



Ufuk University Graduate School of Social Sciences

Department of English Language Teaching

**TEACHERS' BELIEFS AND PRACTICES ABOUT GRAMMAR
TEACHING:
A CASE STUDY AT BAŞKENT UNIVERSITY PREPARATORY
SCHOOL**

Talha Erdali

Master's Thesis

Ankara, 2016

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KABUL VE ONAY

Talha Erdali tarafından hazırlanan “Öğretmenlerin Dilbilgisi Öğretimi Hakkındaki Düşünceleri ve Uygulamaları: Başkent Üniversitesi Hazırlık Okulu Vaka Çalışması” başlıklı bu çalışma, 01.02.2016 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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Yukarıda imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.




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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinden aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

Tezimin tamamı her yerde erişime açılabilir.

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Tezimin yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

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ABSTRACT

ERDALI, Talha. *Teachers' Beliefs And Practises About Grammar Teaching: A Case Study at Başkent University Preparatory School*, Master Thesis, Ankara, 2014.

The following case study aims to explore the correlation between teachers' beliefs about grammar teaching and their actual practices regarding the years of teaching experience they have and the departments they graduated from. This kind of study was a need at Başkent University Preparatory School context so as to make both the teachers and administrators realize the varieties of beliefs and practices about grammar teaching among the teachers, which will also be beneficial for the units of the school, including material development unit, teacher training unit, program development and evaluation unit and testing unit.

Both quantitative and qualitative study were conducted in this research. Survey questionnaire and interviews were employed in order to gather data. For the purpose of reaching the final results, the quantitative data was analyzed by employing SPSS (Statistical Package for the Social Sciences) 21, and the results were interpreted via descriptive statistics and non-parametric methods. On the other hand, the qualitative results were analyzed and interpreted through content analysis. The results of quantitative study and qualitative study were found compatible. Also the findings indicated that the participant teachers hold different points of view about the role of grammar in language learning and teaching, the methods for teaching grammar and correcting students' errors. However, the study also concluded that the participant teachers' years of teaching experience and their majors were not significant factors in their beliefs about grammar teaching.

Key words

Teachers' beliefs, grammar teaching, years of teaching experience and beliefs, majors and beliefs.

ÖZET

ERDALI, Talha. *Öğretmenlerin Dilbilgisi Öğretimi Hakkındaki Düşünceleri ve Uygulamaları: Başkent Üniversitesi Hazırlık Okulu Vaka Çalışması*, Yüksek Lisans Tezi, Ankara, 2014.

Okuyacağınız bu vaka çalışması öğretmenlerin dilbilgisi öğretimi hakkındaki inanışlarını ve mevcut dilbilgisi öğretimlerini, sahip oldukları öğretmenlik deneyimi sürelerini ve mezun oldukları alanları dikkate alarak keşfetmeyi amaçlamaktadır. Bu tür bir çalışma hem öğretmenlerin hem de yöneticilerin farkındalığını sağlamak amacıyla Başkent Üniversitesi Hazırlık Okulu ortamı için gerekliydi, ki ayrıca bu çalışma okulun materyal geliştirme birimi, öğretmen yetiştirme birimi, program geliştirme ve değerlendirme birimi ve ölçme birimi dahil olmak üzere okulun bütün birimleri için faydalı olacaktır.

Bu araştırmada hem nicelik hem de nitelik çalışması yapılmıştır. Veriyi toplamak amacıyla araştırma anketi ve görüşmeler kullanılmıştır. Nihai sonuçlara ulaşabilmek için, nicel veriler SPSS (Sosyalbilimler İstatistik Programı) 21 kullanılarak analiz edilmiştir ve sonuçlar betimleyici istatistikler ve parametrik olmayan yöntemlerle yorumlanmıştır. Diğer taraftan, nitel veriler içerik analizi yöntemi ile analiz edilmiş ve yorumlanmıştır. Nicel ve nitel çalışmaların sonuçları birbirine uyumlu saptanmıştır. Ayrıca sonuçlar, katılımcı öğretmenlerin dilbilgisinin dil öğreniminde ve öğretimindeki rolü, dilbilgisi öğretimi methodları ve öğrencilerin hatalarının düzeltimi konularında farklı bakış açılarına sahip olduklarını göstermiştir. Fakat ayrıca bu çalışma, katılımcı öğretmenlerin dilbilgisi öğretimi hakkındaki inançlarında, öğretmenlik tecrübelerinin ve mezun oldukları alanlarının önemli bir faktör olmadığı sonucunu vermiştir.

Anahtar kelimeler

Öğretmenlerin inanışları, dilbilgisi öğretimi, öğretmenlik deneyim süresi ve inanışlar, branşlar ve inanışlar.

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CHAPTER I INTRODUCTION

1.1. INTRODUCTION

This chapter provides information about the background of the study, statement of the aims and the context of the study, purpose of the study and research questions, the significance of the study, methodology and techniques used, definitions of terms, sample of the study and limitations of the study.

1.2. BACKGROUND AND MOTIVATION

In today's modern world, the importance of becoming a bilingual is considerably rising. However, learning a second language is not a piece of cake. A learner needs to be physically, intellectually and emotionally involved in the process of second language learning. As Brown (1994) argues that a learner's whole person is affected while he is being active in the procedure of a second language learning. He also adds that there are infinite number of variables bringing about the complexity of the second language learning process. Those variables are generally shaped by the focus of the teacher while introducing the target language to his students. One of the variables, which may be assumed as one of the most significant, is the teacher's beliefs about teaching a second language. This is because language teachers go to their classes with different views about language and language learning. Teachers individually bring very different beliefs, approaches and theories about language and language learning. However, they all believe that their beliefs and practices in language teaching are feasible and efficient, which builds the complexity of second language teaching. Some may give importance to specific grammar teaching regarding the second language learning as a practice through which students should master grammatical rules whereas others may give importance to interactions using the target language believing that the main aim of second language learning is to be able to communicate in the target language. Consequently, since the way teaching the target language varies from one teacher to another, different teachers perform differently in the same class.

This difference gives language teachers a lead to go to their classes equipped with different preferences in choosing and applying activities and teaching strategies. Richards & Rodgers (2001: 27) cites “different philosophies at the level of approach may be reflected in the use of different kinds of activities and in different uses for particular activity type.” This means that the reason why teachers’ actual practices in the classroom are different is due to the underlying approaches they have in teaching second language.

This study seeks to reveal the beliefs of English instructors about grammar teaching and their real practices in the classroom by focusing on some points, which are their beliefs about the role of grammar teaching in language learning, the methodology they use to teach grammar, the use of practice in teaching grammar and error correction.

1.3. STATEMENT OF THE AIMS AND THE CONTEXT OF THE STUDY

Second language learning, especially English, has become a very important issue in Turkey since it is a necessity for many job recruitments. Therefore, teaching English is practiced from primary schools to universities, which makes it one of the core subjects in Turkey. Providing learners many hours to learn English, preparatory school is a good chance for learners to become proficient in English. Today elective or compulsory preparatory classes are provided in many of the public and private universities in Turkey.

The present research was carried out at Başkent University, where compulsory English preparatory classes are provided for all the undergraduate programs so that the students can become competent enough to use English while reaching different sources in their majors. At Başkent University, the students are expected to have a certain level of English before they start studying at their departments. To see whether the students have the required level of English, the Proficiency Exam is given at the beginning of the academic year. The ones who fail in the Proficiency Exam are required to enroll in the English preparatory classes.

The students who enroll in the English preparatory classes are placed in groups according to their scores in the Proficiency Exam. There are three different groups

including Group A, Group B and Group C. In Group A, there are students whose majors are English Language Teaching and American Culture and Literature whereas in Group B and C there are students who are going to study at the other undergraduate programs. Therefore, the students who are in Group B and C are expected to have a pre-intermediate level of English.

After assigning the students to their groups, the number of instructors who are going to teach in each group is determined. In the academic year of 2013-2014, 60 instructors of English were appointed to Group B and Group C, and for each class two instructors of English were randomly appointed to give 20 hours of English lecture in Group B and 26 hours of English lecture in Group C.

Since in Baškent University the English preparatory classes are compulsory for all of the undergraduate students, the ones who are unable to pass the English preparatory classes are required to take and pass the Proficiency Exam given at the beginning of each academic year. If they fail in the proficiency test, they are not supposed to take the English preparatory classes again, but they can take the courses in their departments; however, they can't graduate from the university until they are successful in the Proficiency Exam.

Some complaints from the students and the instructors were gathered by the researcher, who worked in Baškent University as a full time instructor of English for a year. The complaints from the students are mostly about the use of different methodologies and techniques applied by the instructors. Namely, the two instructors of each class apply a different technique while teaching English, which causes a dilemma among the students since they can not decide which technique they have to follow. On the other hand, some instructors always criticize their partner instructors as they have great confidence in themselves and also make their students believe that the way they teach is better than their partner instructors.

Therefore, in order to reveal the general thoughts and practices about grammar teaching among the instructors teaching in Group B and Group C, this study is an attempt to explore and represent what the instructors' beliefs and actual practices about grammar teaching are.

1.4. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of this study is to investigate what methodologies and techniques that the instructors apply in their classes to teach grammar by revealing their perceptions and their actual practices at Başkent University. In addition to that, the study also tries to reveal whether the instructors' beliefs about grammar teaching depend on the major they have got and the years of teaching experience that they have had so far. In that way, it will provide a general picture for describing the instructors' ways of grammar teaching, which is going to be useful for the instructors themselves to see how different techniques are practiced to teach grammar in the school, and thus it will provide them a better understanding of different approaches instead of criticizing the differences.

For those reasons, this present study attempts to find answers to the following questions:

1. What kinds of beliefs do the instructors of English at Başkent University Preparatory School hold about the role of grammar in teaching English?
2. How do the instructors of English at Başkent University Preparatory School present the target grammar?
3. What are the beliefs of the instructors of English at Başkent University Preparatory School about the use of practice in grammar teaching?
4. What are the beliefs of the instructors of English at Başkent University Preparatory School about error correction in communicative activities?
5. Do the instructors' beliefs differ regarding their years of experience and majors?

1.5. THE SIGNIFICANCE OF THE STUDY

Since the focus of much research activity has been on teaching effectiveness, there is an increasing interest in how teachers actually teach in classrooms and in the factors that roots in their pedagogical decision-making. As Borg (2003) claims that teachers have a wide range of beliefs which are helping them form their principles and those beliefs are derived from their prior knowledge and their individual personalities. Likewise, Kalsoom & Akhtar (2013:55) mentions that "Without any doubt, teachers personal knowledge and prior beliefs come in practice when there is any deficiency in the provision of well-established and well-defined instructions and guidelines related to grammar teaching." Therefore, teachers develop their personal theories of grammar

teaching while making decisions in choosing materials and selecting methods and techniques they are going to apply in their classes. Many researchers have studied *Teachers' beliefs and practices about grammar teaching*; however, whether the two factors, teachers' major and years of teaching experience, have an influence on their beliefs and practices about grammar teaching or not hasn't been studied in Turkey yet. That's why this study is an attempt to raise an interest in finding if there is a relation between the two variables, that is, the relationship between teachers' beliefs and practices about grammar teaching and their majors, and between the two variables, that is, the relationship between teachers' beliefs and practices about grammar teaching and years of experience.

This study also tries to reveal a detailed analysis of the approaches and practices that the instructors of English working at Başkent University Preparatory School apply. In that way, it is hoped that the administrators and the instructors of English will be motivated to know their beliefs and practices about grammar teaching and how different techniques are used in the preparatory classes of Başkent University. Additionally, it is expected that the present study will be beneficial not only for the instructors themselves but also for the principals and the administrators because it investigates the factors influencing the instructors' beliefs and practices, and hopefully the study is going to inspire the instructors in order to enhance their instructional practices.

1.6. METHODOLOGY AND TECHNIQUES USED

In order to collect valid and reliable data about the research topic, two instruments have been chosen by the researcher: questionnaire, interview. Detailed description of these instruments will be presented in Chapter Three.

1.6.1. Questionnaire

As Brown (2001: 6) defines questionnaire (a subset of survey research) as 'any written instruments that present respondents with series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers.' Like Mackey & Gass (2005) mentions that a questionnaire is a useful tool for

researchers to collect data since it gives an opportunity to participants to report about themselves, such as their beliefs and practices.

1.6.2. Interview

An interview can be defined as face to face data gathering using question-and-answer format (Brown & Rodgers, 2002).

1.7. SAMPLE OF THE STUDY

The sample of this study is the English Instructors teaching at Başkent University Preparatory School, Group B and Group C.

1.8. THESIS ORGANIZATION

The present study consists of five chapters. The chapters are as follow:

1.8.1. Chapter One: General Introduction

Chapter one provides a background explanation about the study in general. It emphasizes the problems of the study with its context and gives an explanation of the significance of the study. It also provides general information about what kind of data analysis techniques used in the study. Finally, the chapter gives the organization of the study, the sample of the study, the limitation of the study and definition of terms used in the study.

1.8.2. Chapter Two: Literature Review

This chapter tries to review the existing relevant literature related to language teaching practices and approaches with a special focus on teaching English as a foreign language. It starts with the explanations of the ideas about Grammar, and Grammar Teaching. Then the review clearly explains the opinions about the role of grammar in language teaching. Also it reviews the approaches of foreign language teaching with different views of grammar teaching. Finally, the chapter gives information about teachers' beliefs and classroom practices.

1.8.3. Chapter Three: Methodology Of The Study

Chapter three provides information about the research design of the study with a special attention to the research methods used in the study. In addition, it gives explanations about the data collection instruments, design, population, the data analysis of this study.

1.8.4. Chapter Four: Data Analysis

Chapter four presents the results of the analyzed data of the study in the form of tables and charts. Firstly, it presents the quantitative data obtained from the questionnaire, then the practical results collected by interviews. Microsoft Excel 2010 and Statistical Package for Social Science (SPSS v. 21) were used to analyze quantitative data and present them in tables and charts.

1.8.5. Chapter Five: Conclusions And Implications

Chapter five includes the conclusion of the study with the summary of the findings relevant to the research questions. Then it presents recommendations for future studies.

1.9. DEFINITION OF TERMS

The followings are the explanation and clarification of some terms that are used frequently in the study. The terms are ordered alphabetically.

Accuracy: “using language forms correctly” (Akar, 2008: 194).

Beliefs: “convictions or opinions that are formed either by experience or by the intervention of ideas through the learning process” (Borg, 2006 : 36)

Deductive grammar teaching: “providing learners with explicit information about the grammar rules (followed up with examples and then exercises)” (Akar, 2008 : 194).

EFL: English as a Foreign Language

ESL: English as a Second Language

Fluency: “the ability to process language speedily and easily” (Akar, 2008 : 194).

Inductive grammar teaching: “providing learners with opportunities to produce utterances containing the target item to enable them to subconsciously absorb grammatical information” (Akar, 2008 : 194).

L1: Mother tongue

Target language: The language that a learner is learning. (Ellis R. , 2003)

1.10. ASSUMPTIONS AND LIMITATIONS

1.10.1. Assumptions

In the study, there is a set of assumptions to be considered. Firstly, it is assumed that the instructors of English will fill in the questionnaires sincerely and correctly. Secondly, instructors will voluntarily take part in the interview and complete the items on the interview sheet sincerely.

