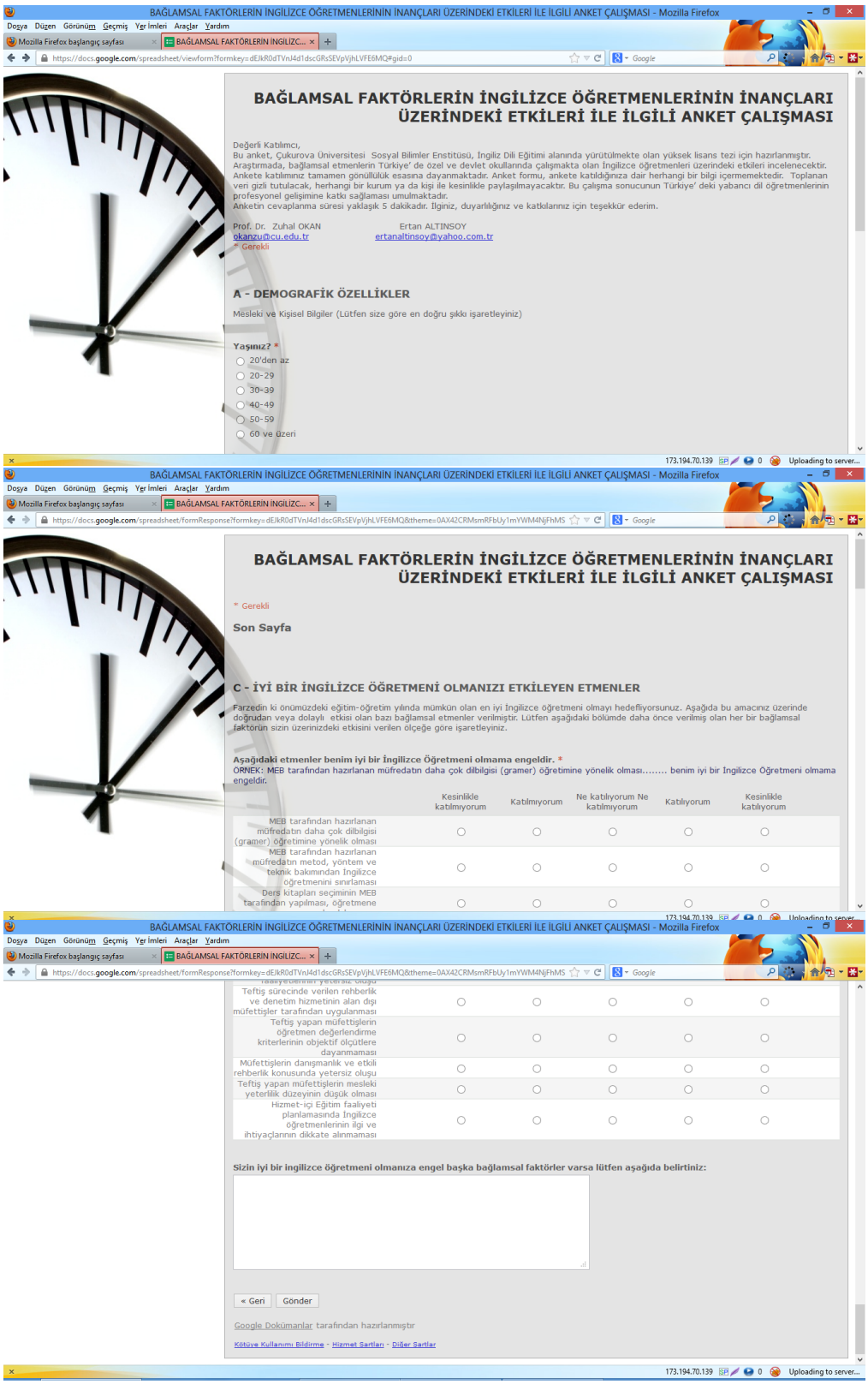
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This is the end of the questionnaire. Thank you for time.

Appendix 3. Screenshots of Online Questionnaire



Appendix 4. Semi Structured Interview Data (Turkish)

This appendix presents a sample from the interviews conducted with a participant which was chosen randomly. It contains the transcription of a recorded interview. The irrelevant parts were removed from the transcribed data and the language was simplified as to make it clear to understand. The name of the participant was changed and pseudonym was used to protect the confidentiality of the interviewee. The interview was carried out at the school of the participant. The participant was informed about the purpose, scope and the content of the study before the interview in order to make him/her clear about the content of the interview. The duration of the interview is 21 minutes 57 seconds.

I: Kanber Gülizar Demir İlköğretim Okulu'ndan İngilizce öğretmeni Nail hoca ile birlikteyiz.Nail bey kaç yaşındasınız?

P: 32

I: Hangi bölümden mezunsunuz?

P: Marmara Üniversitesi İngilizce Öğretmenliği.

I: Kaç yıldır İngilizce öğretmeni olarak çalışıyorsunuz?

P: 8 yıldır.

I: Şu an çalışmakta olduğunuz okulun türü nedir?Devlet okulu mu özel okul mu?

P: Devlet okulu.

I: Okulunuzun bulunduğu bölge?Merkez ya da taşra?

