



The Language Teaching Methods Scale: Reliability and Validity Studies

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Abstract: The aim of this research is to develop a scale to determine the language teaching methods used by English teachers. The research sample consisted of 300 English teachers who taught at Duzce University and in primary schools, secondary schools and high schools in the Provincial Management of National Education in the city of Duzce in 2013-2014 academic Year. Data collected were subjected to Exploratory and Confirmatory Factor Analysis and the Cronbach Alpha reliability coefficient was computed. The Exploratory Factor Analysis results showed that the scale consisted of 5 factors. These factors were named as Active Teaching Method, Listening Based Teaching Method, Four Basic Skills Based Method, Speaking Based Method and Grammar Based Method. The total variance explained by the 5 factors was determined to be 54.69%. The Confirmatory Factor Analysis results confirmed the 5-factors structure. The Cronbach Alpha reliability coefficient was computed as .89. It is thought that this scale can be used to identify language teaching methods that English teachers use as a reliable and valid scale.

Keywords: *Language teaching, teaching methods, scale development*

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Introduction

In today's world, the most important aspect of lifelong learning and development is language, as we are experiencing the information age. Activities such as reading, writing, thinking, problem-solving, questioning, and understanding are all performed with language skills. Language is the basic tool for mental, emotional and social development. It has an important place in processes such as establishing communications, expressing emotions and thoughts, integrating with the outer world, transferring culture, and interacting with people. Language affects the characteristics of individuals, e.g., improving capacities, solving complex problems, scientific thinking, having various values, and a wider world viewpoint. This situation shows that language skills must be developed on a lifelong basis, and language development must not be limited to the education given at school. For this reason, many countries are interested in the application of new approaches and methods to develop people's language skills (Gunes, 2011).

"Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique. As a part of

language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness (Jin-fang & Qing-xue, 2007, p. 69-71)."

In education a teaching strategy is defined as a general approach that guides choosing method. Method means regular and consciously chosen system to teach subject. In a method there are processes of designing, planning, implementing and evaluating. Also technique is defined as selected skill, process or way to increase the impact of method. In a method different techniques can be used (Gunes, 2014).

When we consider the history of foreign language teaching, we observe that the issue of how to teach a language has always been a subject of discussion. We may define foreign language teaching methods as the systems that show how students can become more active learners during language teaching, beyond being a mere compilation of rules. In other words, it is possible to claim that method in language learning is a teaching element that will help the student achieve the targets of the learning in the fastest and most reliable manner. It is a reality that there have been many learning and teaching approaches developed. However, we cannot claim that there is one single ideal method in any real

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sense. The methods used in foreign language teaching define the hypothetical bases of teaching. For this reason, it is necessary to know the basic rules, limits, limitations, usage, and characteristics of the selected methods (Memis & Erdem, 2013).

"Prior to this century, language teaching methodology vacillated between two types of approaches: one type of approach which focused on using a language (i.e., speaking and understanding), the other type which focused on analyzing a language (i.e., learning the grammatical rules). Both the Classical Greek and Medieval Latin periods were characterized by an emphasis on teaching people to use foreign languages. (Murcia, 2013, p.1)."

"Actually the first teaching methodology for acquiring a foreign language was the one applied for learning Latin. Due to the fact that Latin was the language of education 500 years ago its study was immensely important for educated learners. The detailed study of grammar, as for example studying conjugations and declensions, doing translations and writing sample sentences was seen as central in the teaching methodology at the time (Kamhuber, 2010, p.9)."

"The knowledge of language rules was taught instead of teaching using language skills. This usage and opinion started to change through 1950's. Instead of giving knowledge about language, usage of language in daily life and communication became important. Nowadays it is common idea "Language is a social interaction tool." (Gunes, 2011)."

The methods that have been used so far in Foreign Language Teaching (FLT) have generally appeared for the purpose of eliminating the missing points of the former method. These efforts contributed to teaching the language in a better manner and also they gave rise to alternative methods in this field. The foreign language teaching methods accepted by the European Council, Modern Languages Department, and that are used mostly are as follows (Memis & Erdem, 2013):

- ❖ Grammar-Translation Method
- ❖ Direct Method
- ❖ Natural Method
- ❖ Audio-Lingual Method
- ❖ Cognitive-Code Method
- ❖ Communicative Method
- ❖ Eclectic Method

Besides these methods, the methods that are less common than the above-mentioned ones and that are used alternatively are as follows:

- ❖ Suggestopedia
- ❖ Community Language Learning
- ❖ The Silent Way
- ❖ Total Physical Response
- ❖ Audiovisual Method