1.10.2. Limitations

The present study has several limitations to be taken into account. First of all, the quantitative data which has been provided in this study is limited to 60 instructors of English teaching in Group B and Group C of preparatory classes at Başkent University. Secondly, the qualitative data is obtained from 20 instructors of English among the 60 instructors taking part in gathering quantitative data. As a result, since the instructors of English teaching in Group A isn't involved in this study, neither the quantitative data nor the qualitative data can be generalized to all of the instructors teaching at Başkent University.

1.11. CONCLUSION

In this chapter, the background of the study, purpose of the study, statement of the aims, research questions, significance of the study, definitions of terms and limitations of the study have been presented. In the second chapter, the review of literature will be presented.

CHAPTER II

LITERATURE REVIEW

2.1. INTRODUCTION

The aim of this chapter is to review the theoretical frameworks and empirical research which support the current study. The chapter presents the literature relevant to language teaching approaches and practices with special attention paid to teaching approaches of English as a second and foreign language and to the significance of teachers' beliefs in language teaching. The chapter begins with focusing on information and definitions related to grammar and grammar teaching. Then it provides information about implicit versus explicit teaching and deductive versus inductive teaching, and it also gives some information about guided discovery technique and the Five's Model by taking the constructivist approach into account. Additionally, it gives information about error correction. Finally, it mentions teachers' beliefs, and the effects of teachers' beliefs on their practices.

2.2. WHAT IS GRAMMAR?

As Thornbury (2002) states, there have been controversial ideas about grammar teaching, and therefore, grammar has become one of the least understood aspects of language teaching. He also adds that there are few teachers who remain indifferent to grammar, whereas many teachers are obsessed by it. Although much has been written and discussed about the term 'grammar' so far, teaching grammar still holds a significant position in language teaching since it has been viewed as a fundamental component of language. In other words, it is believed that "without grammar, language does not exist" (Nassaji & Fotos, 2011 : 1). However the problem is that the term grammar has been defined in a number of different ways by both language teachers and grammarians that they have both influenced each other and been influenced by different approaches (Ellis, 2006). That's why there is neither a certain definition of it, nor a best way to teach it. Chomsky (1972, 1977, 1986, 1995, 2002) defines grammar as the systematic description of the linguistic abilities of native speakers of a language. Likewise, (Celce-Murcia & Hilles, 1988:16) claims "We can think of language as a type

of rule-governed behavior. Grammar, then is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. These rules are a part of what is “known” automatically by all native speakers of a language; in fact, they do not exist outside of native speakers.” That is to say, as M. Celler-Murcia and S. Hilles (1988) argues, a language exists in the individual brains of its native speakers, but it does not exist independently of its speakers. On the other side, Thornbury (2002) defines the term, grammar, as the study of forms or structures in a language, and he also adds, grammar is about describing the rules of possible sentence forms of a language. In other words, he proposes that grammar focuses on not only the structure of a sentence, but also the meaning and the function of that sentence. In other respects, Harmer (2001:12) argues that “The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, ...” Similarly, Ur (1994:4) cites “Grammar may be roughly defined as the way a language manipulates and combine words (or bits of words) in order to form longer units of meaning.” Traditionally, grammar in ELT is considered as identifying parts of speech and the rules for combining them into structures (Derewianka, 2007).

As is clearly seen, although the views about grammar are somehow different from one another, the common idea about grammar and grammar teaching is that, as Burgess & Etherington (2002) claims, it is recognised as an essential and inescapable component of language use and language learning. In that sense, it is very hard to rule out grammar in foreign language learning and teaching.

2.3. WHAT IS GRAMMAR TEACHING?

“The teaching of grammar holds a central position in the literature on language teaching, largely- but not only- for historical reasons” (Ur P. , 2011) As Ellis (2006:84) mentions “Traditionally, grammar teaching is viewed as the presentation and practice of discrete grammatical structures.” According to Ellis (2006), a grammar lesson may consist of a number of different techniques. For instance, in a grammar lesson, only a new item may be presented without any practice because the students can easily grasp the new structure without any practice, or a grammar lesson may just consist of practice without any presentation because the students can elicit the rules while practicing them

in communicative tasks, like reading tasks. On the other hand, a grammar lesson may not consist of presentation and practice, but it may only consist of the discovery of the functions. In such grammar classes, which is generally adopted for young learners, grammar teaching is conducted not by pointing the rules, but by assisting learners internalize the functions of the target language. The third type of grammar lesson consists of exposing learners to input with multiple exemplars of the target structure and expecting learners to elicit the rules and the functions of the target structure. In this kind of grammar lesson, grammar teaching is conducted by just exposing learners to input without any explicit presentation and practice. Learners are just expected to elicit the new structure after being exposed to a number of input as they do in first language acquisition. The fourth type of grammar teaching is that grammar teaching is conducted by giving corrective feedback when learners produce errors in communicative activities, like speaking and writing. In those kinds of grammar classes, a target structure is not planned but incidentally occurs while learners performing communicative tasks, like role play activities or writing a paragraph. As is seen in those examples, even though a language teacher may give more or less importance to grammar teaching, it is noticeable that every language teacher deliberately or not teaches a grammar item in their lessons with or without being aware, and similarly, every learner is exposed to a grammar item which is taught either explicitly or implicitly. Therefore, it is impossible to neglect the role and the type of grammar instruction in foreign language learning and teaching. That is to say, every language teacher teaches grammar in their classes one way or another.

2.4. THE ROLE OF GRAMMAR IN EFL

The place of grammar instruction in the second/foreign language curriculum has been strongly debated in the past 30 years (Ellis R. , 2002). As Akar (2008:1) mentions although there have been different views of language teaching so far, it seems that in practice, grammar teaching still remains central to foreign language teaching. Most practitioners of English agree that it is significant to teach grammar; however, the common problem is that just teaching grammar items do not help learners accomplish communicative tasks. As Savage, Bitterlin, & Price (2010:2) claims “Most of us are familiar with the phenomenon of students who know the rules of grammar but who are nonetheless unable to ask for simple directions.” They also add the reason behind this

situation is that learners cannot transfer the knowledge of grammar into practice. Therefore, most practitioners of English do not view grammar as a body of knowledge to be studied and developed when compared to other skills. However, grammar knowledge is significant since it enables learners to communicate “accurately, meaningfully, and appropriately” (Larsen-Freeman D. , 2001). According to Bitterlin, & Price (2010), grammar also enables other skills because a better understanding of grammar will improve learners four skills, which are reading, writing, listening and speaking. For example, when there is an incorrect usage (e.g. while speaking) communication may break down. That’s why knowledge of grammar enables learners to use the target language more accurately, meaningfully and appropriately. In other words, “Efficient communication cannot take place without correct grammar” (Bitterlin, & Price, 2010:3). Many language teachers suggest a sequence of grammar teaching as studying a rule with an instructor’s presentation, then practicing the rule in mechanic exercises, and finally applying the rule in guided-meaningful tasks.

2.5. TYPES OF GRAMMAR TEACHING

As mentioned before, “The place of grammar instruction in the second/foreign language curriculum has been strongly debated in the past 30 years” (Ellis R. 2002: 14). Due to a number of changes in theoretical approaches of language teaching, linguistic perspectives on grammar teaching have undergone many changes, too. Those approaches are generally conceptualized from the point of methods which either give particular attention to grammar teaching by emphasizing its significance, or highlight meaningful communication by not focusing on grammar extensively, or put emphasis on both grammar and meaning. Therefore, we may put those approaches into three categories in terms of the importance teachers give to grammar teaching involved in traditional approaches, communication based approaches and contemporary approaches. Those categories are generally shaped by considering inductive/deductive approach and explicit/implicit teaching. Those categories will be briefly discussed in the following sections.

2.6. THE APPEARANCE OF GRAMMAR TEACHING

2.6.1. Grammar Translation Method

Western people began studying the two extinct languages, which are Latin and Classical Greek, as a foreign language in the 18th century. In order to practice teaching these languages, the Classical Method was developed (Chastain, 1988 as cited in Larsen-Freeman D., 2008: 11). Since it put emphasis on grammar teaching and translation between the mid 1800s and early 1900s the Classical Method was called the Grammar Translation Method (GTM) and it became one of the most traditional and commonly used language teaching methods (Brown H. D., 2007b). This method mainly focused on acquiring grammatical rules, memorization of vocabulary and becoming competent enough to use translation technique by emphasizing foreign language literature (Larsen-Freeman D.,1986). As Larsen-Freeman D. (2003) cites, the main characteristics of this method can be listed as follow:

1. Although the aim of this method was to teach English as a target language, mainly mother tongue was used while teaching English.
2. The rules of grammar and vocabulary of the target language were expected to be memorized through translation, drills and exercises.
3. The main focus was on developing reading and writing skills rather than listening and speaking.
4. When accuracy and fluency were compared, much more significance was given to accuracy.

As Brown (2007b) claims, not many professional skills and abilities needed for the practitioners to teach the target language due to the fact that mother tongue was more frequently used in classes and not much importance was given to improve listening and speaking skills. Also it was easier to test the development of learners objectively. However, as mentioned before, this method mainly gave priority to developing grammatical competence of learners and neglected pronunciation, listening and speaking skills.

For those reasons, The Grammar Translation Method started to lose its popularity among the scholars and language practitioners, and they were in search of finding new methods for teaching grammar.

2.6.2. Communicative Language Teaching

Richards & Rodgers (2001) cites that as a response to Grammar Translation Method, the Direct Method came into use for the reason that it emphasized using the target language more than the former while teaching the target language. That is, the target language was used as a means of communication in learning process, too. According to the philosophy of the Direct Method, a second language could be learnt like the first language was acquired. However, it was difficult to put this philosophy into practice since learners were only exposed to the target language at school for about several hours a week. On the other hand, in those days another method, which was the Audio Lingual Method, emerged, too. This method, which was influenced by the principles of Behaviorism, put emphasis on pronunciation and grammar through repetitions and drills. This method aimed to use dialogues and reinforcements as tools to teach the target language through repetitions because it viewed language learning as a habit formation. However, a new theory which was also widely accepted in those times, Vygotsky's Sociocultural Theory, laid emphasis on the necessity of interactions for learning. Therefore, the effectiveness and usefulness of the principles and techniques of the Audio Lingual Method began to be questioned.

In the 1960s, Communicative Language Teaching (CLT) was developed in line with the theoretical perspective of Communicative Approach (1986). This approach emphasized the significance of developing communicative competence in the target language via meaningful input (Brown, 2007b). The characteristics of CLT can be listed as follow (Larsen-Freeman D. , 1986).

1. Learners must be exposed to more authentic and functional target language.
2. The emphasis of teaching and learning a foreign language must be put on fluency; not accuracy.

3. Real life situations must be created so that learners can use the target language more appropriately.
4. Learning process is more important than product.
5. A learner centered, cooperative and collaborative learning atmosphere must be created.
6. The teacher must be both facilitator of the communication process and an independent participant in the learning-teaching group, that is a contributor.

The Communicative Approach is still commonly used unlike the previous approaches because the objective of language teaching is to help learners improve their communicative strategies in real life situations (Maley & Duff, 1978 and Nassaji & Fotos, 2004). However, the previous approaches didn't deal with meaning since they emphasized the accuracy (Swain M. , 1998). Therefore, these previous approaches are named as traditional methods whereas Communicative Language Teaching (CLT) is related to communication based approaches.

Many of the communication based approaches have been inspired from Communicative Language Teaching, one of which is Task Based Language Teaching (TBLT). Many of the communicative activities in Task Based Language Teaching originate in the Communicative Language Teaching. In Task Based Language Teaching learners are exposed to real life situations, and they need to complete tasks by means of communication (Brown 2007b). Whether students can complete the tasks or not determine their success or failure. Furthermore, not much importance is given to grammar rules because the main focus is on meaning. However, Thompson (1996) recommends that language teachers should involve grammar teaching while adopting and practicing CLT in their classes because he proposes that communicative competence is composed of grammatical competence, sociolinguistic competence, discourse competence and strategic competence (Canale & Swain, 1980 and Richards & Rodgers, 1986).

Although CLT can be accepted as the most scientific of all the language teaching theories, and it has many advantages in language teaching, it has some limitations, too.

Xia (2014) summarizes the restrictions of CLT as follow:

- 1) Neither scholars nor practitioners of language teaching have agreed on how to classify the functions of language so far. For that reason, it is still unclear that how a teaching syllabus must be and what language functions must be included and arranged in their classes, and also it is uncertain that how these functions must be arranged in a textbook.
- 2) On the other hand, how to emphasize both language ability and communicative competence is challenging and complicated for language teachers, too.
- 3) Language teachers are also supposed to have a good language ability and a good communicative competence.

2.7. SHOULD GRAMMAR BE IGNORED OR TAUGHT?

As opposed to communication based approaches, which favor teaching meaning but not grammar, some scholars, including Thompson (1996), recommend not to adopt CLT by neglecting grammar teaching. Similarly, Garret (1986) claims that grammar teaching has a critical role in the development of communicative competence. More importantly, it has been proven by Swain and her colleagues that learners' a long term exposure to rich and meaningful input by neglecting grammar teaching didn't result in their achievements in language accuracy (Swain & Lapkin, 1998). This result has necessitated reconsideration among the scholars like Doughty & Williams (1998) and Nassaji & Fotos (2004).

Grammar teaching plays a very critical role language learning and teaching (Kerr, 1996). According to Rao's claim (1996), learners can construct their own written and spoken discourse in virtue of grammatical rules which are provided in learning process. In addition to that, Nunan (1991) supported grammar teaching because he believes that without a fundamental level of grammar, learners can't perform well in the target language.

As a result of this, grammar teaching is both necessary and essential for learners to become capable of expressing themselves well in the target language.

2.8. HOW GRAMMAR SHOULD BE TAUGHT?

There has been little agreement on how grammar can be best acquired and taught. Some scholars and practitioners favor separate grammar teaching, others prefer integrated grammar teaching, or some emphasize deductive teaching whereas others emphasize inductive teaching. Also some teachers prefer applying explicit teaching while others prefer implicit. However, which approach is satisfactory enough to fulfill our needs in teaching a target language is still uncertain. As Akar (2008) mentions, some studies show that formal language instruction has a critical influence on better language learning whereas others show that it is impossible to teach all grammatical structures through formal language instruction. As a result of this, no single approach is the best to build a language learning theory. Yet each of them have both advantages and disadvantages. Language teachers generally give preference to one of those approaches in their classes as a result of their beliefs about teaching and learning a second language.

Recent researches and discussions on grammar teaching have mainly emphasized on three different options “focus on formS”, “focus on form” and “focus on meaning” (Long M., 1991). Those three options can be explained as follow.

2.8.1. Focus on FormS

In this type of instruction, the main emphasis is put on formal aspects of language rather than meaningful activities (Carter & Nunan, 2001). Because it fosters grammatical competence, language is divided into isolated linguistic units and those units are taught in order of their linguistic complexity. In addition to this, language is considered as an object to be studied systematically. On the other hand, learners are not treated as the users of the language, but they are seen as the students who need to study the language (Ellis N. C., 2011). Focus on Forms is one of the synthetic methods that encourages students to accumulate their grammar knowledge gradually. For these reasons, this type of approach is applied in traditional methods involving the Grammar Translation

Method, the Direct Method and the Audio Lingual Method, which put emphasis on grammar acquisition and accuracy.