P: Merkez.

I: Az öncede bahsettiğim gibi görüşme yapacağımız konu bağlamsal faktörler ve bu faktörler ile sizin inanç ve sınıf uygulamalarınız arasındaki ilişki. Öncelikli olarak Türkiye' deki yabancı dil eğitim politikası hakkında düşünceleriniz nelerdir?

P: Yabancı dil eğitimi...

I: Türkiyede şu an ilk ve orta dereceli okullarda uygulanmakta olan yabancı dil eğitimini göz önünde bulundurun. Sizce başarılımı yoksa değil mi?

P: Şu an zaten herkesinde şikayet ettiği gibi yabancı dil eğitim bağlamında yetersiz olduğumuzu kendimiz gibi dışardaki herkeste görüyor ve kabulleniyor .Zaten burada en büyük sıkıntı da bu alanda kesin bir programın yada standardın olmaması.

I: Şu an kullanılan müfredat Milli Eğitim tarafından mı gönderiliyo?

P: Evet.

I: Peki bu kullandığınız müfredatın içeriği nasıl? 4.sınıfta,5.sınıfta ,6.sınıfta kullanılan müfredat birbirini tamamlar nitelikte mi?

P: Gözlemlediğim kadarıyla 4. ve 5. kademeler arasında bi sıkıntı yok birbirini tamamlıyor ama 6,7,8. kademeler arasında kopukluklar var. Özellikle 8.sınıf göz önüne alındığında konular tamamıyle birbirinden bağımsız bir şekilde yerleştirilmiş, içerik büyük oranda gramer ve kelime ağırlıklı.

I: İçeriğin gramer ve kelime ağırlıklı olduğunu ifade ediyosunuz. Peki bu durum sizi sınıf içerisinde etkiliyor mu ?

P: Ders belli bir noktadan sonra oldukça sıkıcı bir hal almaya başlıyor. Çocuklar sıkılıyor ve ben kendi adıma konuşmam gerekirse sıkılıyorum çünkü derse okuma parçası ile başlıyoruz gramer ile bitiriyoruz. Kitapta 16 tane ünite var ve bunların her birinde dünya kadar okuma parçası var.Parça okumaktan kelime çalışması yapmaktan ,konuşma ve dinleme aktiviteleri için hiç zaman ayıramıyorum

I: Müfredatın bu şekilde olması sizin ders içerisinde kulandığınız metod ve yöntemi etkiliyor mu?

P: Fazlasıyla.Ders içerisindeki aktiviteleri çeşitlendirmek imkansız hale geliyor. Dersler mecburen dil bilgisi kurallarını açıklamaya dayalı grammar translation temelli bir hal alıyor. Bunun dışında kelime çalışması ise kelimeleri tahtaya yazıp Türkçe anlamlarını verme ve bunlarla ilgili cümle oluşturma gibi çeviri temelli mekanik aktivitelerden ibaret.

I: Sizce nasıl olması gerekiyor?

P: Öncelikle müfredatın günlük yaşantıdaki ihtiyaçları karşılayacak şekilde şekillendirilmesi gerekiyor .Dil öğrenmek demek sadece öğrenilen dilin dilbilgisi kurallarını ve kelimelerini öğrenmek demek degildir. yani ne yapılabilirdi? Müfredat 16 ünite değil 8 ünite olarak planlanabilir bu 8 ünitenin içerisinde konuşma ve dinleme aktiviteleri yoğun bir sekilde arttırılabilir ,çocukların eğlenerek öğrenebileceği ve kendilerini öğrendikleri dilde ifade edebileceği imkanlar sunulabilirdi. Daha öncede bahsettiğim gibi şu an yaptığımız sadece dil bilgisi kurallarını vermek, kelime vermek ve onlarla ilgili testler çözüp öğrencileri SBS sınavına hazırlamaktan ibaret.

I: Ders kitaplarını İngilizce öğretmenleri olarak kendiniz mi seçiyosunuz yoksa Milli Eğitim Bakanlığı tarafından mı gönderiliyor?

P: Milli Eğitim daha önce kendi belirlediği bir kaç kitap arasından seçenek sunuyor. Bizlerde okul idaresine uygun olacak şekilde birini seciyoruz.

I: Peki okul idaresi kitap seçimi ile ilgili sizlere danışıyor mu?

P: Okul idaresiyle görüşüyoruz zaten. Okul idaresi MEB tarafından gönderilen kitaplarla ilgili fikrimizi soruyor ve kitap seçimini yapıyor

I: Peki Milli Eğitim Bakanlığı tarafından gönderilen kitaplardan İngilizce öğretimi bağlamında memnunmusunuz?

P: Kitaplardan memnun değiliz

I: Ne açıdan memnun değilsiniz ?

P: Çünkü daha öncede belirttiğim gibi içerik çok sıkıcı bi yapıya sahip.Çok fazla kelime alıştırması ve okuma parçası barındırıyor. Yabancı yayın evlerinin hazırladığı kitapların sayfa sayısı 70 veya 80'i geçmiyor.Bizim ders kitabı 160 sayfa.16 ünite ve bunun yanında birde 80 sayfalık çalışma kitabı var.Böyle bir durumda müfredatı olduğu gibi uygulamak , yetiştirmek ve imkansız hale geliyor.