- ❖ Task-Based Method
- ❖ Content-Based Method

A traditional foreign language teaching method was used at schools during the Ottoman State, which had existed since former times when teaching was carried out with a foreign language, and at foreign schools that were built later in the Westernization process. The same traditional method was used by Turkish and foreign language teachers in the Turkish schools that were opened during the Westernization process in Turkey. Language use was not taught with this method but information was given about the rules of the language. For this reason, a certain stereotypical culture has been formed in foreign language teaching from the Ottoman State until the present day, and this method has influenced foreign language applications today. Today, it is possible to see the influences of this method when the course books and the applications in the classrooms are examined. It is possible to claim that the traditional language teaching method is beneficial for foreign language studies that are not used as a means of communication or that are far from the living language. However, it is also clear that the traditional method is not beneficial in situations where living foreign languages are used as a means of communication, interaction and learning (Isik, 2008).

It is not possible to speak of the existence of one ideal single method. The most distinctive criterion in selecting a method is the issue of the purpose of teaching the language. For example, there are differences in the methods that are used to teach languages in primary schools and secondary schools. The use of "body language" is emphasized in primary schools. "Mimics, gestures, etc." i.e. "the actual" factor comes to the forefront at this point. In secondary schools, on the other hand, "understanding" and "explaining" are carried out by sticking to one single resource, and generally sample dialogues are made use of in recordings. For this reason, "functionality" is the basic principle in the foreign language teaching approach. Language is considered, not only as an object to be examined or a topic to be worked on, but as a means of "action". Language is a tool that helps to use our body language (Ansin, 2006).

The Grammar-Translation method was used in foreign language teaching in Turkey since the Constitutional Monarchy until the Republican Period. Since the purpose defines the methodology, the teaching was conducted in Turkey around reading-comprehension and translation until 1941 and even to later times; in one sense, the Grammar-Translation Method was continued. In 1919, the Direct Method was started to be used; however, it was determined that students could only learn mechanical and stereotyped sentences. In 1944 and 1952, the Direct Method was commonly used in teaching English, and the course books were prepared for this purpose. In 1966, the Audio-Visual Method was used not only in teaching English but also in teaching

French. The universities were not different from secondary school institutions. Foreign language teaching for specific purposes was conducted with Grammar-Translation Method; and meanwhile, reading comprehension was also cared for (Demircan, 1993).

It is obvious that the method used has an important function in teaching. However, before using a method, its rules and limitations must be known, and the users must also know in which classes they are going to use it and for what purposes, and they must understand its positives and negatives. It is impossible to talk about a method or technique that is influential in all fields or in every situation. The methods must be selected to reach the predefined purpose and must be organized in this direction. The selected methods must be in a structure that will ensure the consistency and integrity of the learning experiences (Yildizlar, 2013).

Methodology

Sample

In research, researcher reached all English teachers in Duzce. So the research group is 300 English teachers who study in Duzce University and primary, secondary and high school in Duzce in 2013-2014 academic year. 52% teachers attending research study in secondary school, 5% them study in primary school, 31% study in high school and 12% study in university.

Data Collection Tool

Language teaching methods scale was formed to identify which methods English teachers use in course. Before forming scale, literature was screened and 13 foreign language teaching methods (Grammar-Translation Method, Direct Method, Natural Method, Audio-Lingual Method, Cognitive-Code Method, Communicative Method, Suggestopedia, Community Language Learning, The Silent Way, Total Physical Response, Audiovisual Method, Task-Based Method and Content-Based Method) accepted by Department of Modern Languages Council of Europe and used widely in English teaching were chosen. Only Eclectic Method was removed from these methods. After methods were reviewed, their features and rules were listed. It was seen that some features and rules were same. Items having same features were removed. Items were arranged just like a teacher's course activities or implementations. Codes were defined to identify which item belongs to which methods. In pilot application, it was asked whether 58 English teachers used these items or wanted to add any item. These teachers were out of research's sample and they studied different schools. Also 3 English language teaching specialists in university reviewed items. Then according to teachers and specialists' feedbacks items were arranged and draft scale form with 67 items was constructed. 4 of 67 items were negative. Draft scale form with 67 items was presented to specialists' view for face validity and it was

arranged according to specialists' advices. Also specialists' views were taken into consideration for face validity and it was decided that scale's name, explanations and organization were appropriate.