2.8.2. Focus on Meaning

This type of instruction was proposed by Krashen & Terrell (1983) Natural Approach to second language learning with a belief of refusing to present the target grammar explicitly, but favoring adequate exposure to the target language with the help of “comprehensible input” (Krashen S., 1982: 64). According to this type of instruction, explicit knowledge and error correction is not helpful for learners’ language improvement, but on the contrary, they are harmful due to the fact that learners can’t deduce the rules from the language input for themselves. Therefore, Focus on Meaning is a learner-centered instruction which regards meaning more important than grammar and puts emphasis on acquiring language naturally. That’s why the principles of CLT and TBLT methods are matching with Focus on Meaning since those methods require real life situations in teaching language.

2.8.3. Focus on Form

Fotos (2002:136) proposes, “focus on form has a meaning-focused use of form”. Therefore, without being overtly aware of the specific grammar forms of the target language, students need to notice the target structure, and then process it with the help of communicative input. For that reason, in this type of instruction, grammar is taught implicitly with an analytical syllabus (Long & Crookes, 1992 and Wilkins, 1976). Moreover, Focus on Form stems from communicative approach, and it put emphasis on engagement of the meaning and then the exploring of some linguistic features of the target language. That’s why Focus on Form overemphasizes grammar by claiming that language must be acquired naturally. This type of instruction put emphasis on three elements of language acquisition, which are form, meaning and function. For those reasons, it can be said that in Focus on Form, content based and task based instructions are mainly used.

2.8.4. Explicit Grammar Teaching Versus Implicit Grammar Teaching

Grammar instruction still holds its significant place in language pedagogy (Ellis, Basturkmen, & Loewen, 2002). Over the years, language teachers have adopted two alternative teaching approaches, namely explicit and implicit teaching. Some scholars and practitioners have thought that grammar instruction could be taught in an explicit way, others have favored implicit way of teaching.

Explicit grammar “refers to a conscious knowledge of grammatical forms and their meaning (Purpura, 2004: 42). In other words, as Ellis (2004) argues, explicit grammar teaching is the way of teaching through which learners acquire grammatical rules consciously in formal classroom instruction. Similarly, Doughty (2003) explains that explicit grammar teaching is composed of a series of grammatical rules to be taught. In this approach, rules are presented clearly and deeply enough and students are expected to learn these rules with their consciousness (DeKeyser R. M., 1995). According to this teaching style, the rules and structures are taught to learners, and then it is followed by practice exercises (Adair-Hauck, Donato, & Johanssen, 2005). Thus learners can overcome grammar problems thanks to explicit teaching (N. Ellis, 2005). Additionally, most of the researchers agree that “noticing or awareness of target forms plays an important role in L2 learning” (Nassaji & Fotos, 2004: 128).

On one hand there are some substantial evidences to support the idea that explicit teaching brings about good learning of grammar, on the other hand there are some researches favoring implicit teaching. Implicit teaching don't give importance to the rule discussions; instead, learners are exposed to grammatical forms and meanings. This is because of the fact that this type of teaching is based on the way of a first language acquisition. As opposed to explicit grammar teaching, which defends the opinion that learners can acquire language via overt grammar instruction, implicit grammar teaching favors “the main means of acquisition of new language features through negotiation of meaning that takes place during interaction between the learner and another interlocutor” (Ur, 2011:510). For that reason, teachers do not pay attention to forms and rules, but instead, they mainly prefer using contextualized and authentic language activities in their classes.

Widodo (May, 2006) summarizes the differences between Explicit and Implicit Grammar Teaching as follows.

The Difference Between Explicit and Implicit Grammar Teaching

Explicit Grammar Teaching	Implicit Grammar Teaching
<ul style="list-style-type: none"> • Learners use their conscious knowledge. • Awareness and intention are required. • Learning can be achieved through controlled processing. • Involves the explanations of rules and structure. • Both deductive and inductive approach is used. 	<ul style="list-style-type: none"> • Learners use their subconscious knowledge. • No need for awareness and intention. • Learning can be achieved with uncontrolled processing. • Does not involve the explanations of rules and structure. • Mostly inductive approach is used.

2.8.5. Deductive Approach Versus Inductive Approach

By scholars, practitioners and language teachers, a great amount has been discussed and claimed on how to present grammatical rules. Some are obsessed with the opinion that rules should be taught indirectly so that learners can figure out them for themselves while others support teaching rules in a direct way until learners internalise those rules through practice. As is seen clearly, there are two very distinct and opposing approaches, which are named as deductive and inductive. The main difference between the deductive and inductive approach is based on how grammatical rules are presented, namely, whether it is a rule based or example based teaching. That's to say, whether rules are presented in a clear and direct way so that learners can use them in other samples, or whether rules are hidden in samples and students are expected to discover and formulate those rules from the samples by themselves (Robinson P. , 1996).

(Cowan, 2008) claims that deductive teaching is the most commonly used approach in ESL and EFL textbooks. In the deductive teaching approach the grammatical rules are introduced first, and then those rules are applied in different sample situations by students. In other words, grammatical rules, patterns and principles are presented through teacher-centered instruction and then continues with other examples. This approach can be also called as rule-driven teaching. In this sense, in the Grammar Translation Method, where the grammar instruction is performed through explicit explanations by using L1, and then followed by practice activities, deductive teaching is used. Some scholars including (Seliger, 1975) found that language learners could maintain their grammatical knowledge longer thanks to deductive teaching approach. Robinson (1996) also reached the conclusion that learners who were taught with deductive approach could do much better on grammatical tasks.

The advantages and disadvantages of deductive approach can be presented as below.

Advantages of deductive teaching approach:

- The deductive teaching approach is time-saving as it goes to the point.
- A number of rules can be easily and clearly explained at once.
- The deductive teaching approach respects and helps learners' cognitive development because it activates analytical thinking skills.

Disadvantages of deductive teaching approach:

- Starting lessons with grammar presentation may cause learners feel bored and less concentrated on lessons.
- Learners may not easily understand abstract concepts such as terminology.
- Since this approach is teacher-centered, no involvement and interaction among students and teacher can be observed.
- As this approach put emphasis on clear explanation of rules, it encourages the opinion that language learning is just knowing the rule.

As opposed to the deductive teaching approach, in the inductive teaching approach, target rules are indirectly taught with the help of language context. Learners are exposed to language contexts which has the target rules, and learners are expected to elicit and

induce those rules through the samples in the language context so that they can acquire the patterns and meaning of the new structure. Akar (2008) explains that inductive learners store specific instances and use them to make generalizations and conclusions by inferring the rules and meaning that they get from these instances. In other words, it can be said that inductive approach uses some specific examples in order to make inference rules so that a learner can make generalizations about the language he is acquiring. This kind of approach is commonly encountered in the first language acquisition process because the native of a language can produce grammatically correct utterances although they don't know the exact rules lie behind. Ellis (2002b) believes that inductive teaching has its advantages in class. Hawkins (1984) also proposes that inductive teaching approach help learners discover rules so that they can operate the language well. According to Shaffer (1989) inductive teaching approach can go hand in hand with the Audio-Lingual Method if the teacher do not give the students the appropriate rule at the end of the lesson.

Advantages of the inductive teaching approach:

- Since learners need to work on the rule for a long time, this approach brings about a greater learning outcome.
- The inductive teaching approach can help learners improve their critical thinking skills and learning autonomy.
- As making mistakes is natural in language learning process, learners can develop the feeling of self-reliance.
- In the learning process, learners are active, not passive recipients so that they can become more motivated.

Disadvantages of the inductive teaching approach:

- The inductive teaching approach is rather time and energy consuming when compared to the deductive teaching approach.
- Teachers need to be aware of incorrect rules that students may acquire inductively. Therefore, teachers need to develop their materials carefully and systematically.

- The inductive teaching approach may not be applicable for some learners especially for the ones who have different learning styles, or different past experience in learning.

Teachers and scholars are sharing different views on the effectiveness of the deductive and inductive teaching approach. For some, deductive teaching has more benefits, for others inductive teaching is much better. However, it is generally believed that there is no difference in the effectiveness of those both approaches because “many variables may affect which approach learners benefit most from, including the specific structure” and “learners’ aptitude for grammatical analysis” (Ellis R., 2006: 98).

2.8.6. The Constructivist Approach

The theory of constructivist learning was founded on Piaget’s developmental learning theory and Vygotsky’s socio-cultural learning theory. According to the theory of this approach, learning can only occur if students are involved in learning process. In addition to that, learners can only be engaged in the process by paying attention to their existing knowledge in their schemata. Learners can construct their knowledge on the basis of experience. From this point of view, instructional sequences are not prespecified, so learners are not motivated to memorize but assimilate learning. In other words, learners need to make sense of knowledge. According to this approach, a learner can only develop his personal understanding through experiencing knowledge and reflecting on this knowledge.

In contrast with the traditional approaches, which put emphasis on teacher-centered classrooms, constructivist approach favors student-centered learning atmosphere in classrooms. Thus it aims to develop learner autonomy. Moreover, since this approach was based on socio-cultural learning theory, students are expected to work in groups and exchange their ideas. Here the teacher’s role is to facilitate the discussion while they are in interaction with each other. With those characteristics, the constructivist approach has shed light on the development of several methods involved in guided discovery and five-e model.

2.8.6.1. The Guided Discovery

The guided discovery method has several characteristics in common with the inductive teaching method. Both methods give importance to the discovery of rules by students; however, in the inductive teaching method, learners are supposed to discover the rules on their own whereas in the guided discovery method, the teacher guides and helps learners to discover the rules. Like in the inductive teaching method, in the guided discovery teaching method, learners exposed to contextualized scenarios which illustrate a specific grammar item. Learners are then supposed to find out the underlying rules and the meaning of the new grammar item presented in the context with the help of the teacher's guidance. This is followed by an explicit explanation of the rules and meaning of the newly introduced structure.

Thanks to the guided discovery method, learners explore the rules and the meaning of the newly introduced structure via the teacher's guidance so that they can internalize them better. Therefore, the guided discovery method helps learners become autonomous learners. Moreover, learners develop their analytical skills with the help of the guided discovery method because they develop a deeper understanding and awareness of the differences and similarities between the mother tongue and the target language structure.

2.8.6.2. The Five-E's Model

As it has been mentioned before, according to the constructivist philosophy, students are individually expected to develop their own understanding of new ideas piece by piece through using their prior knowledge. Firstly, in order to arouse learners' curiosity, they are exposed to problems which are set up by the teacher. Then the teacher monitors his student's exploration which is carried out by his investigating the new ideas. This follows with the student's efforts with fitting this new idea into his existing knowledge thanks to the teacher's guidance and encouragement. This approach is a continuous and individual process that is applicable to be used with all learners of different ages.

The principles of the Five-E's model were based on the constructivist philosophy. Students are supposed to construct new ideas by means of their existing knowledge or

experience. The teacher provides an environment for his learners to build and assess their own understandings of new ideas. The Five-E's Model has five stages of learning and each stage begins with the letter "E", involved in Engagement, Exploration, Explanation, Elaboration and Evaluation. Each of the stages can be defined as in the following.

Engagement: In this phase, learners are exposed to the task in order to get their attention and help them identify the topic. Asking a question about a problem or showing a picture and talking about it are some ways to engage the students. In this stage, learners are supposed to make connections between their past and present learning experiences.

Exploration: In this phase, the students are given a chance to be directly involved in the activity so that they can develop a base of experience which will be beneficial for their interactions with others in the learning process. Here the teacher acts as a guide so as to provide materials and he facilitates the students to understand and perform better with these materials.

Explanation: In the stage of Explanation, learners have the opportunity to illustrate their understandings of the concept. On the other hand, teachers can clearly introduce the process or a concept so that the learners can build a deeper understanding about the concept or the process. Here the teacher can provide definition of terms or explanations for behaviors or concepts.

Elaboration: In this phase, the students have the opportunity to make elaborations on the concepts that they have learned in the stage of Explanation by making connections to other related concepts or new experiences. That is, they practice the new knowledge or behavior that they have gained in different activities.

Evaluation: In this last stage of the Five-E's Model, the students are given a chance to assess their own understandings of the new concept and the teacher evaluates the process and the progress of the students in building the new concept or the knowledge.

2.9. SHOULD WE CORRECT OR IGNORE GRAMMATICAL ERRORS?

To become a fluent or an accurate speaker of English is a dilemma among teachers. Many language teachers are hesitating to correct learners' grammatical errors or to ignore them. On one hand there are some teachers and practitioners of language who pay attention to accuracy, so they interrupt their students' speech and correct their spoken errors immediately, on the other hand there are others who tolerate their students' spoken errors as long as they do not cause communication breakdown. As a result, teachers and scholars are sharing two very distinct opinions about the main focus of their lessons, that is, focusing on fluency or accuracy. Although accuracy and fluency are both two different aspects, they are both the ultimate objectives of language learning (Ur P. , 2000).

Accuracy can be defined as "using language forms correctly", on the other hand, fluency can be defined as "the ability to process language speedily and easily" (Akar, 2008: 194). Therefore, accuracy put emphasis on forms while fluency put emphasis on meaning (Ur, 2000). Some scholars believe that language teachers should give priority to accuracy in order to help learners improve their language ability (Nunan, 1999 and 2001). On the contrary, Brumfit (2000) believes giving priority to fluency is a way to improve learners' language ability. The distinctions between accuracy and fluency can be summarized as follow (Brumfit, 1984):

- Accuracy focuses on form and product while fluency focuses on meaning and process.
- Accuracy focuses on formal usage of a language while fluency focuses on informal use of a language.
- Accuracy is teacher dominated and teacher centered while fluency is student dominated and student centered.

Whether accuracy or fluency is the best and ideal approach is a dilemma among teachers. However, it is certain that the significance of accuracy and fluency depends on teachers' preferences and students' needs because to favour one and disfavour the other may bring harm to learners considering their needs.

2.10. TEACHERS' BELIEFS

Teachers' beliefs have been a fascinating issue for both researchers and teachers because teachers' beliefs are believed to have a profound effect on their classroom practices including teaching style, decision making, etc.

Even though the term "beliefs" is very simple to be understood, it is not much easy to define what beliefs mean as they are not observable. For this reason, researches have used a wide range of synonyms of this term, such as attitude, opinion, perception, etc. However, what certain is that beliefs are playing a very significant role on people's thinking, decisions and personality (Borg, S. , 2003).

It is obvious that beliefs play a critical role in educational process, too. As Fives & Buehl, (2008: 135) proposes "Beliefs are at play in any learning experiences." In addition to this, Rios (1996) claims that teachers' beliefs and knowledge have a very strong effect on their teaching. Therefore, teachers' beliefs can provide researchers some clues about assumptions and perceptions related to teaching and learning (Kagan, 1992). Teachers' beliefs also reflect the type of instruction that they provide to their students as beliefs guide teachers' behaviour. In other words, teachers' beliefs can be observed through their judgements and decisions about learning and teaching.