I: Müfredatın tamamını uygulamanız sizden bekleniyor mu ?

P: Dönem ortasında müfredatı belirtildiği gibi tamamladığımız şeklinde rapor hazırlıyoruz. Hazırlarken de ne yapıyoruz; kendi adıma konuşmam gerekirse dinleme ve konuşma metinlerini atlıyorum çünkü dinleme ve konuşma aktivitelerine zaman ayırırsak ünitelerin, dilbisi kurallarının, kelimelerin ve o çalışma kitaplarının yetişmesi imkansız .

I: Peki müfredatın ve ders kitaplarının içeriğinin bu şekilde planlanmasını sebebi sizce ne olabilir?

P: Tabi ki SBS sınavı.

I: SBS sınavının sizin üzerinizde olumsuz bir etkisi mi var?

P: Oldukça fazla. Yapılan veli toplantılarında, zümre toplantılarında kendi sınıfımda ki öğrencilerle yaptığım konuşmalarda herşey SBS odaklı zaten. Öğrenciler bile bunu açık açık ifade ederek öğretmenin sınıf içi uygulamalarına müdahale ediyor.Örneğin; SBS sınavında konuşma veya dinleme ile ilgili hiçbir sorunun olmadığını dolayısıyla sınıf içerisinde bunlarla ilgili aktiviteleri yapmanın anlamsız olduğunu her fırsatta dile getiriyorlar.

I: Dolasıyla öğrenciler derste sadece kendine yarayacak olan sınavla ilgili uygulamalara odaklanıyor?

P: Evet! Sınavda çıkacak ne var? Dilbilgisi ve kelime var.

I: Peki gönderilen ders kitaplarının içeriğinin müfredat ile paralel bir şekilde okuma alıştırmaları, dilbilgisi ve kelime ağırlıklı olduğunu söylediniz . Dinleme ve konuşma aktiviteleride kitapta mevcut mu ?

P: Kitapta konuşma ile ilgili hiç birşey yok. Bazı dinleme aktiviteleri var fakat onlarda hep benzer şekilde kitapta mevcut olan bir parçanın dinlenmesi ve o parçayla ilgili 4-5 tane sorunun öğrenciler tarafından cevaplanması şeklinde.

I: Dinleme aktivitileri için gerekli olan CDler kitaplarla birlikte gönderiliyor mu?

P: Hayır. Ne yazık ki kitabın CD si olmasına rağmen kitapla birlikte gönderilmiyor. Milli Eğitim Bakanlığının web sitesinden indiriyoruz. Ancak bazı dosyalar eksik ya da bozuk oluyor veya indirilen dosyalar ile kitaptaki dinleme aktiviteleri sıra olarak birbirini tutmuyor. Dolayısıyla çoğunlukla öğretmen kitabından kendimiz okumak zorunda kalıyoruz

I: Sınıflarda listening yapmak için gerekli teknolojik donanım var mı?

P: Bulunduğunuz sınıfa göre değişiyor. Örneğin bulunduğumuz bu sınıfta böyle bir imkan yok. Ancak akıllı tahtası ve projeksiyonu olan sınıflar var. Teknolojik donanımın olmadığı sınıflarda kendi bilgisayarımızı getirip dinleme aktivitelerini yapma imkanımız olabiliyor.

I: Yani teknolojik açıdan bazı sınıflar yeterli iken bazıları ise yetersiz?

P: Evet bütün sınıflarda aynı imkan yok.

I: Peki sizce haftalık İngilizce ders saati yeterlimi?

P: 6,7,8. sınıflar için haftada 4 saat. Şimdi 5.sınıflarda da aynısı olacak. Önceden 4. ve 5. sınıflar için haftalık ders saati 3 tü. Ayrıca yeni sisteme göre İngilizce eğitimi 2. sınıftan itibaren başlayacak ve haftada 2 saat olacak .Ders saatleri ile ilgili bir sıkıntı olduğunu düşünmüyorum. Bence kitapların ve programın tekrar gözden geçirilmesi lazım

I: Peki okul yönetimi ile ilgili birkaç sorum olacak. Okul yönetiminin İngilizce dersilerine dolayısıyla yabancı dil eğitimine bakış açısı nasıl?

P: Okul yönetimi ile ilgili şöyle bi durum söz konusu. İngilizce öğretmeni olarak bizler bir sürü proje ve çalışma yürütmemize rağmen yaptıklarımız okul yönetimi tarafından görmezden geliniyor, gereken takdiri alamıyoruz. Matematik ve Fen Bilgisi gibi sayısal dersler SBS sınavınında etkisiyle okul idaresi tarafından daha fazla önem arzediyor. Fakat İngilizce dersine bakış ise Resim ve Müzik gibi derslere bakış açısıyla paralel. Başka bir deyişle gereksiz görülmekte.

I: Anladım. Nail Bey peki sizlerin etkili bir ingilizce eğitimi vermenize engel olan öğretmen kaynaklı etkenlerden bahsetmek mümkün mü? Örneğin İngilizce eğitimi ile ilgili güncel kaynakları takip etme , teknolojik kaynakları kullanma konusunda veya mesleki gelişmeleri takip etme bağlamında yeterli olduğunuzu düşünüyor musunuz?