Scale that was formed to determine which methods English teachers use is 5 point likert type. Answer options in scale were organised as "5: Always", "4: Often", 3: Sometimes", 2: Rarely" and "1: Never"

Data Collection

After permission was obtained from the Provincial Management of National Education in the city of Duzce, for exploratory factor analysis "Language Teaching Methods Scale" with 67 items was filled by 300 English teachers who studied in Duzce University and primary, secondary and high school in Duzce in 2013-2014 academic year. In literature there are studies conducting both exploratory and confirmatory analyses with same population when population is limited (Secer, Halmatov & Gencdogan 2013; Guvenc, 2010; Konakli & Gogus, 2013; Tanrikulu, Kinay, Aricak, 2013 and Gunbatar, 2014). So after exploratory factor analysis, scale with 23 items was filled by 284 English teachers who studied in primary, secondary and high school in Duzce for confirmatory factor analysis. 16 teachers couldn't be reached. The scale was given by the researcher to teachers who worked at schools in the city center and the scale was sent by the District Public Education with an official letter to teachers who worked at schools in the districts.

Analysis of Data

Exploratory factor analysis was managed to identify how many factors there would be in the scale, what kind of relationships there would be between factors and to compose items in sub-factor or sub-dimension (Secer, 2013). After first application done for exploratory factor analysis, data were analysed using a statistic programme. Answers were converted into numbers, that is, "always" was coded as 5, "often" was 4, "sometimes" was 3, "rarely" was 2 and "never" was 1. Negative items were coded reverse just as "always" was coded as 1. Cronbach Alpha reliability coefficient was computed to identify internal reliability of total scale. After exploratory factor analysis, scale was arranged, some items were removed as a result of exploratory factor analysis and arranged scale was implemented to 284 English teachers who study in primary, secondary and high school in Duzce for confirmatory factor analysis. Confirmatory factor analysis was managed to evaluate scale structure and quality of factors formed in exploratory factor analysis. In three weeks, data were obtained and were entered in a statistics programme. Answers were converted into numbers just like in exploratory factor analysis. This analysis was done with the help of LISREL programme.

Results

Construct Validity

Exploratory Factor Analysis

To identify structure validity of language teaching methods scale, exploratory factor analysis was managed with data collected from 300 English teachers. At the end of the KMO and Bartlett's Tests, which were conducted to evaluate whether the dataset was suitable for the factor analysis or not, the KMO value was obtained as 0,84; and this shows that the size of the sample used in the study was adequate, and that the dataset was at a good level for factor analysis. In addition, the Bartlett's (BS) test result [$X^2= 2159,020$; $p<.05$] and the significance value being 0.00 shows that there is a relation between the variables that will enable us to conduct factor analysis. In order to conduct factor selection by accepting that the sub-factors in the measurement tool are not related with each other, the Rotated Basic Component Analysis was conducted by using the Varimax Method. Factor Rotating increases the interpretability of the set of the variables that may be defined in a dominant manner as an implicit variable by defining them (in other words, the items have strong relations and are similar; and therefore, they may be determined by single and the same factor in a major scale). This gives the result suggesting that the items or the relations between the items must not be changed but the viewpoints that define them must be selected for rotation and better interpretability (DeVellis, 2014).

In Exploratory Factor Analysis, the lower limit of the factor load value was defined as .32 in determining whether the items will stay in the scale or not. The 0.30 factor load of an item shows that the variance explained by the factor is 9% ($0.30^2=0.9$). A variance with such a value attracts attention, and generally 0.60 and over loads are defined as being high without considering its sign, and the values between $0.30= 0.59$ are defined as medium-level, and are cared for in selecting the variables. According to Tabachnick and Fidell (2001), as a basic rule, the load values of each variable must be evaluated as 0.32 and over.

In addition, if the difference between the load values of an item that appear to be high in two factors simultaneously is 0.10 and lower, this item is accepted as Overlapping Item. It is generally expected that there should be difference of at least at a level of .10 in determining the Overlapping Items (Secer, 2013). In this context, the items whose factor load values were .32 and lower were excluded from the scale.

After the application, it was observed that there were items that had opposite meanings in the Draft Scale Form. For example, Item: 1. "I use the Induction Method in teaching grammar." Item 26. "I use the Deduction Method in teaching Grammar". It was observed that 6 items included opposite meanings in the draft scale

form. It was also observed that if these items were included in the Factor Analysis, accurate results would not be achieved. 3 of these 6 items, which included opposite meanings, were excluded and then the Exploratory Factor Analysis was conducted. 64 items were included in the analysis. Also there was no missing data. All data were subjected to Exploratory Factor Analysis.