Teachers' goals, procedures, materials, their roles, their students and even their schools they work in are also influenced by the beliefs they hold. As Harste & Burke (1977) proposes, teachers make decisions about classroom practices in the light of theoretical beliefs they have about teaching and learning.

In parallel with the important role of teachers' beliefs in their teaching style, what factors have an impact on their beliefs is also a very important issue for researchers to study, too. Borg (1999, 2003) explains that a teacher's personality, educational background and experiences have a significant impact on their teaching style. As Richards & Rodgers (2001) confirms, teachers hold perceptions and assumptions about language learning and teaching, and they bring these perceptions and assumptions into their classes and they form their classroom instructions via those beliefs. For Richards, Gallo, & Renandya (2001: 50) "teachers' beliefs are formed on the basis of teachers own schooling as young students while observing teachers who taught them." In that

sense, teachers develop their beliefs and attitudes as a result of their own experiences at school.

Teachers' beliefs, perceptions, assumptions and attitudes play an important role in their instructional decisions in grammar teaching, too (Altunbaşak, 2010). Many studies on the effect of language teachers' beliefs on their grammar teaching instruction have been conducted by language teaching researchers (Borg S., 2001, Ellis, Basturkmen, & Loewen, 2002).

Although much has been argued and investigated in the area of teachers' beliefs about grammar teaching and their influence on practices, still the area worths investigating especially in terms of the relationship between teachers' beliefs and the year of teaching experience that teachers have and the relationship between teachers' beliefs and the major that they get. For that reason, this research attempts to investigate whether teachers' years of teaching experience and their majors have a significant effect on their instruction and practice of grammar teaching.

2.11. CONCLUSION

In this chapter, the literature which was relevant to language teaching, grammar and grammar teaching, and error correction were presented regarding teaching approaches and methods. Additionally, beliefs and their relations with grammar teaching were summarized, by pointing the difference of this study from the other belief studies.

CHAPTER III METHODOLOGY

3.1. INTRODUCTION

The purpose of the this study was to explore the EFL instructors' beliefs about grammar teaching and their actual practices in classes who are working at Başkent University, Preparatory School. The study tried to find out if the teachers' majors and years of teaching experience have a significant impact on their beliefs and practices about grammar teaching.

This chapter provides a description of the methodology employed in this current study in order to reveal how the research was carried out. This includes the research design applied in the study, the description of setting of the study and the participants, the information about the procedure of data collection with mentioning the instruments used to collect the data and data analysis procedure.

3.2. RESEARCH DESIGN

Research design gives a brief description about the structure of the study. The current study is a case study conducted in a Turkish university setting. Case studies are very commonly used in second language research studies. Mackey & Gass (2005:171) cites that the purpose of case studies is "to provide a holistic description of language learning or use within a specific population and setting." Similarly, according to Brown & Rodgers, (2002: 21), case studies includes "following the development of language competence of an individual or small group of individuals." The focus of the current study is the beliefs' of English instructors teaching English at Başkent University, Preparatory School. In other words, the main target group of this study is the English instructors who are practising teaching at Başkent University, Preparatory School.

Since beliefs are difficult to observe, both quantitative and qualitative research methods were included in order to gather data. Involving the quantitative research design, the researcher attempted to easily and economically collect measurable numerical information about 60 participants so as to be objective and to be able to make generalizations about the results. The quantitative data were gathered through a

questionnaire, and the data were analyzed through descriptive and inferential statistics. On the other hand, qualitative data collection methods were included with the aim of classifying and categorizing the non-numerical data. The data were collected through open-ended questions and analyzed through descriptive statistics content analysis.

3.3. SETTING

This study was carried out at Başkent University, Preparatory School in academic year 2012-2013 fall term and spring term. It aims to reveal an accurate description of the beliefs about grammar instruction in preparatory classes of Turkish English instructors teaching at Başkent University, Preparatory School by considering their beliefs about grammar teaching and their actual practices in their classes. It is expected that this study will provide a valuable description both for the department and for the instructors themselves since it will give some purposive data which may be useful for the units including testing, material development and teacher development in the preparatory department, and it will be also beneficial for the instructors themselves since it will be an opportunity for them to expose their requirements to the units of the department just mentioned above.

Due to the fact that students are expected to have a certain level of English and become competent users of English at Başkent University, the university provides its students compulsory English preparatory classes. The students who enroll at the university are required to take the Proficiency Exam which is carried out at the beginning of the academic year. That is, English preparatory classes are compulsory for almost all of the departments at the university. The ones who fail in this exam are obliged to register at Preparatory School in order to get an intensive general English program for an academic year. The students are grouped in accordance with their levels of English. At Başkent University, the students are divided into two groups regarding their levels of English, involved in Group B, which is for the students having A2 level of English and Group C, which is for the students having A1 level of English.

To be able to conduct the study, the principal and the head of Preparatory School of the university was explained the purposes of the survey study and invited to take part in the research as a whole department. 60 of 120 English instructors, who are not teaching in senior classes, were determined and asked for being involved in the quantitative part of the

study, which is questionnaire study. Those teachers were informed about the research and their consent was obtained. They were also informed that anonymity was guaranteed.

For the qualitative study, all the instructors were grouped according to their major and years of experience. To reveal a reliable description of each group, 20 instructors were determined, and invited to be involved in the qualitative study of this survey. Then the 20 participant teachers were grouped by taking their years of experience and majors into account so that they could represent the other participant teachers of the quantitative study.

Success Pre-intermediate Level (by Pearson Longman ELT), the course book used in the department, and the photocopiable materials which were developed by the material development unit of the department were all used for the qualitative part of the study. The course book has an inductive approach to learning English grammar, which means learners can elicit the use and the usage of grammar items by themselves with the help of a given context which may be a dialogue or a reading text. For the practice of new grammar items of each unit, various activities, including mechanical and meaningful activities, are given to the learners to make them more familiar with the new structure.

On the other hand, the photocopiable materials developed by the material unit consist of mechanical exercises which will help learners become more aware of the correct use of the form of a new structure.

This chapter presents the methodology of the study by giving detailed information about the participants, data collection instruments that was used in this study and procedures, and data analysis applied in this study.

3.3. PARTICIPANTS

For the quantitative research of the current study, 60 instructors of English, who are teaching English at Başkent University, Preparatory School, participated. The participants of the study were all Turkish nationals. A great majority of the participants

(95%) were females and 5% of them were males. Most of the participants (63,3%) were ELT graduates while 36,7% of the participants had a degree in the other foreign language departments, and many of the participants (65%) were holding ten and more than ten years of teaching experience whereas 35% of the participants had less than ten years of teaching experience. The quantitative study aimed to obtain data about what the participants' beliefs are about the importance of grammar teaching in language learning, the use of exercises in teaching grammar and error correction. The table below shows information about the 60 participants' gender, teaching experience and majors.

Table 3. 1. Descriptive Statistics for The Participants

Variable		N	Percentage %
Gender	Female	57	95
	Male	3	5
Total		60	100
Major	ELT	38	63,3
	Other Foreign Language Departments	22	36,7
Total		60	100
Years of Teaching Experience	Below 10	21	35
	10 and above	39	65
Total		60	100

3.4. DATA COLLECTION

To obtain reliable and valid results in this study, quantitative and qualitative data collection techniques were both employed. A questionnaire was employed in order to get the belief related data from 60 English instructors. On the other hand, in order to obtain the practice related data, 2 months later 20 participants were interviewed about the grammar lessons they presented and about the materials they used in the class. All the participants who involved in the study taught the new grammar item, which was Present Perfect Tense, presented in the course book in Unit 9. Thus, all the 20 participants were asked to respond the same questions about the same unit.

3.4.1. Quantitative Data

In order to collect quantitative data, a belief-inventory questionnaire (Appendix 1) adopted from Borg & Burns' (2008) study and adapted. The reason why this questionnaire was applied is because it helps the researcher easily tap various types of beliefs of participant teachers on grammar teaching and learning. The questionnaire has two parts. The first part contains items that require responses for the information about the participants' background, like years of teaching experience, state of education, and the type of department they graduated from. The second part of the questionnaire consists of 15 items aiming at discovering the beliefs of the participants about grammar, grammar teaching, the use of exercise and error correction. That is, the focus of the items are the ways the respondents' preferences in teaching grammar, in other words, the methodology they use, the usefulness of employing exercises while teaching and the way the teachers correct students' errors. The 15 items in the questionnaire are close-ended statements requiring participants to respond on a five-point Likert scale.

In the middle of the fall semester of 2013-2014 academic year, 60 questionnaires were distributed to the instructors, and 10 days later, the questionnaires were collected. The participants weren't asked to write their names on the questionnaire in order to make them feel relax while responding to the items. However, the participants were numbered alphabetically from 1 to 60, and each participant's number was written on their questionnaire paper. The reason why the researcher adapted the questionnaire so was because the researcher believed that the participants may not have given truthful responses to the items since they might have felt being under pressure.

3.4.2. Qualitative Data

Two months later, the participants to be interviewed were determined, and the interview procedure was completed in two weeks. 20 English instructors agreed to be involved in the interview. They were all informed about the objectives and the aim of the interviews. The interviews consisted of 10 questions which aims to discover the same points of the quantitative study, which were the significance of grammar in language learning, the grammar teaching approaches, the use of practice in learning grammar, and error correction (Appendix 2).

The instructors were individually interviewed almost immediately after their lessons. Interviews took approximately 15 minutes each. They were all questioned to clarify specific behaviors applied in the class as well as to reflect on the materials and the activities they preferred for grammar teaching. In addition, the focus of the interviews were to clarify the teachers' beliefs about grammar teaching, their approaches to present and teach the new grammar item, i.e. Present Perfect Tense, the use of materials and activities and error correction.

3.5. DATA ANALYSIS

The necessary data of the present study were collected through quantitative and qualitative research instruments involved in questionnaires and written interviews. The quantitative data were collected via means of questionnaires. According to Nunan (2005:143), having a set of closed or open-ended questions or statements which enables the researcher gather purposeful information from participants, a questionnaire is a useful tool to easily "collate and analyze information." He also adds that the range of possible responses can be determined by the researcher. For these reasons, the researcher selected a questionnaire which would be helpful for him to gather and analyze information about beliefs of the target group, that is the English instructors at Başkent University, Preparatory School.

For the qualitative data, a structured interview was prepared with the purpose of exploring the participant teachers' actual practices while teaching grammar. Nunan (2005:149), notes that the agenda is "totally predetermined by the researcher" "in a predetermined order." For this aim, the researcher determined the subjects which were going to be interviewed. Points of the interview were determined which were also parallel with the points of the questionnaire. Also, the question types and order of the questions were planned carefully owing to the fact that it was significant and better to prepare questions in such a way that the participants would need to respond with their own terms (McKay, 2006:52). The interview questions were all testing the participant teachers' practises of teaching the unit 9 of Success Pre-Intermediate where the new grammar item was Present Perfect Tense. The interviews took two weeks because there were differences in pacing of the unit among the classes. In other words, the classes of Group C were one unit behind the classes of Group B. Due to this reason, the researcher

interviewed firstly with the teachers of Group B, and after that the interview procedure with the teachers of Group C was completed a week later.

3.5.1. Quantitative Data Analysis

The quantitative data and variables obtained from the questionnaires computed, and no missing answers were observed among the responses to the questionnaires. Statistical Package for Social Sciences (SPSS) 21 was used in order to analyze the quantitative data. There was no need for reliability analysis because the questionnaires were adopted from Borgs' study (2008). Therefore, the researcher applied descriptive statistics of the quantitative data including frequency, percentage and mean in order to present a detail characteristics of the sample so that he could make a summary of the participants' responses to the questionnaires. In addition to that, for the purpose of presenting the differences among the participants' responses to the questionnaires regarding their majors and years of experience, parametric tests were employed. No normal distribution was observed after analyzing the frequency results of the quantitative data. For that reason, a Mann Withney U-Test was used owing to the fact that this test is employed when there isn't a normal distribution between groups (Lorcu, 2015). As a result of the test, statistically significant differences were observed among some of the responses.

3.5.2. Qualitative Data Analysis

The qualitative data were collected through open-ended questions about the teachers' actual practices of teaching the new grammar topic in their classes. The researcher determined 20 participant teachers regarding to their years of teaching experience and majors. That is, the 20 participant teachers were divided into 4 groups in terms of their being experienced or less experienced and ELT graduates or the graduates of other foreign language departments, like English Literature or Linguistics. The researcher interviewed with the participant teachers and invited them to write their responses to each question right after they taught Present Perfect Tense in the Unit 9 of Success Pre-intermediate. To analyze the qualitative data, the responses of the participant teachers to the interview questions were categorized under some headings which were also the

main focus of the study. The researcher used descriptive statistics to reveal the qualitative data including frequency, percentage so that he could illustrate a detail description of the sample by taking the participant's majors and years of teaching experience into account. Besides that, the results of the qualitative data analyze were displayed via tables to make the presentation of the results more clear.

3.6. CONCLUSION

The purpose of this chapter was to illustrate a description of the methodology used in this study with the aim of revealing how the research was conducted. In this chapter, the research design of the study, the setting and the description of the participants of the study, the information about the data collection procedure, the data collection instruments used in the study and data analysis techniques were mentioned.

CHAPTER IV DATA ANALYSIS

4.1. INTRODUCTION

This chapter aims to provide the results of the study that were obtained through quantitative and qualitative data collection instruments. The findings of this study are displayed in two sections. In the first section, the quantitative results of the participant teachers' beliefs about grammar teaching, which were collected with the help of a five scale questionnaire containing 15 questions, are reported by taking the participant teachers' years of experience and majors into account. In the second section, the qualitative results of the participant teachers' practices, which were obtained through written interviews with 10 questions, are reported in terms of the participant teachers' years of experience and majors.

4.2. QUANTITATIVE RESULTS OF THE STUDY

The quantitative data of the present study were collected through the questionnaire that was adopted from Borg and Burn's (2008) study. The questionnaire consisted of 15 questions in 5 point agreement rating scale which aimed at measuring the participant teachers' beliefs about grammar teaching. The questionnaire was submitted to 60 EFL instructors who are teaching in Preparatory Classes at Başkent University. The quantitative results were analyzed in two sub sections, in terms of the participant teachers' years of teaching experience and majors.

4.2.1. The Questionnaire Results Regarding The Years Of Teaching Experience

The following are the results of the frequencies of the participant teachers' responses to the questionnaire with regard to their years of experience.