P: Şimdi en basitinden şunu söylemek lazım. 2002 yılında mezun olduğum sistemle şimdiki sistem arasında dağlar kadar fark var. Branş farketmeksizin bütün öğretmenlerin mevcut yeniliklere ayak uydurması gerekiyor. Örneğin şu an çoğu merkezi devlet okulunda akıllı tahta sistemi kullanılmaya başlandı .Akıllı tahta sistemini uygulayabilmek ve verimli kullanabilmek için eğitimini almak içeriğindeki programlarla ilgili çalışmak gerekmektedir .Bu nedenle İngilizce öğretmenlerinin sürekli bir çalışma ve kendilerini yenileme süreci içerisinde olmaları gerekmektedir. Ben bu noktada kendimi yeterli görmekle beraber bütün İngilizce öğretmenleri için aynı düşünceyi taşıdığımı söyleyemem.

I: İngilizce eğitimi ile ilgili güncel uygulamaları takip ediyomusunuz?

P: İnternet üzerinde İngilizce öğretmenlerinin üye oldukları site ve forumlarda yayınlanan güzel çalışmaları zaman zaman indirmekte sınıf içerisinde uygulamaktayım.

I: Peki öğrencilere gelelim. Öğrencileriniz ile ilgili sizin istediklerinizi sınıf içerisinde uygulamanıza engel etmenler var mı?

P: Öğrencilerin ilgi ve ihtiyaçları benim açımdan önemli bir etmen. İngilizce eğitimininin bilincinde olan başka bir deyişle geleceğe yönelik hedefleri olan öğrenciler yüksek motivasyonla olmasa da derse katılmaya katkı sağlamaya çalışıyorlar ancak diğer öğrenciler için İngilizce dersi sıkıcı ve gereksiz bir uğraşıdan ibaret.

I: Öğrencilerde İngilizce ye ve İngilizce dersine karşı bir önyargı var mı?

P: Evet malesef var. Özellikle SBS kaygısı olan öğrenciler sınavda İngilizce sorularından aldıkları puan ile Fen veya Matematik sorularından aldıkları puanları karşılaştırıyorlar. Dolayısıyla aradaki büyük uçurum İngilizce dersine karşı zaten öğrencilerde varolan önyargıyı biraz daha pekiştiriyor, derse karşı olan ilgi ve motivasyonun düşmesine neden oluyor.

I: Yani sınav odaklı eğitim-öğretim anlayışının öğrencilerin İngilizce dersine karşı olan bakış açısını etkilediğini mi ifade ediyorsunuz?

P: Evet tam anlamıyla öyle ancak olumsuz yönde.

I: Peki öğrencilerin genel akademik başarı düzeyi nasıl?

P: Başarılı öğrencilerin sayısı başarısız olanlar ile kıyaslandığında oldukça az.

I: Peki tekrar sınıf içerisine değinecem. Daha önce bazı sınıflarda teknolojik araç gereç donanımının olduğunu bazı sınıflarda olmadığını söylediniz.

P: Evet doğrudur. Sınıf bazında değişiyor.

I: Peki sınıf içerisindeki alan İngilizce öğretimi için elverişli mi?

P: Okulumuz merkezde yer aldığı için sınıfların ortalama mevcutları yaklaşık olarak 35 kişi. Dolayısıyla sınıflarımızda yer ve ders araç gereçlerinin yerleşimi açısından ciddi anlamda sıkıntı yaşıyoruz. Bilgisayar sınıfının donanım yetersiz olduğu için kullanamıyoruz. Donanım açığı kapatılsa bile 35 öğrenciyi oraya yerleştirip ders anlatmakta bizim için ciddi sorun teşkil ediyor.Dolayısıyla bu tür problemlerle uğraşmak yerine klasik sınıfları tercih etmek zorunda kalıyoruz.

I: Sınıfların bu kadar kalabalık olması sizin için bir engel teşkil ediyor mu?

P: Tabi ki. Öğrencileri kontrol etmek her öğrenciye yeteri kadar zaman ayırabilmek imkansız hale geliyor.

I: Derslerinizde pair-work, group-work gerektiren aktivitelere yer veriyor musunuz?

P: Kitabın ve müfredatın içeriğinden dolayı özellikle 7. ve 8. sınıflarda bunlar ve bunlara benzer şeyleri yapmak imkansız. Keza sıraların durumu, sınıf içerisindeki alanın yetersiz oluşu, öğrencilerin sayısı, ilgi ve ihtiyaçları bu tür aktivitelere imkan verecek durumda değil.

I: Peki okul idaresi ve veliler açısından başarılı öğretmen algısı neye göre şekilleniyor? Bu noktada sınav odaklı eğitim öğretim anlayışının etkisinden bahsetmek mümkün mü?

P: Daha öncede belirttiğim gibi öğretmenin başarısı okul idaresi, veliler hatta öğretmenler açısından bile öğrencinin sınav başarısına göre değerlendirilmekte. Öğretmenin sınıf içinde ve dışında öğrencilerle yaptıkları etkinlikler, öğrencilere kazandırdıkları ne yazık ki dikkate alınmıyor

I: Bu sınav odaklı eğitim öğretim anlayışı sizin sınıf içinde kullandığınız metod, yöntem ve teknikleri etkiliyor mu?