The eigenvalue in factor analysis is a condition showing the variance that is explained by the factor, and it is expected that the eigenvalue of a sub-dimension is at least 1 in factor analysis (Secer, 2013). The factors, whose eigenvalues were bigger than 1, were accepted as meaningful in the factor analysis that was conducted over the dataset. 18 factors, whose factor eigenvalue was bigger than 1, were found in the beginning. In the factor analysis, which was conducted in this condition, the load values of the items, which were included in the process by rotating with the Varimax Method, were considered and those items that had higher load values simultaneously in more than one factor were accepted as Overlapping Item. 21 items in total were accepted as Overlapping Item and were excluded in the 1st Analysis; 8 items were excluded in the 2nd Analysis for the same reason, 4 items in the 3rd analysis, and another 4 items in the 5th Analysis. A total of 37 items were excluded from the scale after the 5th Vertical Rotation, and the remaining 23 items were included under the 5 Factors in the scale, and the scale was thus given its latest form.

The factors were named as "Active Teaching Method; Listening-Based Teaching Method; Four Basic Skill-Based Method; Speaking-Based Method; and Grammar-Based Method". When the factors are named, the items of each factor were investigated one-by-one, and the names were given by considering the meaning expressed by the items. Items in these factors and their factor loading were shown in Table 1.

Table 1. Factor Loading of Items in Language Teaching Scale

Item Factor No Loading	Item Factor No Loading
24,762	39,624
32,716	7,575
21,632	54,832
30,606	34,755
37,563	52,601
13,467	
62,757	
59,739	
63,734	
61,704	
66,573	
64,483	
50,720	
22,713	
17,569	
18,531	
19,434	
9,712	

Table 2. Variance Results About Sub-dimension of Language Teaching Scale

Name of Factors	Items	Variance Results
Active Teaching Method	24-32-21-30-37-13	13,25
Listening Based Teaching Method	62-59-63-61-66-64	12,77
Four Basic Skills Based Method	50-22-17-18-19	10,27
Speaking Based Method	9-39-7	9,85
Grammar Based Method	54-34-52	8,52
Total		54,69

When Table 2 was observed, it was seen that five sub-dimension in Language Teaching Scale explained total variance of %54,69. If explained variance value is between %40 and %60, it is considered to be sufficient in multi-factor scales (Buyukozturk, 2007). Active Teaching Method had the highest variance value in these five factor and defined total variance of %13.25. Speaking Based Method and Grammar Based Method had at least item but Grammar Based Method had the lowest variance value.

Table 3. Sub-dimensions' Descriptive Statistic Results

Name of Factors	Number of Items	\bar{x}	Variance
Active Teaching Method	6	3,7	0,16
Listening Based Teaching Method	6	1,89	1,05
Four Basic Skills Based Method	5	3,77	0
Speaking Based Method	3	3,52	0,38
Grammar Based Method	3	3,19	0,05

When Table 3 was observed, it was seen that items in Four Basic Skills Based Method had the highest mean, items in Listening Based Teaching Method had the lowest mean.

Table 4. Sub-dimensions' Item Total Correlation Results

Active Teaching Method	Listening Based Teaching Method	Four Basic Skills Based Method
Item Item Total Correlation	Item Item Total Correlation	Item Item Total Correlation
21,460	62,363	50,340
24,326	59,350	22,360
30,467	63,418	17,345
32,394	61,296	18,405
13,460	66,385	19,382
37,323	64,346	

Speaking Based Method	Grammar Based Method
Item Item Total Correlation	Item Item Total Correlation
9,351	54,472
39,357	34,324
7,301	52,386

Table 5. Factors and Items

Name of Factors	Items
Active Teaching Method	24. I place games in exercises
	32. I benefit principals of arts such as dram, music, imaging, painting etc.
	21. I use techniques forming active memory
	30. I benefit visual materials.
	37. I use gestures and mimics actively in teaching.
Listening Based Teaching Method	13. I select the texts that are suitable for visualization and I facilitate understanding of the sentence with a visual image that reflects its meaning after each sentence.
	62. Students sit in the form of circle.
	59. I use language laboratory instead of class.
	64. I don't give homework.
	61. I teach grammar rules with music.
Four Basic Skills Based Method	66. I start classes with a film or voice presentation.
	63. I use voice recorder in first course and record only target language sentences.
	50. I teach all language skills to communicate in natural context.
	22. I care for the teaching of four basic skills.
	17. In teaching, I take into consideration mother tongue learning turn.
Speaking Based Method	18. Making students acquire listening and speaking skills are my real targets.
	19. I consider the cultural elements of the society learning the target language in selecting the texts and dialogues.
	9. I teach pronunciation.
Grammar Based Method	39. I conduct pronunciation exercises at the end of each class.
	19. As a teaching language, I use target language.
Grammar Based Method	54. I do grammar exercises in the last of the course.
	34. I write the grammar rules as sentences on the board and ask my students to write them on their notebooks.
	52. I form a small word list consisting of three different word classes like verbs, nouns and adjectives.