Figure 4. 1. The Results Of The Frequencies Of The Participant Teachers' Responses To The Questionnaire With Regard To Their Years Of Experience

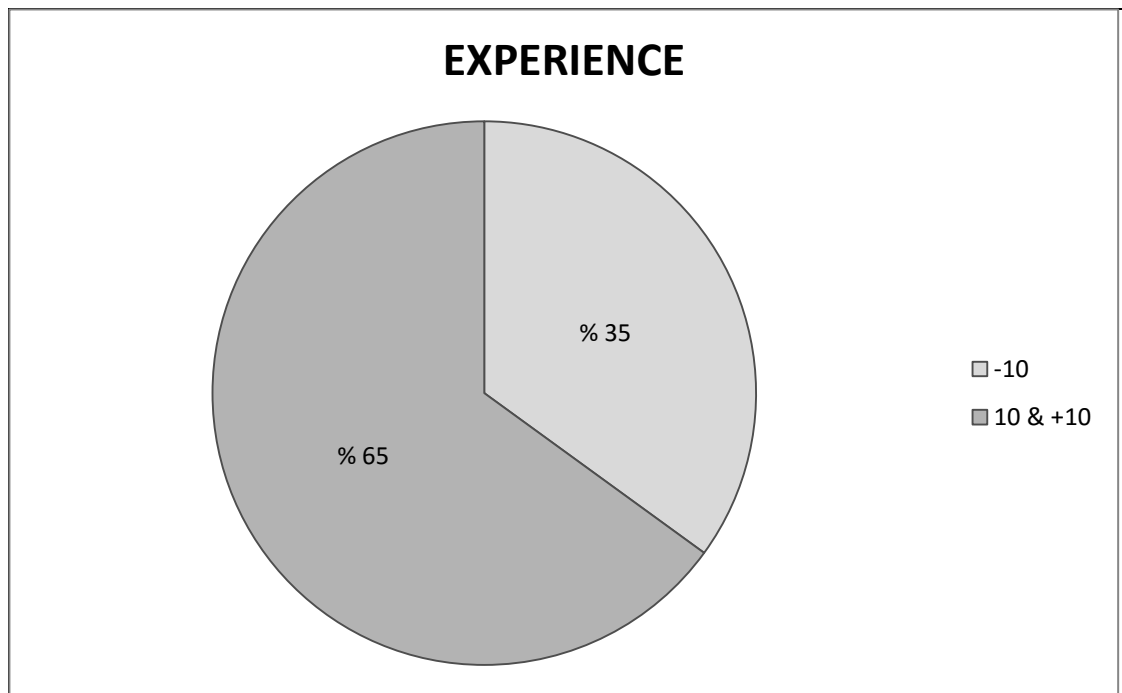


Figure 4.1., demonstrates the distribution of the participants in two groups regarding their years of experience in teaching English. Figure 4.1. shows that 65 % of the participants have 10 or more than 10 years of teaching experience as an English instructor on the other hand 35% of the participants have less than 10 years of teaching experience as an English instructor.

The participant teachers' responses to the questionnaire is displayed in the frequency table below.

Table 4. 1. The Frequency Table Related To The Participant Teachers' Responses To The Questionnaire

Statement	YEARS OF EXPERIENCE	SD %	D %	UN %	A %	SA %
1. Teachers should present grammar to learners before expecting them to use it.	-10	14,3	19	9,5	28,6	28,6
	10&+10	2,6	7,7	10,3	53,8	25,6
2. Learners who are aware of grammar rules can use the language more effectively than those who are not.	-10	0	23,8	23,8	33,3	19
	10&+10	2,6	23,1	10,3	48,7	15,4
3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.	-10	0	9,5	19	57,1	14,3
	10&+10	2,6	2,6	20,5	59	15,4
4. Teaching the rules of English grammar directly is more appropriate for older learners.	-10	0	19	42,9	28,6	9,5
	10&+10	2,6	15,4	25,6	48,7	7,7
5. During lessons, a focus on grammar should come after communicative tasks, not before.	-10	4,8	4,8	23,8	28,6	38,1
	10&+10	2,6	20,5	28,2	38,5	10,3
6. Grammar should be taught separately, not integrated with other skills such as reading and writing.	-10	42,9	52,4	0	0	4,8
	10&+10	28,2	56,4	5,1	10,3	0
7. In a communicative approach to language teaching grammar is not taught directly.	-10	0	0	14,3	38,1	47,6
	10&+10	0	2,6	15,4	64,1	17,9

8. In learning grammar, repeated practice allows learners to use structures fluently.	-10	0	4,8	9,5	61,9	23,8
	10&+10	2,6	2,6	12,8	53,8	28,2
9. In teaching grammar, a teacher's main role is to explain the rules.	-10	23,8	47,6	19	9,5	0
	10&+10	7,7	43,6	12,8	33,3	2,6
10. It is important for learners to know grammatical terminology.	-10	14,3	33,3	28,6	23,8	0
	10&+10	23,1	20,5	30,8	25,6	0
11. Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	-10	19	52,4	9,5	19	0
	10&+10	12,8	41	12,8	30,8	2,6
12. Grammar learning is more effective when learners work out the rules for themselves.	-10	0	0	19	33,3	47,6
	10&+10	2,6	5,1	17,9	41	33,3
13. Indirect grammar teaching is more appropriate with younger than older learners.	-10	0	0	19	52,4	28,6
	10&+10	0	7,7	17,9	51,3	23,1
14. Formal grammar teaching does not help learners become more fluent.	-10	0	4,8	33,3	52,4	9,5
	10&+10	0	15,4	15,4	48,7	20,5
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	-10	0	23,8	23,8	38,1	14,3
	10&+10	7,7	33,3	23,1	30,8	5,1

4.2.1.1. The Role Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers' beliefs about the role of grammar. The following are the results of the frequencies obtained from item 2 and item 15 to figure out the participant teachers' beliefs about the role of grammar in language learning.

Item 2: learners who are aware of grammar rules can use the language more effectively than who are not.

According to the results, which is displayed above, almost half of the participants who have less than 10 years of experience in teaching English SA (19%) and A (33,3%) support the statement in item 2 "Learners who are aware of grammar rules can use the language more effectively than those who are not." On the other side, more than half of the the participants who have 10 or more than 10 years of experience in teaching English SA (15,4%) and A (48,7%) agree with the statement. This means that participants who have 10 or more than 10 years of experience in teaching English agree more with item 2 than those who have less than 10 years of experience in teaching English.

Item 15: It is necessary to study the grammar of a second or foreign language in order to speak it fluently.

The responses to item 15 show that the number of participants with less than 10 years of experience SA (14,3%) and A (38,1%) have a stronger belief in the necessity of studying the grammar of a language in order to speak it fluently. On the other hand, the participants who have 10 or more than 10 years of teaching experience have a stronger opinion that studying the structure of a language does not help learners speak it fluently SA (5,1%) and A (30,8%). However, 23,8% of the participants with less than 10 years of experience and 23,1% of the participants with 10 or more than 10 years of experience are not sure yet if language learning necessitates studying the grammar of it or not. The result indicates that the participants with less than 10 years of experience have a greater tendency to teach grammar believing that it will be advantageous for their learners to speak fluently.

4.2.1.2. The Presentation Of Grammar

4.2.1.2.1. Explicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers' beliefs about presenting grammar explicitly. The following are the results of the frequencies obtained from item 1, item 4, item 6, item 9 and item 10 to find out the participant teachers' beliefs about presenting grammar explicitly by taking the participant teachers' years of experience into account.

Item 1 teachers should present grammar to learners before expecting them to use it.

Table 4.1. reveals that almost half of the participants who have less than 10 years of experience in teaching English think that "Teachers should present grammar to learners before expecting them to use it" (SA 28,6% and A 28,6%). On the other hand, a big majority of the participants who have 10 or more than 10 years of experience in teaching English favour presenting grammar to learners before expecting them to use it (SA 25,6 and A 53,8). According to the frequencies shown in Table 4.1., it is obvious that there is a great difference between the groups. It can be concluded from Table 4.1. that the participants who have 10 or more than 10 years of experience in teaching English agree more with item 1 than the participants who have less than 10 years of experience in teaching English.

Item 4: Teaching the rules of English grammar directly is more appropriate for older learners.

Less than half of the participants who have less than 10 years of teaching experience believe that teaching grammar directly to older learners is more proper (SA 9,5% and A 28,6%) while more than half of the participants with 10 or more than 10 years of experience in teaching English agree with the statement in item 4 "Teaching the rules of English grammar directly is more appropriate for older learners" (SA 7,7% and A 48,7%). This result suggests that the participants holding 10 or more than 10 years of experience in teaching English have a greater tendency to teach grammar to older learners explicitly.

Item 6: Grammar should be taught separately, not integrated with other skills, such as reading and writing.

With respect to the statement in item 6, which is “Grammar should be taught separately, not integrated with other skills such as reading and writing”, most of the participants from both groups believe that grammar should be taught implicitly through the four skills, i.e. integrated with reading, writing, listening and speaking. However, the participants with less than 10 years of experience (SD 42,9% and D 52,4%) have a greater tendency to skill based grammar teaching than the participants with 10 or more than 10 years of experience (SD 28,2% and D 56,4%).

Item 10: It is important for learners to know grammatical terminology.

It is obvious from the statistical results that a small number of participants with less than 10 years of teaching experience believe that studying grammatical terminology is necessary for learners to learn a language (A 23,8%). However, most of the participants from this group think the opposite (SD 14,3% and D 33,3%). In a similar manner, a small percentage of the participants with 10 or more than 10 years of teaching experience favour the statement in item 10 (A 25,6%), many of them albeit think the opposite (SD 23,1% and D 20,5%). Besides that, 28,6% participants having less than 10 years of experience and 30,8% of the participants are unsure, which might mean that they do not know whether the use of grammatical terminology is necessary for learners or not. It can be said that nearly half of the participants from both groups disagree with the statement in item 10.

4.2.1.2.2. Implicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers' beliefs about presenting grammar implicitly. Following are the results of the frequencies obtained from item 5, item 7, item 12, item 13 and item 14 to see the participant teachers' beliefs about presenting grammar implicitly by taking the participant teachers' years of experience into account.

Item 5: During lessons, a focus on grammar should come after communicative tasks, not before.

Regarding to item 5, a great percentage of the participants with less than 10 years of experience in teaching English have a strong belief that during lessons an English instructor should prioritize communicative tasks, not grammar (SA 38,1% and A 28,6%). However, nearly half of the participants having 10 or more than 10 years of experience in teaching English agree with the statement “During lessons, a focus on grammar should come after communicative tasks, not before” (SA 10,3% and A 38,5%). This indicates that the participants having less 10 years of experience in teaching English agree more with the statement in item 5. In addition to that, it is evident that there is a big difference according to those results shown in Table 5.

Item 7: In a communicative approach to language teaching, grammar is not taught directly.

As for item 7, the participants with less than 10 years of experience (SA 47,6% and A 38,1%) and the participants with 10 or more than 10 years of experience (SA 17,9% and A 64,1%) show a similar attitude. According to the frequency results, a majority of the participants from both groups believe that communicative approach necessitates indirect grammar teaching. As it is seen from the Table 7, there is a small difference between the groups.

Item 12: Grammar learning is more effective when learners work out the rules for themselves.

With regard to item 12, majority of the participants with less than 10 years of experience believe that grammar should be taught inductively through examples (SA 33,3% and A 47,6%). Likewise, the participants having 10 or more than 10 years of experience also support inductive grammar teaching (SA 41% and A 33,3%). This means that most of the participants from each group hold an opinion that learners should discover the rules of a new grammatical structure by themselves through examples so that they can learn and remember them better. However, the participants owning less than 10 years of experience agree more with the statement in item 12

“Grammar learning is more effective when learners work out the rules for themselves.” It can be also seen that there is no big difference between the groups.

Item 13: Indirect grammar teaching is more appropriate with younger than older learners.

According to participants' response to the statement in item 13 that “Indirect grammar teaching is more appropriate with younger than older learners” a great majority of the participants with less than 10 years of experience (SA 28,6% and A 52,4%) and similarly a big percentage of the participants with 10 or more than 10 years of experience (SA 23,1% and A 51,3%) favour indirect grammar teaching. However, 19% of the participants with less than 10 years of experience and 17,9 % of the participants with 10 or more than 10 years of experience seem to be neutral about indirect grammar teaching, which might indicate that they are unsure whether indirect or direct grammar teaching is suitable for younger learners. The Table 4.1. reveals that the participants with less than 10 years of experience hold a stronger belief that teaching grammar implicitly is more appropriate.

Item 14: Formal grammar teaching does not help learners become more fluent.

More than half of the participants with less than 10 years of experience (SA 9,5% and A 52,4%) and with 10 or more than 10 years of experience (SA 20,5% and A %48,7) agree with the statement in item 14 that “Formal grammar teaching does not help learners become fluent.” This result indicates that participants from both groups seem to be divided in their responses to the statement that the ability to speak English fluently is not dependent on studying memorizing formal grammar rules of English. Interestingly, 33,3% of the participants with less than 10 years of experience and 15,4% of the participants with 10 or more than 10 years of experience are not sure whether formal grammar teaching is beneficial for language learners to become fluent in a language. However, it is obvious that the participants who have 10 or more than 10 years of experience agree more with the statement than the ones who have less than 10 years of experience.

4.2.1.3. The Practise Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers' beliefs about practicing grammar. Following are the results of the frequencies obtained from item 3 and item 8 to figure out the participant teachers' beliefs about the practise of grammar.

Item 3: Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.

In item 3, a big percentage of the participants from both groups, with less than 10 years of experience in teaching English (SA 14,3% and A 57,1%) and those with 10 or more than 10 years of experience (SA 15,4% and A 59%) believe that grammar exercises help learners improve fluency in using newly introduced structure. In addition to this, it is evident that there is a little difference between those two groups (3%) about item 3. This means that although there is no big percentage of difference between the groups, the participants having 10 or more than years of experience in teaching English agree more with the statement "Exercises that get learners to practice grammar structures help learners develop fluency in using grammar."

Item 8: In learning grammar, repeated practice allows learners to use structures fluently.

According to the results for item 8, a great majority of the participants having less than 10 years of teaching experience favour the repetition of newly introduced grammatical structures through practice (SA 23,8% and A 61,9%). Similarly, the participants having 10 or more than 10 years of teaching experience also believe that repeated practices of newly introduced grammatical structures help learners learning (SA 28,2% and A 53,8%). It is obvious that the participants with less than 10 years of experience have a greater tendency to the statement "In learning grammar, repeated practice allows learners to use structures fluently." However, according to the results shown in the Table 4.1., there is a small difference between the groups, which may not be enough to interpret.

4.2.1.4. Error Correction

In the questionnaire, there was one question that aimed at measuring the participant teachers' beliefs about correcting spoken grammatical errors. The following are the results of the frequencies obtained from item 11 to figure out the participant teachers' beliefs about correcting students' spoken grammatical errors.

Item 11: Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.

A small percentage of the participants with less than 10 years of experience agree with the statement that teachers should correct learners' spoken grammatical errors (A 19%), but most of them believe that learners' spoken grammatical errors can be ignored (SD 19% and D 52,4%). On the other hand, the participants with 10 or more than 10 years of experience give importance to the correction of spoken grammatical errors (SA 2,6% and A 30,8%) whereas the remaining of this group have an opinion that correcting learners' spoken grammatical errors is not one of the teacher's key roles SD (12,8%) and D (41%) . Therefore, it is evident that the participants having 10 or more than 10 years of experience agree more with the statement in item 11 "Correcting learners' spoken grammatical errors in English is one of the teacher's key roles." There is a significant difference between the groups.

4.2.2. Analysis Of The Relationship Between The Participant Teachers' Years Of Experience And Their Responses

In this section, whether or not the participant teachers' years of experience played a statistically significant role in their beliefs about the four concepts, which are the role of grammar in language classes, presenting grammar, practicing grammar and error correction.