P: Kesinlikle etkiliyor.

I: Ne yönden etkiliyor?

P: Eminim ki birazdan Ayşe hocada aynısını ifade edecek zaten. 8 sınıflarda bu ve benzeri nedenlerden ötürü uygulamak zorunda kaldığımız tek yöntem Grammar Translation Metodu.

I: Peki sizce öğretmenin ekonomik anlamda gelir seviyesi düşük mü?

P: Yaptığı iş açısından değerlendirildiğinde diğer meslek dallarına kıyasla düşük. Bu durumla ilgili şikayetçi olduğumu açık bir şekilde söyleyeblirim.

I: Peki bu durum sizi iş motivasyonu açısından etkili oluyo mu?

P: Tabiki etkiliyor. Ayrıca sizin bakanınız ve başbakanınız medyada "benim öğretmenim yatıyor çalışmıyor" diyorsa siz öğretmenden ne kadar performans bekleyebilirsiniz ki?

I: Web tabanlı Yeni Milli Eğitim Sistemi' nin neden olduğu ağır bi iş yükü var mı üzerinizde?

P: Fazlasıyla var. Dersine girdiğimiz herbir öğrenci için doldurduğumuz form ve anketlerin haddi hesabı yok.

I: Bu durum yapmakta olduğunuz işi daha iyi yapmanıza engel oluyor mu sizce?

P: Açık konuşmak gerekirse bu form ve anketlerle uğraşmaktan ertesi gün olan derslerime hazırlık yapmadan, ne işleyeceğime bakmadan derse geliyorum. Zaten okul idaresi açısından da formların ve anketlerin belirtilen tarihe kadar hazırlanması yaptığımız işten çok daha önemli. Dolayısıyla bu durum olumsuz olarak bizlere yansıyor.

I: Peki şimdi müfettişlere ilgili birkaç sorum olacak. Sizi teftiş etmeye gelen müfettişler ilgili düşünceleriniz neler? Sizce İngilizce öğretimi alanında uzmanlar mı? Sosyal iletişim, etkili rehberlik gibi hususlarda yeterliler mi?

P: Teftiş için gelen yetkili zaten İngilizce öğretmenliği değil de farklı branştan olduğu için bizden beklentisi daha öncede belirttiğim gibi hazırlamış olduğumuz formları ve evrakları eksiksiz bir şekilde hazırlamamız. Bunun dışında dersin işlenişi, kalitesi öğrenci kazanımları gibi hususlarla pek ilgilendikleri söylenemez. Sadece belirli dönemlerde geliyor, formları ve evrakları inceliyor ve bunlar üzerinden sizin performansınızla ilgili yorum yapıyor.

I: Peki yaptığı yorumlar yapıcı mı?

P: Pek de yapıcı olduğu söylenemez.

I: Eleştirel mi?

P: Mesela İngilizce sınıfına teftiş için gelip sınıfta neden tarih şeridi olmadığını İngilizce öğretmenine soran müfettişten yapıcı dönütler beklemek biraz abes olsa gerek.

I: Peki İngilizce öğretimi ile ilgili hizmet içi eğitim planlaması yapılıyor mu? Yapılıyor ise bununla ilgili bilgi sizlere aktarılıyor mu?

P: Bu sene planlanan faaliyetlere bakıldığında bırakın İngilizce öğretimini diğer branşlarla bile ilgili faaliyet yok denecek kadar az. Okul idarecileri, yöneticiler ve bilgisayar gibi meslek dersleri öğretmenleri için planlananlar dışında bizler için uygulanacak bir hizmet içi çalışması yok.

I: Dolasıyısıyla bu tür planlamalarda sizin ilgi ve ihtiyaçlarınız dikkate alınmıyor?

P: Hayır.

I: Peki bütün bu konuştuklarımızı gözönünde bulundurduğunuzda etkili bir İngilizce öğretimine engel olan en önemli etmen hangisi ya da hangileri diye sorsam ne dersiniz?

P: Açıkçası İngilizce öğretmenleri olarak bizden beklenilen ile bize sunulan arasında büyük anlamda fark var. 8.sınıfı bitirmiş bir öğrencinin ana dili gibi ileri düzeyde ingilizce konuşması beklenirken önümüze sunulan program,müfredat, öğrenci profili, kitaplar, sınav odaklı eğitim anlayışı ve şartlar iyi bir dil eğitimine engel bütün faktörleri içerisinde barındırıyor. Dolayısıyla ortaya çıkan sonuç veli, öğrenci ve öğretmen açısından kocaman bir hayal kırıklığı.

I: Program,müfredat, öğrenci profili, kitap, sınav odaklı eğitim öğretim....

P: İnsanlar yurt dışındaki dil eğitimi sistemi ile Türkiye'deki dil eğitimi sistemini karşılaştırarak Türkiye'deki İngilizce öğretmenlerinin başarısız olduğu sonucuna varıyor. Ancak şartları kimse konuşmuyor. Bu durum bizleri ciddi anlamda üzüyor.