that underlie in the basis of the item groups, the Exploratory Factor Analysis is conducted; and in order to verify the predicted relation pattern in the basis of the analysis results or in the basis of the hypothesis, the Confirmatory Factor Analysis is conducted (DeVellis, 2014). For this reason, the Confirmatory Factor Analysis (CFA) must be conducted in order to evaluate the structure of the scale and the quality of the factors that are obtained in the Exploratory Factor Analysis. CFA aims to investigate how much a predefined or pre-functionalized structure is verified with the data collected. While in the Exploratory Factor Analysis, the factorial structure of the data is determined in the basis of factor loads without a certain pre-expectation or hypothesis, the CFA is based on testing a prediction in the form of certain variables that will exist dominantly on predefined factors based on a hypothesis (Secer, 2013).

As a result of the Exploratory Factor Analysis, our draft scale form consisting of 5 sub-dimensions that have 23 items was given to 284 English teachers working at primary, secondary and high schools of the Provincial Directorate of National Education in the city of Duzce and the teachers were asked to fill in. The forms were also sent to the teachers working at primary, secondary and high schools in the counties of Duzce with the Cover Letter of the County Directorate of National Education in the city of Duzce. After the application, the data obtained within 3 weeks were loaded into the Statistical Package Program, and then the Confirmatory Factor Analysis was conducted with the LISREL program. With the help of the Lisrel Program, the observed variables of each factor were matched with single-directional arrows; and each factor was matched with bidirectional arrows, which expressed the correlation within itself. The standardized coefficients that were taken as bases in the examination of Confirmatory Factor Analysis of the Language Teaching Methods Scale are given in Figure 1. below.

Confirmatory Factor Analysis

The factors forming scale were determined with the results of the Exploratory Factor Analysis, and the reliability of each factor was revealed. However, it is not yet clear to what extent these factors explain language teaching methods. In order to determine the structure

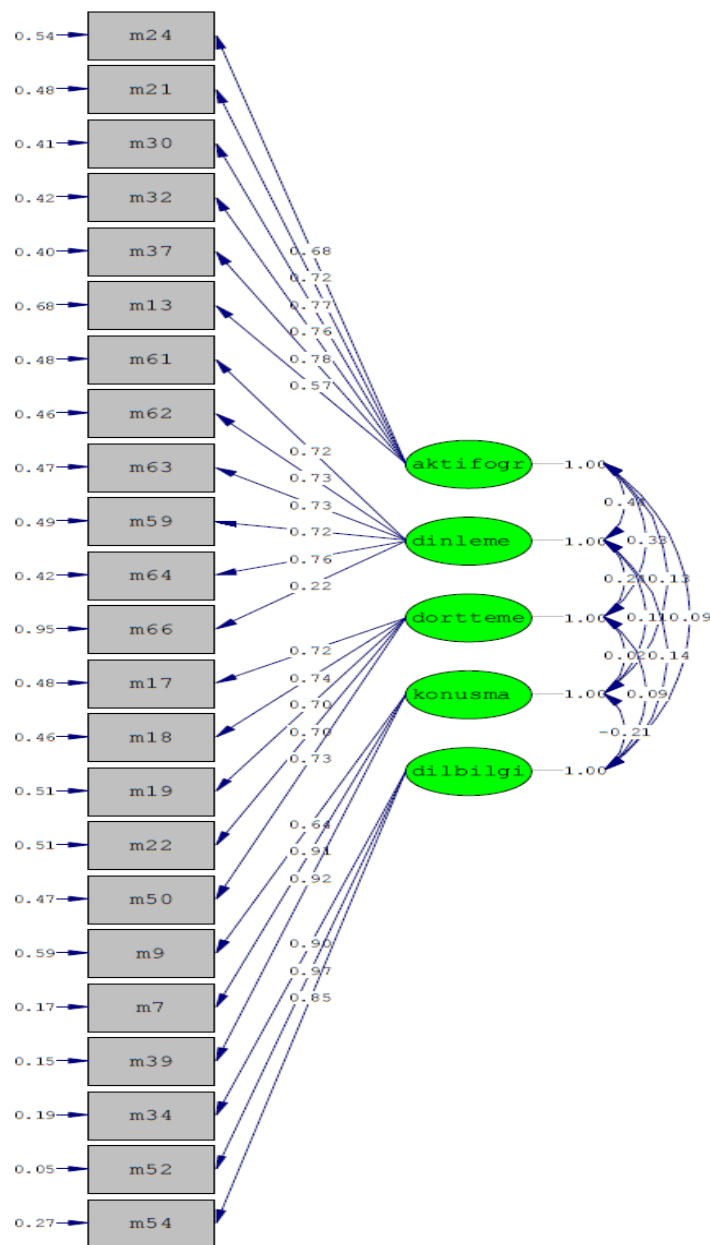


Figure 1. Path Diagram Related to Language Teaching Method Scale and Standardized Coefficient