4.2.2.1. The Role Of Grammar

The following are the results of the Mann Withney U-Test which was applied for item 2 and item 15 so that it could be figured out whether the participant teachers' beliefs

about the role of grammar in their lessons were influenced by their years of teaching experience or not.

Table 4. 2. Item 2: Learners who are aware of grammar rules can use the language more effectively than those who are not.

Item 2	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Learners who are aware of grammar rules can use the language more effectively than those who are not.	Less experienced -10 YRS	21	3,48	1,08	396,000	0,825
	More experienced 10 & +10 YRS	39	3,51	1,10		

According to the *Table 4.2.*, it is seen that the group of less experienced has a mean of 3,48 with a standard deviation of 1,08. What's more, the significance value is 0,82. On the other hand, the group of more experienced has a mean of 3,51 with a standard deviation of 1,10. This means that no significant difference between the groups is observed ($p>0.05$); however, the difference about the statement in item 2 "Learners who are aware of grammar rules can use the language more effectively than those who are not." is greater for the participants who have 10 or more than 10 years of teaching experience.

Table 4. 3. Item 15: It is necessary to study the grammar of a second or foreign language in order to speak it fluently.

Item 15	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	Less experienced	21	3,43	1,03	307,000	0,098
	-10 YRS					
	More experienced	39	2,92	1,09		
	10 & +10 YRS					

According to the *Table 4.3.*, it is evident that the group of less experienced participants has a mean of 3,43 with a standard deviation of 1,03. What's more, the significance value is 0,09. On the other hand, the group of more experienced participants has a mean of 2,92 with a standard deviation of 1,09. This means that although there is no significant difference between the groups ($p>0.05$), the the difference about the statement in item 15 "It is necessary to study the grammar of a second or foreign language in order to speak it fluently." is greater for the participants with less than 10 years of teaching experience.

4.2.2.2. The Presentation Of Grammar

The following are the results of the Mann Withney U-Test which was applied for item 1 item 4, item 6, item 9, item 10 item and item 5 item 7, item 12, item 13, item 14 in order that it could be seen whether the participant teachers' beliefs about explicit grammar teaching and implicit grammar teaching were influenced by their years of teaching experience or not.

Table 4. 4. Item 1: Teachers should present grammar to learners before expecting them to use it.

Item 1	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Teachers should present grammar to learners before expecting them to use it.	Less experienced -10 YRS	21	3,38	1,47	338,500	0,243
	More experienced 10 & +10 YRS	39	3,92	0,96		

From the *Table.4.4.*, it is seen that the participants with less than 10 years of teaching experience has a mean of 3,38 with a standard deviation of 1,47. What's more, the significance value is 0,24. On the other hand, the participants holding 10 or more than 10 years of teaching experience has a mean of 3,92 with a standard deviation of 0,96. This indicates that although there is no significant difference between the groups ($p>0.05$), the difference about the statement in Item 1 "Teachers should present grammar to learners before expecting them to use it" is greater for the more experienced group than for the less experienced group as it is concluded from Table 4.4.

Table 4. 5. Item 4: Teaching the rules of English grammar directly is more appropriate for older learners.

Item 4	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Teaching the rules of English grammar directly is more appropriate for older learners.	Less experienced	21	3,29	0,90	358,000	0,398
	-10 YRS					
	More experienced	39	3,44	0,94		
	10 & +10 YRS					

It is seen in *Table.4.5.* that the group of less experienced has a mean of 3,29 with a standard deviation of 0,90. What's more, the significance value is 0,39. On the other hand, the group of more experienced has a mean of 3,44 with a standard deviation of 0,94. This means that there is no significant difference between the groups ($p>0.05$); nevertheless, the difference in Item 4 "Teaching the rules of English grammar directly is more appropriate for older learners." is greater for the participants having 10 or more than years of teaching experience.

Table 4. 6. Item 6: Grammar should be taught separately, not integrated with other skills such as reading and writing.

Item 6	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Grammar should be taught separately, not integrated with other skills such as reading and writing.	Less experienced -10 YRS	21	1,71	0,90	330,500	0,170
	More experienced 10 & +10 YRS	39	1,97	0,87		

The *Table 4.6.* reveals that the group of less experienced participants has a mean of 1,71 with a standard deviation of 0,90. What's more, the significance value is 0,17. On the other hand, the group of more experienced participants has a mean of 1,97 with a standard deviation of 0,87. This indicates that there is no significant difference between the groups ($p>0.05$); however, the difference in the statement in Item 6 "Grammar should be taught separately, not integrated with other skills such as reading and writing." is greater for the participants with 10 and more than 10 years of teaching experience.

Table 4. 7. Item 9: In teaching grammar, a teacher's main role is to explain the rules.

Item 9	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
In teaching grammar, a teacher's main role is to explain the rules.	Less experienced -10 YRS	21	2,14	0,91	275,500	0,028*
	More experienced 10 & +10 YRS	39	2,79	1,08		

* $p<0.05$

From the *Table.4.7*, it is seen that the group of less experienced participants has a mean of 2,14 with a standard deviation of 0,91. What's more, the significance value is 0,02. On the other hand, the group of more experienced participants has a mean of 2,79 with a standard deviation of 1,08. This indicates that there is a significant difference between the groups ($p<0.05$), which means that the difference in the statement in Item 9 "In teaching grammar, a teacher's main role is to explain the rules." is greater for the participants with 10 and more than 10 years of teaching experience.

Table 4. 8. Item 10: It is important for learners to know grammatical terminology.

Item 10	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
It is important for learners to know grammatical terminology.	Less experienced	21	2,62	1,02	406,500	0,962
	-10 YRS					
	More experienced	39	2,59	1,12		
	10 & +10 YRS					

It is seen from the *Table 4.8*. that the group of less experienced participants has a mean of 2,62 with a standard deviation of 1,02. What's more, the significance value is 0,96. On the other hand, the group of more experienced participants has a mean of 2,59 with a standard deviation of 1,12. This means that there is no significant difference between the both groups ($p>0.05$), but the difference in the statement in Item 10 "It is important for learners to know grammatical terminology." is greater for the participants with less than 10 years of teaching experience.

Table 4. 9. Item 5: During lessons, a focus on grammar should come after communicative tasks, not before.

Item 5	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
During lessons, a focus on grammar should come after communicative tasks, not before.	Less experienced	21	3,90	1,14	280,000	0,037
	-10 YRS					
	More experienced	39	3,33	1,01		
	10 & +10 YRS					

From the *Table 4.9.*, it is seen that the group of less experienced has a mean of 3,90 with a standard deviation of 1,14. What's more, the significance value is 0,03. On the other hand, that the group of more experienced has a mean of 3,33 with a standard deviation of 1,01. This indicates that although there is no significant difference between the groups ($p > 0.05$), the difference in the statement in Item 5 "During lessons, a focus on grammar should come after communicative tasks, not before." is greater for the participants who have less than 10 years of teaching experience.

Table 4. 10. Item 7: In a communicative approach to language teaching grammar is not taught directly.

Item 7	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
In a communicative approach to language teaching grammar is not taught directly.	Less experienced	21	4,33	0,73	296,000	0,050
	-10 YRS					
	More experienced	39	3,97	0,67		
	10 & +10 YRS					

From the *Table.4.10*, it is seen that the group of less experienced has a mean of 4,33 with a standard deviation of 0,73. What's more, the significance value is 0,05. On the other hand, the group of more experienced has a mean of 3,97 with a standard deviation of 0,67. Therefore, it is evident that although there is no significant difference between the groups ($p>0.05$), the difference in the statement in Item 7 "In a communicative approach to language teaching grammar is not taught directly." is greater for the participants with less than 10 years of teaching experience.

Table 4. 11. Item 12: Grammar learning is more effective when learners work out the rules for themselves.

Item 12	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Grammar learning is more effective when learners work out the rules for themselves.	Less experienced -10 YRS	21	4,29	0,78	342,000	0,265
	More experienced 10 & +10 YRS	39	3,97	0,99		

From the *Table 4.11.*, it is seen that the group of less experienced participants has a mean of 4,29 with a standard deviation of 0,78. What's more, the significance value is 0,26. On the other hand, the group of more experienced has a mean of 3,97 with a standard deviation of 0,99. This shows that although there is no significant difference between the groups ($p>0.05$), the difference in the statement in item 12 "Grammar learning is more effective when learners work out the rules for themselves." is greater for the participants who have less teaching experience.

Table 4. 12. Item 13: Indirect grammar teaching is more appropriate with younger than with older learners.

Item 13	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Indirect grammar teaching is more appropriate with younger than with older learners.	Less experienced -10 YRS	21	4,10	0,70	366,000	0,462
	More experienced 10 & +10 YRS	39	3,90	0,85		

It can be observed from the *Table 4.12.* that the group of less experienced participants has a mean of 4,10 with a standard deviation of 0,70. What's more, the significance value is 0,46. On the other hand, the group of more experienced participants has a mean of 3,90 with a standard deviation of 0,85. This shows that although there is no significant difference between the groups ($p>0.05$), the difference in the statement in item 13 "Indirect grammar teaching is more appropriate with younger than with older learners." is greater for the participants with less than 10 years of teaching experience.

Table 4. 13. Item 14: Formal grammar teaching does not help learners become more fluent.

Item 14	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Formal grammar teaching does not help learners become more fluent.	Less experienced -10 YRS	21	3,67	0,73	372,500	0,536
	More experienced 10 & +10 YRS	39	3,74	0,97		

From the *Table 4.13*, it is obvious that the group of less experienced participants has a mean of 3,67 with a standard deviation of 0,73. What's more, the significance value is 0,53. On the other hand, the group of more experienced participants has a mean of 3,74 with a standard deviation of 0,97. This indicates that although no significant difference between the groups is observed ($p>0.05$), the difference in the statement in item 14 "Formal grammar teaching does not help learners become more fluent." is greater for the participants with 10 or more than 10 years of teaching experience.

4.2.2.3. The Practice Of Grammar

Following are the results of the Mann Withney U-Test which was applied for item 3 and item 8 to find out whether the participant teachers' beliefs about the role of grammar practice in teaching grammar were influenced by their years of teaching experience or not.

Table 4. 14. Item 3: Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.

Item 3	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.	Less experienced	21	3,76	0,83	393,000	0,774
	-10 YRS					
	More experienced	39	3,82	0,82		
	10 & +10 YRS					

From the *Table 4.14.*, it is observed that the group of less experienced has a mean of 3,76 with a standard deviation of 0,83. What's more, the significance value is 0,77. On the other hand, the group of more experienced has a mean of 3,82 with a standard deviation of 0,82. This indicates that although there is no significant difference between the groups ($p>0.05$), the difference in the statement in Item 3 "Exercises that get learners to practise grammar structures help learners develop fluency in using grammar"

is greater for the participants who have 10 or more than 10 years of teaching experience.

Table 4. 15. Item 8: In learning grammar, repeated practice allows learners to use structures fluently.

Item 8	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
In learning grammar, repeated practice allows learners to use structures fluently.	Less experienced -10 YRS	21	4,05	0,74	405,500	0,945
	More experienced 10 & +10 YRS	39	4,03	0,87		

According to the *Table 4.15.*, it is obvious that the participants with less than 10 years of teaching experience has a mean of 4,05 with a standard deviation of 0,74. What's more, the significance value is 0,94. On the other hand, the participants with 10 and more than 10 years of teaching experience has a mean of 4,03 with a standard deviation of 0,87. This means that although there is no significant difference between the both groups ($p>0.05$), the difference in the statement in Item 8 "In learning grammar, repeated practice allows learners to use structures fluently." is greater for the group of less experienced participants.

4.2.2.4. Error Correction

The following are the results of the Mann Withney U-Test which was applied for item 11 in order to figure out whether the participant teachers' beliefs about the way correcting students' spoken errors were influenced by their years of teaching experience or not.

Table 4. 16. Item 11: Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.

Item 11	EXPERIENCE	N	Mean	Std. Deviation	Mann Whitney U	P
Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	Less experienced -10 YRS	21	2,29	1,01	328,000	0,179
	More experienced 10 & +10 YRS	39	2,69	1,13		

From the *Table 4.16.*, it is seen that the group of less experienced participants has a mean of 2,29 with a standard deviation of 1,01. What's more, the significance value is 0,179. On the other hand, the group of more experienced participants has a mean of 2,69 with a standard deviation of 1,13. This indicates that although there is no significant difference between the both groups ($p > 0.05$), the difference in the statement in item 11 "Correcting learners' spoken grammatical errors in English is one of the teacher's key roles." is greater for the participants with 10 and more than 10 years of teaching experience.

4.2.3. The Questionnaire Results Regarding Majors

The following are the frequency results of the participant teachers' responses to the questionnaire taking their majors into account.

Figure 4. 2. The Questionnaire Results Regarding Majors

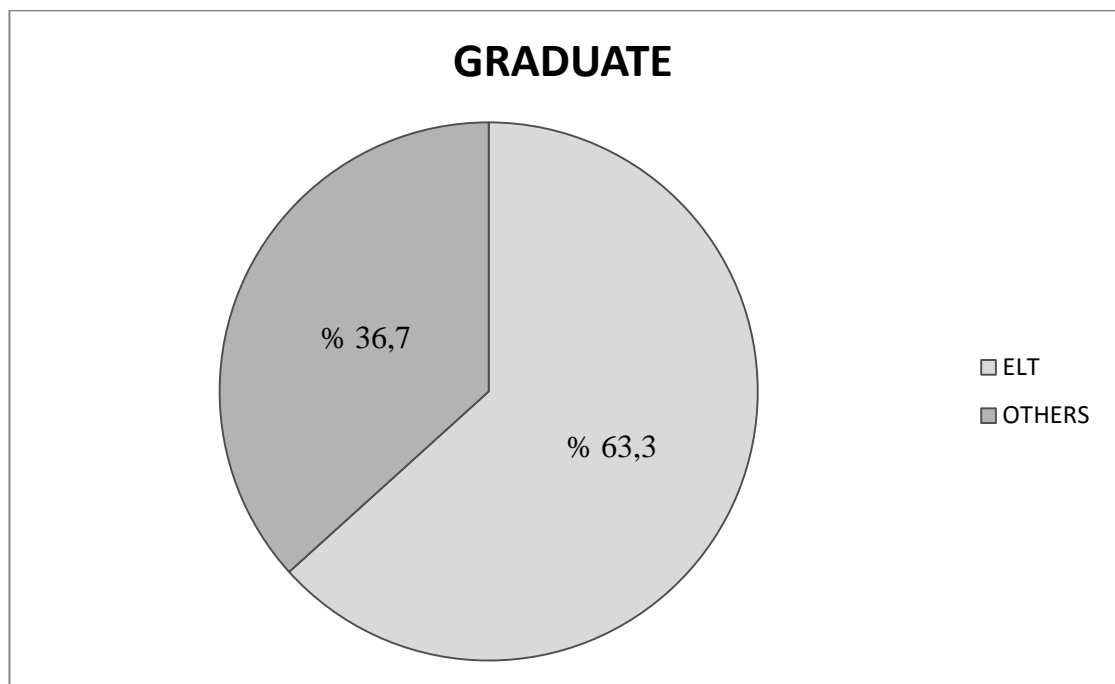


Figure 4.2., demonstrates the distribution of the participants in two groups concerning their majors. According to the Figure 4.2., 63,3 % of the participants are ELT graduates, and 36,7% of the participants are the graduates of other departments.