I: Peki bunun dışında size engel teşkil eden eklemek istediğiniz başka etmenlerde var mı?

P: Şimdi mevcut şartları değerlendirmeden DyNed diye adlandırılan web tabanlı bir İngilizce eğitim sistemi ortaya çıkardılar. Mevcut bilgisayar sınıfımızda adam akıllı çalışan 4 bilgisayar varolduğunu yetkililere iletmemize rağmen bizden bu 4 bilgisayarla yaklaşık 600 öğrencinin sisteme girip etkili bir şekilde bu sistemi kullanması için gerekenlerin yapılması talep edildi.Bu durumu yetkililere defalarca iletmemize rağmen "o sizin ve idarenin sorunu bizi ilgilendirmez" deyip konuyu kapattılar.

I: Ama sizden bu sistemi öğrencilerle birlikte etkili bir şekilde kullanma beklentisi var?

P: Evet. Bizlerde ilerde bu durumla ilgili bir sorunla karşılaşmamak için bir yetkilinin bize sunduğu tavsiye doğrultusunda bilgisayar sınıfının mevcut durumu ile ilgili bir tutanak hazırlayıp konuyu kapattık. Gördüğünüz gibi yönetici pozisyonundaki yetkililerin üzerimizdeki baskısı o kadar ağır ki asıl yapmamız gereken işler yerine bu tür gereksiz kağıt evrak işleri ile uğraşıyoruz

I: Peki Nail hoca verdiğiniz bu değerli bilgiler ve yardımlarınız için çok teşekkür ederim.

(**End of the recording**)

Appendix 5. Semi Structured Interview Data (English)

This appendix presents a sample from the interviews conducted with a participant which was chosen randomly. It contains the transcription of a recorded interview. The irrelevant parts were removed from the transcribed data and the language was simplified as to make it clear to understand. The name of the participant was changed and pseudonym was used to protect the confidentiality of the interviewee. The interview was carried out at the school of the participant. The participant was informed about the purpose, scope and the content of the study before the interview in order to make him/her clear about the content of the interview. The duration of the interview is 21 minutes 57 seconds.

I: We are having an interview with English teacher, Mr Nail, who is working at Kanber Gülizar Demir Primary School. Mr Nail, how old are you?

P: 32

I: What is your bachelor's degree program?

P: Marmara University English Teaching Department

I: How long have you been working as an English teacher?

P: 8 years

I: What is the type of your school you are working at the moment? Public or private?

P: Public school.

I: Where is your school located? In urban or rural setting?

P: Urban

I: As I have mentioned before, we are going to have an interview about the relationship between contextual factors and English teachers' beliefs and practices. I would like to begin with foreign language education policy in Turkey. What do you think about it?

P: Foreign language education policy...

I: Consider foreign language education being practiced in primary and secondary schools in Turkey at the moment. Is it effective or not?

P: Everybody is aware that foreign language education is a failure in Turkey and we as English teachers accept it as it is. In my opinion, the main reason of this situation is the lack of a specific programme or standard in foreign language education.

I: Is the curriculum that you apply in the classrooms sent by the Ministry of National Education?

P: Yes.

I: So, what do you think about the content of the curriculum? Do the curriculums applied into 4th, 5th and 6th grades have a mutually complementary nature?

P: As far as I observe, there is not a problem with the curriculums applied into 4th and 5th grades. They complete each other. However, in terms of 6th, 7th and 8th grades English teaching curriculums it is possible to talk about disconnection. Especially with regards to 8th grades, the themes are organized independent of each other and the content is heavily grammar and vocabulary oriented.

I: You have expressed that the content is heavily grammar and vocabulary oriented. Well then, does this situation have on effect on you in the classroom?

P: After a certain while the lesson is getting boring. Both the students and I get bored because I begin the lesson with a reading passage and the lesson ends with grammar. There are 16 units in the course book and each of these units has thousands of reading passages. I cannot spend time for listening and speaking activities because of heavily dealing with reading passages and vocabulary studies.

I: Does this so called nature of curriculum have an influence on the methods and practices you apply into the classrooms?

P: Pretty much. It is getting impossible to vary the activities in the classroom. Unfortunately, the lessons are getting necessarily explicit grammar instruction based grammar translation oriented. Apart from that vocabulary studies are made up of mechanic activities such as writing the unknown vocabularies on the board and giving their Turkish equivalents.

I: How should it be?

P: First of all, English teaching curriculum should be reorganized in such a way to meet needs in daily life. Learning a language does not mean to learn the grammar structures and the vocabularies of the target language. Well, what should it be done? The syllabus could be planned composing of 8 units instead of 16 and the listening and speaking activities could be enhanced significantly. Moreover, the students should be given opportunities that they could learn by fun and express themselves in English. As I have told you before, what we have been doing in the classroom is just to give English grammar, vocabulary and prepare the students for SBS exam by doing tests.

I: Do you choose your course books by yourselves as English teachers or are the course books provided by the Ministry of National Education?

P: The Ministry of Education offers us a few options on the basis of their decision and we choose one taking the school management into consideration.

I: So, does the school management consult you for course book selection?