When we examine Figure 1., and when the factor loads of the items that represent each factor are considered, it is observed that one item has a factor load of 0,22; and the factor load values of the other items vary between 0,57 and 0,97. When we consider the road diagram, it is observed that the arrows with single-direction that are directed towards the latent variable to the observed variable show the single-directional linear relation. These variables provide information on how well each item represents its own latent variable.

The names of the factors in the diagram are written in the abbreviated form. 'Konusma' represents Speaking Based Method, 'Dinleme ' represents Listening Based Teaching Method, 'Dilblgi' represents Grammer Based

Method, 'Dorttml' represents Four Basic Skills Based Method, 'Aktif' represents Active Teaching Method.

When the standardized values in the diagram are examined it is observed that the item that influences the "Active Teaching Method", which is represented as "Aktif", at the highest level is the item saying "I use gestures and mimics actively in teaching" with a load of 0,78%; and the item that influences at the lowest level is the one which says "I select the texts that are suitable for visualization and I facilitate understanding of the sentence with a visual image that reflects its meaning after each sentence", with a load of 0.57%.

In Listening Based Teaching Method expressed as 'Dinleme', item with 0,76 factor loading "I don't give homework." affected mostly this factor. But item with 0,22 factor loading "I start course with film or voice presentation." affected less this factor.

The item influencing the "Four Basic Skills-Based Method", which is represented as "Dorttml", at the highest level is the item saying "Making students acquire listening and speaking skills are my real targets" with a load of 0,74; and the item that influences at the lowest level is the one saying "I consider the cultural elements of the society learning the target language in selecting the texts and dialogues; and I care for the teaching of four basic skills" with a load of 0.70.

The item influencing the "Speaking-Based Teaching Method" factor, which is represented as "Konusma", at the highest level is the item saying "I conduct pronunciation exercises at the end of each class" with a load of 0,92; and the item that influences at the lowest level is the item saying "I teach pronunciation" with a load of 0.64.

The item influencing the "Grammar-Based Teaching Method" factor, which is represented as "Dilblgi", at the highest level is the item saying "I form a small word list consisting of three different word classes like verbs, nouns and adjectives" with a load of 0,97; and the one influencing at the lowest level is the item saying "I write the grammar rules as sentences on the board and ask my students to write them on their notebooks" with a load of 0.85.

Table 6. Evaluation of the Confirmatory Factor Analysis

χ^2	df	p	χ^2/df
361,71	220	0,000	1,644

GFI	CFI	NFI	AGFI	RMSEA
0,89	0,96	0,92	0,86	0,51

In confirmatory factor analysis, integration indexes were observed and it was seen that Chi-square value was 361,71, df=220 p= 0,00000, $\chi^2/df = 1,644$. GFI value was 0,89, CFI was value 0,96, NFI value was 0,92, AGFI value was 0,86 and RMSEA value was 0,51. If AGFI and GFI values are between 0.80-0.89, these values can be accepted as appropriate (Segars & Grover 1993; Doll, Xia & Torkzadeh 1994; Okur & Yalcin-Ozdilek 2012). As a result we can say that there was acceptable integration.

In addition to parameter expectations, t-value was computed with dividing each parameter value with standard error should be controlled. When we look t-value on path diagram for our results, it can be seen there is no problem in factor loading going from closed-

down variables to observed variables. T-values on path diagram were presented at Figure 2.

If the critical t value that is related with each of the loads for path coefficients exceeds 1.96, it is significant at the .05 level; and if it exceeds 2.56, it is significant at .01 level; and the variables are statistically related with the defined structures. In this way, the relations between the variables and structures are confirmed (Cokluk, Sekercioglu & Buyukozturk, 2014). A t value that is not significant in Lisrel is shown with red color. Total points will not be computed in this scale. Each factor will be handled as sub-scale. For these reasons, it is expected that the t value is significant.