The participant teachers' responses to the questionnaire is displayed in the frequency table below.

Table 4. 17. The Frequency Results Related To The Participant Teachers' Responses To The Questionnaire

Statement	MAJOR	SD	D	UN	A	SA
		%	%	%	%	%
1. Teachers should present grammar to learners before expecting them to use it.	ELT	5,3	10,5	5,3	50	28,9
	OTHERS	9,1	13,6	18,2	30,4	22,7
2. Learners who are aware of grammar rules can use the language more effectively than those who are not.	ELT	2,6	28,9	15,8	39,5	13,2
	OTHERS	0	13,6	13,6	50	22,7
3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.	ELT	2,6	7,9	15,8	60,5	13,2
	OTHERS	0	0	27,3	54,5	18,2
4. Teaching the rules of English grammar directly is more appropriate for older learners.	ELT	2,6	18,4	31,6	42,1	5,3
	OTHERS	0	13,6	31,8	40,9	13,6
5. During lessons, a focus on grammar should come after communicative tasks, not before.	ELT	5,3	7,9	28,9	36,8	21,1
	OTHERS	0	27,3	22,7	31,8	18,2
6. Grammar should be taught seperately, not integrated with other skills such as reading and writing.	ELT	31,6	57,9	2,6	5,3	2,6
	OTHERS	36,4	50	4,5	9,1	0
7. In a communicative approach to language teaching grammar is not taught directly.	ELT	0	2,6	10,5	55,3	31,6
	OTHERS	0	0	22,7	54,5	22,7

8. In learning grammar, repeated practice allows learners to use structures fluently.	ELT	2,6	5,3	13,2	52,6	26,3
	OTHERS	0	0	9,1	63,6	27,3
9. In teaching grammar, a teacher's main role is to explain the rules.	ELT	10,5	50	13,2	23,7	2,6
	OTHERS	18,2	36,4	18,2	27,3	0
10. It is important for learners to know grammatical terminology.	ELT	21,1	23,7	31,6	23,7	0
	OTHERS	18,2	27,3	27,3	27,3	0
11. Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	ELT	15,8	47,4	13,2	21,1	2,6
	OTHERS	13,6	40,9	9,1	36,4	0
12. Grammar learning is more effective when learners work out the rules for themselves.	ELT	2,6	5,3	18,4	47,4	26,3
	OTHERS	0	0	18,2	22,7	59,1
13. Indirect grammar teaching is more appropriate with younger than older learners.	ELT	0	2,6	18,4	55,3	23,7
	OTHERS	0	9,1	18,2	45,5	27,3
14. Formal grammar teaching does not help learners become more fluent.	ELT	0	15,8	23,7	50	10,5
	OTHERS	0	4,5	18,2	50	27,3
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	ELT	2,6	31,6	21,1	36,8	7,9
	OTHERS	9,1	27,3	27,3	27,3	9,1

4.2.3.1. The Role Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers' beliefs about the role of grammar. The following are the results of the frequencies obtained from item 2 and item 15 to figure out the participant teachers' beliefs about the role of grammar.

Item 2: Learners who are aware of grammar rules can use the language more effectively than who are not.

As to the statement in item 2, "Learners who are aware of grammar rules can use the language more effectively than those are not" almost half of the ELT graduates agree that grammatical awareness plays a significant role in language learning and teaching (SA 13,2% and A 39,5%). On the other hand, a very big percentage of the graduates of OTHER departments agree with the idea in item 2 (SA 22,7% and A 50%). Therefore, it can be concluded that the graduates of OTHER departments agree more with item 2 than the graduates of ELT.

Item 15: It is necessary to study the grammar of a second or foreign language in order to speak it fluently.

Less than half of the participants both from the graduates of ELT (SA 7,9% and A 36,8%) and from the graduates of OTHER departments (SA 9,1% and A 27,3%) favour the statement in item 15 that "It is necessary to study the grammar of a second or foreign language in order to speak it fluently." In addition to this, less than half of the participants from the ELT graduates (SD 2,6% and D 31,6%) and from the graduates of OTHER departments (SD 9,1% and D 27,3%) disfavour the item 15 and 21,1% from the graduates of ELT and 27,3 % from the graduates of OTHER departments feel unsure. Hence it is obvious that there isn't a strong belief among each group about whether speaking a foreign language necessitates studying grammar or not.

4.2.3.2. The Presentation Of Grammar

4.2.3.2.1. Explicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers' beliefs about presenting grammar explicitly. The following are the results of the frequencies obtained from item 1, item 4, item 6, item 9 and item 10 to find out the participant teachers' beliefs about presenting grammar explicitly by taking the participant teachers' majors into account.

Item 1 teachers should present grammar to learners before expecting them to use it.

Table 1 indicates that a great majority of the ELT graduates believe that "Teachers should present grammar to learners before expecting them to use it" (SA 28,9% and A 50%). Similarly, almost half of the graduates of OTHER departments prefer presenting grammar to learners before expecting them to use it (SA 22,7 and A 30,4).

Item 4: Teaching the rules of English grammar directly is more appropriate for older learners.

Nearly half of each group, ELT graduates (SA 5,3% and A 42,1%) and graduates of OTHER departments (SA 13,6% and A 40,9%) favour teaching grammar directly to older learners. This result reveals that each group has an almost equal tendency to item 4 "Teaching the rules of English grammar directly is more appropriate for older learners." However, a big percentage of the participants from each group, ELT graduates (UN 31,6%) and graduates of OTHER departments (UN 31,8%), is fairly high. It could be concluded that they are still not sure whether the teaching of grammar directly is more appropriate for older learners or not.

Item 6: Grammar should be taught seperately, not integrated with other skills, such as reading and writing.

In item 6, both ELT graduates (SA 2,6% and A 5,3%) and graduates of OTHER Departments (SA 0% and A 9,1%) disfavour teaching grammar seperately, instead they believe that grammar should be taught integrated with other skills such as reading and

writing. This means that both groups prefer integrating the new structure of a lesson with skills while teaching it; however, there is a small of difference between the groups.

Item 9: In teaching grammar, a teacher’s main role is to explain the rules.

The statement in item 9, “In teaching grammar, a teacher’s main role is to explain the rules” is supported by a small number of the participants from both the graduates of ELT (SA 2,6% and A 23,7%) and the graduates of OTHER departments (SA 0% and A 27,3%). This reveals that most of the participants from both groups favour teaching grammar implicitly although there is a small difference between them.

Item 10: It is important for learners to know grammatical terminology.

Regarding to the statement in item 10, “It is important for learners to know grammatical terminology”, a minority of the participants from each group, the graduates of ELT (A 23,7%) and the graduates of OTHER departments (A 27,3%) favour the idea in item 10. Instead, both groups, ELT graduates (SD 21,1% and D 23,7%) and the graduates of OTHER departments (SD 18,2% and D 27,3%), disfavour teaching grammatical terminology. This shows that the participants from each group do not give importance to teaching grammatical terminology.

4.2.3.2.2. Implicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers’ beliefs about presenting grammar implicitly. The following are the results of the frequencies obtained from item 5, item 7, item 12, item 13 and item 14 to see the participant teachers’ beliefs about presenting grammar implicitly by taking the participant teachers’ majors into account.

Item 5: During lessons, a focus on grammar should come after communicative tasks, not before.

With regard to the idea in item 5, more than half of the ELT graduates believe that after communicative tasks, a focus on grammar should come (SA 21,1% and A 36,8%). On the other hand, nearly half of the graduates of OTHER departments give priority to communicative tasks not grammar during lessons. It is evident that the groups do not

share the same beliefs about when to teach grammar, that is, after or before communicative tasks.

Item 7: In a communicative approach to language teaching, grammar is not taught directly.

The statement in item 7, “In a communicative approach to language teaching, grammar is not taught directly”, is supported by a great majority of the graduates of ELT (SA 31,6% and A 55,3%) and the graduates of OTHER departments (SA 22,7% and A 54,5%). This result shows that most of the participants from each group give preference to an inductive grammar teaching in their classes. Yet there is a small difference between the groups.

Item 12: Grammar learning is more effective when learners work out the rules for themselves.

A majority of the participants from the graduates of ELT (SA 26,3% and A 47,4%) and from the graduates of OTHER departments (SA 59,1% and A 22,7%) agree with the statement in item 12, “Grammar learning is more effective when learners work out the rules for themselves.” It means that more than half of the instructors from each group think that learners can get more benefits from learning grammar rules when they discover by themselves. However, according to the results, there is a small difference between the groups.

Item 13: Indirect grammar teaching is more appropriate with younger than older learners.

Supporting the statement above in item 13, it can be said that a great majority of the participants from the ELT graduates (SA 23,7% and A 55,3%) on the other hand, from the graduates of OTHER departments (SA 27,3% and A 45,5%) support inductive teaching approach to grammar teaching, by which younger learners can work out grammatical rules from examples by themselves. According to those results, there is a difference between the groups.

Item 14: Formal grammar teaching does not help learners become more fluent.

It is evident that a big number of participants from the graduates of ELT (SA 10,5% A %50) and from the graduates of OTHER departments (SA 27,3% and A 50%) favour

the statement in item 14, “Formal grammar teaching does not help learners become more fluent.” This means that the participants from each group give less importance to formal grammar teaching since they believe that high level of grammar exercises may be useful for learners to learn new elements of grammar. However, there is a small difference between the groups.

4.2.3.3. The Practise Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers’ beliefs about practicing grammar. The following are the results of the frequencies obtained from item 3 and item 8 to figure out the participant teachers’ beliefs about the practise of grammar with regard to their majors.

Item 3: Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.

In item 3, the number of the ELT graduates (13,2%) who strongly agree and the ELT graduates (60,5%) who agree shows that exercises that get learners to practice grammar structures are crucial for developing fluency in using grammar. Likewise, the graduates of OTHER departments support the statement in item 3 (SA 54,5% and A 18,2%). This result shows that both the ELT graduates and the graduates of OTHER departments have a nearly equal tendency to item 3.

Item 8: In learning grammar, repeated practice allows learners to use structures fluently.

The ELT graduates (SA 26,3% and A 52,6%) and the graduates of OTHER departments (SA 27,3% and A 63,6%) both hold strong beliefs regarding the statement in item 8, “In learning grammar repeated practice allows learners to use structures fluently.” This indicates that many of the participants from both groups believe that repetition of newly introduced grammatical structures is necessary to use them fluently.

4.2.3.4. Error Correction

In the questionnaire, there was one question that aimed at measuring the participant teachers' beliefs about correcting spoken grammatical errors. The following are the results of the frequencies obtained from item 11 to figure out the participant teachers' beliefs about correcting students' spoken grammatical errors with regard to their majors.

Item 11: Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.

In item 11, the number of participants from the ELT graduates (SA 2,6% and A 21,1%) indicates that less than half of the participants in this group (23,7%) believe that the teachers should correct learners' spoken grammatical errors. Similarly, less than half of the participants from the graduates of OTHER departments (A 36,4%) believe that correcting spoken grammatical errors is one of the teacher's main roles. This means that most of the instructors from each group hold an opinion that they prefer ignoring grammatical errors which do not hinder the comprehension of messages, although there is a small difference between them according to the results shown in Table 4.17.

4.2.4. The Questionnaire Results Regarding Majors

The following are the results of the participant teachers' responses to the questionnaire taking their majors into account.

4.2.4.1. The Role Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers' beliefs about the role of grammar. The following are the results of the frequencies obtained from item 2 and item 15 to figure out the participant teachers' beliefs about the role of grammar.

Table 4. 18. Item 2: Learners who are aware of grammar rules can use the language more effectively than those who are not.

Item 2	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Learners who are aware of grammar rules can use the language more effectively than those who are not.	ELT	38	3,32	1,12	313,500	0,091
	OTHERS	22	3,82	0,96		

According to the *Table 4.18.*, it is evident that the group of ELT graduates has a mean of 3,32 with a standard deviation of 1,12 and, the significance value is 0,09. On the other hand, the other group, i.e. the graduates of OTHER departments, has a mean of 3,82 with a standard deviation of 0,96. This indicates that although there is no significant difference between the groups ($p>0.05$), the difference in Item 2, “Learners who are aware of grammar rules can use the language more effectively than those who are not.”, is greater for the graduates of OTHER departments than for the ELT graduates. That is, the graduates of OTHER departments have a greater tendency to the statement in item 2.

Table 4. 19. Item 15: It is necessary to study the grammar of a second or foreign language in order to speak it fluently.

Item 15	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	ELT	38	3,16	1,05	386,000	0,609
	OTHERS	22	3,00	1,15		

According to the results in *Table 4.19.*, it is evident that the group of ELT graduates has a mean of 3,16 with a standard deviation of 1,05. What’s more, the significance value is 0,60. On the other hand, the group of OTHER departments’ graduates has a mean of 3

with a standard deviation of 1,15. This indicates that the statement in Item 15, “It is necessary to study the grammar of a second or foreign language in order to speak it fluently.”, is greater for the ELT graduates than for the graduates of the Other departments, there is no significant difference between the both groups, though ($p>0.05$). In other words, the ELT graduates have a greater tendency to the statement in item 15.

4.2.4.2. The Presentation Of Grammar

4.2.4.2.1. Explicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers’ beliefs about presenting grammar explicitly. The following are the results of the frequencies obtained from item 1, item 4, item 6, item 9 and item 10 to find out the participant teachers’ beliefs about presenting grammar explicitly by taking the participant teachers’ majors into account.

Table 4. 20. Item 1: Teachers should present grammar to learners before expecting them to use it.

Item 1	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Teachers should present grammar to learners before expecting them to use it.	ELT	38	3,87	1,12	344,500	0,231
	OTHERS	22	3,50	1,26		

From the *Table 4.20.*, it is seen that the group of ELT graduates has a mean of 3,87 with a standard deviation of 1,12. What’s more, the significance value is 0,23. On the other hand, the group of graduates of OTHER departments has a mean of 3,50 with a standard deviation of 1,26. This indicates that Item 1, “Teachers should present grammar to learners before expecting them to use it.”, is greater for the ELT graduates than for the graduates of OTHER departments, which means that although there is no statistically

significant difference concerning their majors (ELT graduates & the graduates of OTHER departments) between the two groups ($p>0.05$), the graduates of ELT have a greater tendency to the statement in item 1 than the graduates of OTHER departments.

Table 4. 21. Item 4: Teaching the rules of English grammar directly is more appropriate for older learners.

Item 4	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Teaching the rules of English grammar directly is more appropriate for older learners.	ELT	38	3,29	0,93	361,500	0,359
	OTHERS	22	3,55	0,91		

Table 4.21. shows that the group of ELT graduates has a mean of 3,29 with a standard deviation of 0,93. What's more, the significance value is 0,35. On the other hand, the other group, the graduates of OTHER departments, has a mean of 3,55 with a standard deviation of 0,91. This indicates that although there is no significant difference between the groups ($p>0.05$), Item 4, "Teaching the rules of English grammar directly is more appropriate for older learners.", is greater for the graduates of OTHER departments than for the ELT graduates. This means that graduates of OTHER departments have a greater tendency to the statement in item 4.