P: We have been in contact with the school management already. The school management consults our decision for the course books sent by the Ministry and does the selection.

I: Well, are you satisfied with the course books sent by the Ministry in terms of English teaching.

P: No, we are not.

I: Why not?

P: As I have mentioned, the content of the course book is quite boring as it contains a lot of vocabulary activities and reading passages. The course books developed by foreign publishing have pages no more than 80. Our course book has 160 pages with 16 units.

Besides, there is an extra workbook which has 80 pages. In such a situation, it is getting impossible to cover and implement the whole syllabus as it is.

I: Have you been expected to cover the whole syllabus?

P: In the midterm, we write a report that we follow and implement the syllabus as we were expected. So, how we write the report? On my own behalf, I skip listening and speaking activities in the course book because if I spent time on them it would be impossible to cover the whole units, grammar structures, vocabularies and workbook.

I: So, what is the reason behind planning the curriculum and developing the course book in this way?

P: SBS exam of course!

I: Do you think that SBS exam has an inhibiting effect on you?

P: Pretty much! In both parents' meeting and teachers meeting and my personal speaking with my students everything mentioned is SBS exam oriented. Even the students interfere in the teachers' practises in the classroom by expressing it explicitly. For instance, some students express on all occasions that there aren't any questions in SBS exam related to listening and speaking skills so there is no rationale in dealing with activities concerning them.

I: Therefore, the students focus on the activities related to SBS exam in the classroom?

P: Yes, they do! What will they need in the exam? Grammar and vocab.

I: Well, you have expressed that in compatible with the syllabus the content of the course book is reading, grammar and vocabulary oriented. Does the course book include listening and speaking activities as well?

P: There is nothing in the book related to speaking skill. There are some listening activities but they all similarly include listening to a text and answering 4-5 questions related to them.

I: Are the CDs necessary for listening activities provided with course books?

P: No, they aren't. Although the course books have listening CDs, they are not sent to the schools, unfortunately! We have to download the listening tracks from the Ministry of National Education's webpage. However, some of the files downloaded are corrupted and the order of the files is not compatible with the listening activities in the course book. Therefore, we have to read the listening texts by ourselves from teacher's book most of the time.

I: Do the classrooms have adequate technologic equipment for listening activities?

P: It depends on the class you attend. For instance, in this class there is not such a facility as technologic equipment. However, we have classes with smart boards and projectors. If the class lacks technologic equipment, we use our personal computers for listening activities.

I: That is to say that while some classes has adequate technologic equipment for English teaching, the others don't?

P: Yes that's right! All classes do not have the same facility in terms of technology.

I: Well, do you think that weekly class hour for English lessons is adequate?

P: For 6th, 7th and 8th grades the weekly English class hour is 4. It will be the same for the 5th grades as well. Previously, the weekly English class hour for grades 4 and 5 was 3 hours. Moreover, on the basis of new education system, English education will start from grade 2 with weekly 2 hours of English lesson weekly. I don't think there exists an obstacle in terms of English teaching arising from weekly class hour. In my opinion, the course books and English teaching program should be reviewed.

I: So, I will ask a few questions about school management. What is the attitude of school management towards English lessons and accordingly foreign language education?

P: Although we have been carrying out many projects and works as English teachers, our effort is ignored and we are not appreciated by the school management. Numerical courses such as Maths and Science have precedence over English courses on the part of school management because of the influence of SBS exam. However, the perception about English classes is parallel to the perception about Art and Music classes. In other words it seems useless according o school management.

I: I got it Mr Nail. Is it possible to talk about teacher oriented factors which constraint you to teach effectively? In other words, do you think that you are competent enough in terms of following contemporary literature related to English teaching, using technological tools or keeping up with professional development?

P: Now, it is necessary to state about it with the simplest terms. There is a huge difference between the systems when I graduated in 2002 and now. Without any exceptions, all teachers should keep up with the educational innovations and changes. For example, most of the schools located in the rural settings today are equipped with smart boards. Therefore, it is necessary to be literate about it in order to apply the system and use it effectively. In this sense, English teachers should be in a constant process of personal and professional development. Although I feel competent about the things we have discussed, I cannot express the same things for the other teachers.

I: Are you following the current practises related to English teaching?

P: I sometimes download the materials published in English teaching forums and sites on the web which the English teachers are enrolled as members and practice them in the classrooms

I: In terms of students, is it possible to talk about factors which hinder to implement what you believe into the classroom?

P: Students' needs is an important factor for me. The students who are aware of the significance of English teaching, i.e., the students with future goals are trying to contribute to the lesson even with just a bit of motivation but for the other students English lesson is a just boring and unnecessary pursuit.

I: Do the students have prejudice towards English and English lessons?

P: Unfortunately, yes! Especially the students with SBS exam concerns compare the scores that they achieved from English questions and Science or Maths questions. As there exists yawning gap between the scores, already existing prejudice in the students towards English becomes stronger and the interest and motivation towards the lesson get lower.

I: Do you mean that exam oriented education and teaching perception influences the way how the students approach to English lessons?

P: Yes, exactly but in a negative way.

I: So, what can you tell about your students general achievement level?

P: The number of successful students is far less than low achieving students

I: Well, I will touch on the classrooms again. Previously, you have mentioned that while some classrooms are equipped with technological equipment, the others aren't.