When Figure 2 is examined it is observed that 'Aktif'- 'Konusma' factors (1.81); 'Aktif'- 'Dilbilgi' factors (1.29); 'Dinleme-Konusma' factors (1.54); 'Dorttml' - 'Konusma' factors (0.32) and 'Dorttml'- 'Dilbilgi' factors are irrelevant with each other with a value of 1.29, which is an expected result, and these are shown with red arrows. However, 'Aktif' - 'Dinleme' were related with each other with a value of 7.24; because the purpose in teaching listening is to recognize the sounds in the target language, notice the changes in the meanings caused by stress and intonation in a context; and more important than these, making the student understand the message coming from the speaker in an accurate manner. When people speak in a normal speed, it is more important that general information is received rather than smallest details are understood in the message coming from the speaker (Demirel, 2012). When considered in this context, the students have to ensure active participation to the process in teaching listening skills.

'Aktif'- 'Dorttml' were observed to be related with each other with a value of 4.88. It is aimed in 'Dorttml' factor that four language skills (listening, speaking, reading and writing) are taught in relation with each other. For example, speaking activity will continue in relation with reading and writing activities. One class hour will not be allocated to only reading or listening. The students have to leave the attitude of being mere receivers, and participate to the class in an active manner in order to acquire the four language skills.

'Dorttml'- 'Dinleme' were observed to be related with each other with a value of 3.31. It is meaningful that the factors are related with each other since the listening skill is included in the four language skills.

'Dinleme'- 'Dilbilgi' were observed to be related with each other with a value of 2.09. The purpose in teaching listening is ensuring that the student understands the message given by the speaker in an accurate manner, and answers in an accurate manner. In order for the student to understand what is said, s/he must know the tense of the message given, its structure and rules. When it is considered in this context, it is meaningful that the factors are related with each other.