P: Yes, that's right. It changes on the basis of classrooms.

I: So, is the classroom environment convenient for English teaching?

P: As our school is located in the city centre, the average student number in each class is around 35 pupils. Therefore, we face with serious challenges in terms of classroom environment and the layout of classroom tools. We are not able to use computer lab as it lacks technological equipment. Even the deficits were met, we face serious problems while placing 35 students there and teaching to them. Therefore, instead of dealing with such constraints we have to prefer traditional classroom environments.

I: Do such overcrowded classrooms constitute an impediment for you in terms of English teaching?

P: Of course! It is getting impossible to control the students in the classroom and spend enough for each of them.

I: Do you practice activities that require pair-work and group-work in your classes?

P: Because of the content of the syllabus and course books it is impossible to perform such activities especially in grade 7 and 8. Besides, the conditions of the students' desks, lack of space in the classroom, the number of students and students' needs and interests do not allow to carry out group work and pair work activities.

I: So, how does successful teacher perception shape according to the school management and families? In this point, is it possible to mention about the influence of exam oriented education?

P: As I stated before, the success of the teacher is evaluated depending on student's success in SBS exam by the school management, families and even teachers. Unfortunately, activities that the teacher conducts with students in and outside the classroom and the students' gains are not taken into consideration.

I: Does this exam oriented education understanding have an impact on the methods, techniques and practises you use in the classroom?

P: Definitely it does!

I: In what way?

P: I am sure that my colleague Ayşe will already mention of the same thing soon. Due to exam oriented education and such similar obstacles, the only method we are constrained to use in Grade 8 is Grammar Translation Method.

I: Well, do you think that a teacher's economic income is low?

P: When evaluated on the basis of work done, it is low compared with other occupations. I can clearly state that I complain about this situation.

I: Well, does this situation affect you in terms of job motivation?

P: Of course it does. Besides, how much performance can you expect from a teacher while your Minister and Prime Minister indicate on mass media that "my teacher idles but doesn't work".

I: Is there a heavy workload on you caused by new web-based National Education System?

P: Quite much! It is innumerable the forms and questionnaires we fill for each student we lecture.

I: Do you think that this situation prevents you from doing your job better?

P: If I am to speak frankly, due to dealing with these forms and questionnaires I, mostly go to the following lessons next day without preparation and checking what I will teach. After all, filling these forms and questionnaires until due date is much more important than what we do in the classrooms for school management.

I: Well. I will have some questions about inspectors now. What do you think about the inspectors that come to your classrooms to supervise you? Do you think they are experts in English teaching? Are they competent in such aspects as communication and efficient counselling?

P: As the inspector visiting my class for supervision is not from the field of English teaching, he/she expects us to make the forms and papers which I mentioned before ready and complete. Other than this, it is not possible to remark that they are interested in the way the class is conducted, the quality of my teaching and students' gains. They visit us on specific dates, look into our forms and papers and comment on our performances on the basis of them.

I: So, are their feedbacks constructive?

P: It is not possible to say that they are constructive?

I: Are they critical?

P: It is futile to wait constructive feedback from an inspector visiting English class who asks the reason of not having a date banner in the class.

I: Well, are there any in-service training plannings for English teaching done? If so, are you all English teachers are informed about them?

P: When the in-service training courses planned this year are observed, forget about the courses related to English teaching, the courses for the other fields are scarcely any. Apart from the ones planned for school principals, administrators and shop class teachers such as information technology, there are not any in-service training courses designed for us.

I: Therefore, your needs and interests are not taken into consideration in such in-service training planning?

P: No!

I: So, when you bear in mind all we have discussed, what would you say when I asked the most constraining factor or factors that hinders effective English language teaching?

P: Frankly speaking, there is huge gap between what we are offered and what we are expected. While a student passing grade 8 is expected to speak advanced English like his/her mother tongue, the curriculum, syllabus, student profile, course books, exam oriented education perception and conditions we are offered hold all factors inside that prevent effective language teaching. Therefore, the result is huge disappointment on the part of parents, students and teachers

I: Curriculum, syllabus, student profile, course books and exam oriented education...

P: comparing the language education in Turkey with the ones in the other countries, the people conclude that the English teachers in Turkey fail in English teaching. However, nobody speaks of conditions. This situation demoralizes us deeply.

I: So, are there any more constraining factor or factors that you would like to add?

P: Now, they have brought out a web based English education system called DyNed without evaluating the present conditions. Although we expressed that we have four computers running properly in our existing computer lab, we were required to fulfil what is needed by the administrators to provide approximately 600 hundred students to login into system and use effectively. Despite the fact that we stated the situation to the administrators many times, they told us that " it is your and your school management's problem".

I: However, you have been expected to use this system with the students effectively?

P: Yes, that's true. Therefore, in order not to face with troubles about this situation in the future, we prepared an official report about the present condition of the computer lab in line with the advice of an official. As you see here, the pressure of the administrators on us is so strong that we are dealing with redundant paper work like this instead of our actual duties

I: Mr Nail, thank you very much for your help and valuable information

(End of the recording)

CURRICULUM VITAE

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