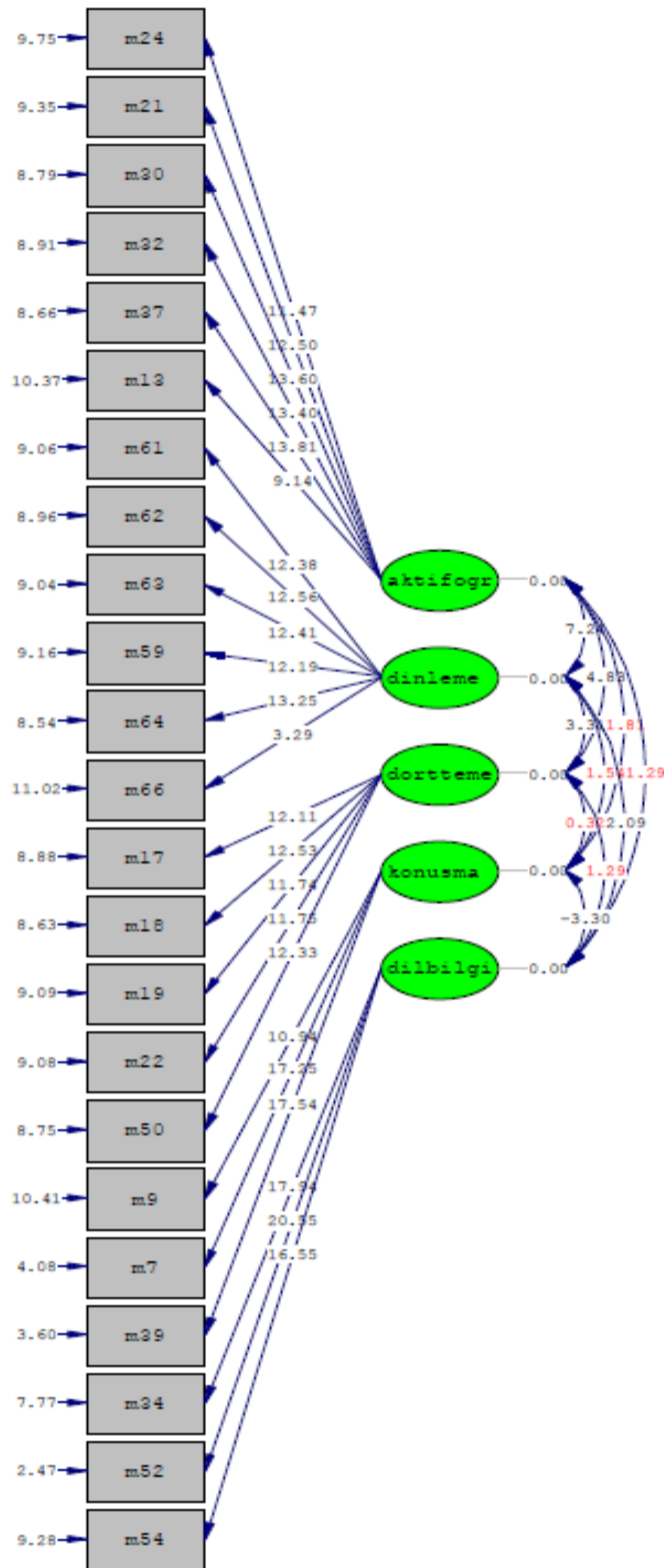


Figure 2. t-values on Path Diagram Related to Language Teaching Methods

'Konusma'- 'Dilbilgi' were observed to be related with each other with a value of -3.30. The most frequently used exercises to make students acquire speaking skills from the very beginning of starter level are the repetitive exercises. The exercises that are based on understanding and communication follow them. However, in order to make students acquire speaking skill, it is emphasized that the rules of the language, i.e. the grammar, and the pronunciation must be learnt well (Demirel, 2012). When considered in this context, it is meaningful that the factors are related with each other.

Reliability

Cronbach Alpha reliability co-efficient was computed. The range of reliability measures are rated as follows:

- Less than 0.50, the reliability is low,
- Between 0.50 and 0.80 the reliability is moderate and
- Greater than 0.80, the reliability is high" (Salvucci, Walter, Conley, Fink, & Saba, 1997:115).

As a result of reliability studies, it was defined that Cronbach Alpha reliability co-efficient of whole scale was high (0,89). Also reliability co-efficient was computed for each sub-dimension. As a result of analysis, Active Teaching Method reliability co-efficient was moderate (,79), Listening Based Teaching Method reliability co-efficient was moderate (,53), Four Basic Skills Focused Method reliability co-efficient was moderate (,74), Speaking Based Method reliability co-efficient was moderate (,64) and Grammar Based Method reliability co-efficient was moderate (,64).

Discussion and Conclusion

In this study, a scale with 23 items was developed determine the language teaching methods used by English teachers. Exploratory and confirmatory factor analysis that were done to define structure validity showed that there were five factors in scale. These factors were named as Active Teaching Method, Listening Based Teaching Method, Four Basic Skills Based Method, Speaking Based Method and Grammar Based Method. Active Teaching Method has 6 items and its Cronbach Alpha reliability co-efficient is ,79; Listening Based Teaching Method has 6 items and its Cronbach Alpha reliability co-efficient is ,53; Four Basic Skills Focused Method has 5 items and its Cronbach Alpha reliability co-efficient is ,74; Speaking and Grammar Based Method has 3 items and their Cronbach Alpha reliability co-efficient is ,64. Total point computation won't be done in this scale. Each factor will be considered as sub-scale. Results of confirmatory factor analysis supports this aim.

The results of exploratory and confirmatory factor analyses revealed that scale items had acceptable factor loadings and scale had five factors. It was revealed that internal coherence was at acceptable level. It is thought that this scale can be used to identify language teaching

methods that English teachers use as a reliable and valid scale. Also it is expected that this scale will contribute literature. Also this study was managed in limited sample, it is suggested that it can be repeated in larger sample.

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Appendix A

LANGUAGE TEACHING METHODS SCALE

The aim of this research is to determine language teaching methods that English teachers use. There are items about language teaching and 5 options. Please answer questions taking into consideration your courses. Put (X) in suitable boxes for each item. Thanks for your contributions.

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No	Items About Language Teaching Methods	Never	Rarely	Sometimes	Often	Always
1	I place games in exercises.					
2	I use techniques forming active memory.					
3	I benefit visual materials.					
4	I benefit principals of arts such as dram, music, imaging, painting etc.					
5	I use gestures and mimics actively in teaching.					
6	I select the texts that are suitable for visualization and I facilitate understanding of the sentence with a visual image that reflects its meaning after each sentence.					
7	I teach grammar rules with music.					
8	Students sit in the form of circle.					
9	I use voice recorder in first course and record only target language sentences.					
10	I use language laboratory instead of class.					
11	I don't give homework.					
12	I start classes with a film or voice presentation.					
13	In teaching, I take into consideration mother tongue learning turn (listening, speaking, reading, and writing).					
14	Making students acquire listening and speaking skills are my real targets.					
15	I consider the cultural elements of the society learning the target language in selecting the texts and dialogues.					
16	I care for the teaching of four basic skills.					
17	I teach all language skills to communicate in natural context.					
18	I teach pronunciation.					
19	As teaching language, I use target language.					
20	I conduct pronunciation exercises at the end of each class.					
21	I write the grammar rules as sentences on the board and ask my students to write them on their notebooks.					
22	I form a small word list consisting of three different word classes like verbs, nouns and adjectives.					
23	I do grammar exercises at the end of the course.					