Table 4. 22. Item 6: Grammar should be taught separately, not integrated with other skills such as reading and writing.

Item 6	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Grammar should be taught separately, not integrated with other skills such as reading and writing.	ELT	38	1,89	0,89	407,500	0,857
	OTHERS	22	1,86	0,89		

From the *Table 4.22.*, it is seen that the group of ELT graduates has a mean of 1,89 with a standard deviation of 0,89. What's more, the significance value is 0,85. On the other hand, the other group, the graduates of OTHER departments, has a mean of 1,86 with a standard deviation of 0,89. This indicates that although there is no significant difference between the both groups ($p>0.05$), the statement in item 6, "Grammar should be taught separately, not integrated with other skills such as reading and writing.", is greater for the ELT graduates than for the graduates of OTHER departments. That is, the ELT graduates have a greater tendency to integrated grammar teaching.

Table 4. 23. Item 9: In teaching grammar, a teacher's main role is to explain the rules.

Item 9	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
In teaching grammar, a teacher's main role is to explain the rules.	ELT	38	2,58	1,06	413,000	0,935
	OTHERS	22	2,55	1,10		

According to the *Table 4.23.*, it is obvious that the group of ELT graduates has a mean of 2,58 with a standard deviation of 1,06. What's more, the significance value is 0,93. On the other hand, the group of OTHER departments' graduates has a mean of 2,55 with a standard deviation of 1,10. This indicates that although there is no significant difference between the both groups ($p>0.05$), the statement in item 9, "In teaching grammar, a teacher's main role is to explain the rules.", is greater for the ELT graduates than for the graduates of OTHER departments. In other words, the ELT graduates have a greater tendency to the idea in item 9 that explaining the rules of a newly introduced structure is one of the teacher's key roles.

Table 4. 24. Item 10: It is important for learners to know grammatical terminology.

Item 10	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
It is important for learners to know grammatical terminology.	ELT	38	2,58	1,08	406,000	0,849
	OTHERS	22	2,64	1,09		

From the *Table 4.24*, it is seen that the group of ELT graduates has a mean of 2,58 with a standard deviation of 1,08. What's more, the significance value is 0,84. On the other hand, the group of OTHER departments' graduates has a mean of 2,64 with a standard deviation of 1,09. This indicates that although there is no significant difference between the groups ($p > 0.05$), the statement in item 10, "It is important for learners to know grammatical terminology.", is greater for the graduates of Other departments than for the ELT graduates. That is to say, the graduates of OTHER departments have a greater tendency to teaching grammatical terminology.

4.2.4.2.2. Implicit Grammar Teaching

In the questionnaire, there were five questions that aimed at measuring the participant teachers' beliefs about presenting grammar implicitly. The following are the results of the frequencies obtained from item 5, item 7, item 12, item 13 and item 14 to see the participant teachers' beliefs about presenting grammar implicitly by taking the participant teachers' majors.

Table 4. 25. Item 5: During lessons, a focus on grammar should come after communicative tasks, not before.

Item 5	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
During lessons, a focus on grammar should come after communicative tasks, not before.	ELT	38	3,61	1,08	370,500	0,449
	OTHERS	22	3,41	1,10		

From the *Table 4.25.*, it is seen that the group of ELT graduates has a mean of 3,61 with a standard deviation of 1,08. What's more, the significance value is 0,44. On the other hand, the group of OTHER departments' graduates has a mean of 3,41 with a standard deviation of 1,10. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in Item 5, "During lessons, a focus on grammar should come after communicative tasks, not before.", is greater for the ELT graduates than for the graduates of OTHER departments. In other words, the ELT graduates are more likely to teach grammar after communicative tasks.

Table 4. 26. Item 7: In a communicative approach to language teaching grammar is not taught directly.

Item 7	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
In a communicative approach to language teaching grammar is not taught directly.	ELT	38	4,16	0,72	361,000	0,331
	OTHERS	22	4,00	0,69		

From the *Table 4.26.*, it is seen that the group of ELT graduates has a mean of 4,16 with a standard deviation of 0,72. What's more, the significance value is 0,85. On the other hand, the group of OTHER departments' graduates has a mean of 4 with a standard deviation of 0,69. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in item 7, "In a communicative approach to language

teaching grammar is not taught directly”, is greater for the ELT graduates than for the graduates of OTHER departments. This means that the ELT graduates have a greater tendency to the idea in item 7.

Table 4. 27. Item 12: Grammar learning is more effective when learners work out the rules for themselves.

Item 12	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Grammar learning is more effective when learners work out the rules for themselves.	ELT	38	3,89	0,95	286,000	0,031*
	OTHERS	22	4,41	0,80		

*p<0.05

According to the *Table 4.27.*, it is evident that the group of ELT graduates has a mean of 3,89 with a standard deviation of 0,95. What’s more, the significance value is 0,03. On the other hand, the group of OTHER departments’ graduates has a mean of 4,41 with a standard deviation of 0,80. This indicates that there is difference between the groups ($p>0.05$) although it is not very significant, and the statement in item 12, “Grammar learning is more effective when learners work out the rules for themselves.”, is greater for the graduates of OTHER departments than for the ELT graduates. In other words, the graduates of OTHER departments have a greater tendency to discovery learning stated in item 12.

Table 4. 28. Item 13: Indirect grammar teaching is more appropriate with younger than with older learners.

Item 13	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Indirect grammar teaching is more appropriate with younger than with older learners.	ELT	38	4,00	0,74	405,000	0,828
	OTHERS	22	3,91	0,92		

As it is seen from the *Table 4.28.*, the group of ELT graduates has a mean of 4 with a standard deviation of 0,74. What's more, the significance value is 0,82. On the other hand, the group of OTHER departments' graduates has a mean of 3,91 with a standard deviation of 0,92. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in item 13, "Indirect grammar teaching is more appropriate with younger than with older learners", is greater for the ELT graduates than for the graduates of OTHER departments. This means that the ELT graduates have a greater tendency to the idea stated in item 13, which is about the appropriateness of teaching grammar indirectly to younger learners.

Table 4.28. Item 14: Formal grammar teaching does not help learners become more fluent.

Item 14	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Formal grammar teaching does not help learners become more fluent.	ELT	38	3,55	0,89	305,500	0,063
	OTHERS	22	4,00	0,82		

According to the *Table 4.28.*, it is obvious that the group of ELT graduates has a mean of 3,55 with a standard deviation of 0,89. What's more, the significance value is 0,06. On the other hand, the other group, the graduates of OTHER departments has a mean of 4 with a standard deviation of 0,82. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in item 14, "Formal grammar teaching does not help learners become more fluent.", is greater for the graduates of Other departments than for the ELT graduates. This means that the graduates of OTHER departments have a greater tendency to the idea mentioned in item 14, which is the ineffectiveness of formal grammar teaching in becoming more fluent while learning a language.

4.2.4.3. The Practise Of Grammar

In the questionnaire, there were two questions that aimed at measuring the participant teachers' beliefs about practicing grammar. The following are the results of the

frequencies obtained from item 3 and item 8 to figure out the participant teachers' beliefs about the practise of grammar with regard to their majors.

Table 4. 29. Item 3: Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.

Item 3	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.	ELT	38	3,74	0,89	394,000	0,679
	OTHERS	22	3,91	0,68		

As is seen from the *Table 4.29*. that the group of ELT graduates has a mean of 3,74 with a standard deviation of 0,89. What's more, the significance value is 0,67. On the other hand, the other group, i.e. the graduates of OTHER departments, has a mean of 3,91 with a standard deviation of 0,68. This indicates that no significant difference is observed between the groups ($p>0.05$) ; however, the Item 3, "Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.", is greater for the graduates of OTHER departments than for the ELT graduates, which means that the graduates of OTHER departments have a little greater tendency to the statement in item 3.

Table 4. 30. Item 8: In learning grammar, repeated practice allows learners to use structures fluently.

Item 8	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
In learning grammar, repeated practice allows learners to use structures fluently.	ELT	38	3,95	0,93	375,000	0,460
	OTHERS	22	4,18	0,59		

The *Table 4.30.* shows that the group of ELT graduates has a mean of 3,95 with a standard deviation of 0,93. What's more, the significance value is 0,46. On the other hand, the group of OTHER departments' graduates has a mean of 4,18 with a standard deviation of 0,59. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in item 8, "In learning grammar, repeated practice allows learners to use structures fluently", is greater for the graduates of OTHER departments than for the ELT graduates, which means that the graduates of OTHER departments have a greater tendency to using repeated practice in teaching grammar.

4.2.4.4. Error Correction

In the questionnaire, there was one question that aimed at measuring the participant teachers' beliefs about correcting spoken grammatical errors. The following are the results of the frequencies obtained from item 11 to figure out the participant teachers' beliefs about correcting students' spoken grammatical errors with regard to their majors.

Table 4. 31. Item 11: Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.

Item 11	MAJOR	N	Mean	Std. Deviation	Mann Whitney U	P
Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	ELT	38	2,47	1,08	375,000	0,483
	OTHERS	22	2,68	1,13		

From the *Table 4.31.*, it is clear that the group of ELT graduates has a mean of 2,47 with a standard deviation of 1,08. What's more, the significance value is 0,48. On the other hand, the group of OTHER departments' graduates has a mean of 2,68 with a standard deviation of 1,13. This indicates that although there is no significant difference between the groups ($p>0.05$), the statement in item 11, "Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.", is greater for the graduates of OTHER departments than for the ELT graduates, which means that the

graduates of OTHER departments have a greater tendency to correcting learners' spoken grammatical errors.

4.3. QUALITATIVE RESULTS OF THE STUDY

4.3.1. Focus Of The Lesson

The four questions below were asked to the participants so as to find out if they gave priority to teaching grammar or they focused on communication rather than the new structure?

Q1. How did you start the unit? Did you do anything to introduce the topic?

Q2. How did you draw students' attention to the advice leaflet (How to be healthy) ?

Q3. Did you change anything about the activities 2 and 3 in the coursebook (pg:104)?

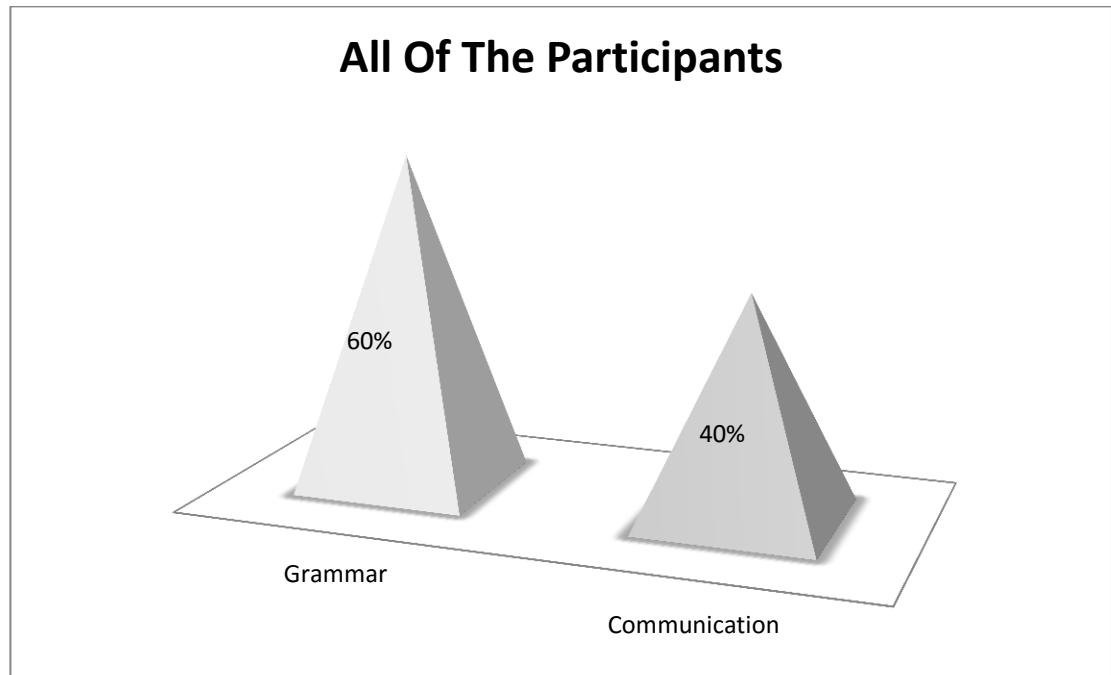
Q4. Did you present and teach "Present Perfect Tense" before doing exercise 3? Why? / Why not?

The participants answers to the questions are shown below.

Table 4. 32. The Focus Of Lesson

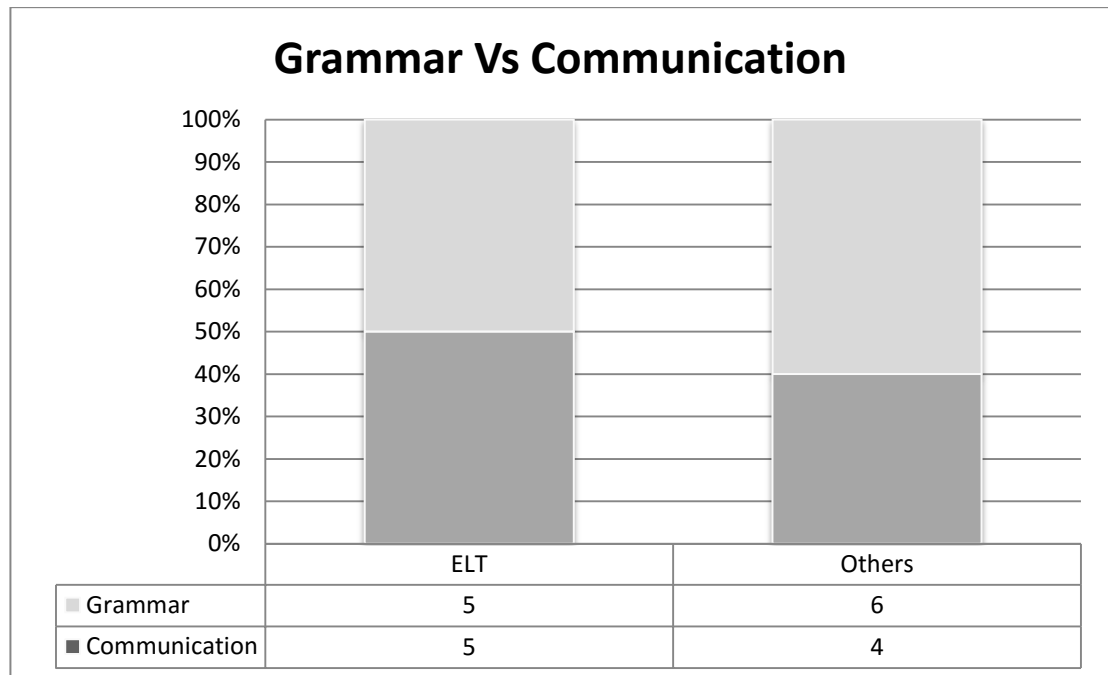
Grammar	Communication
T3. "I started the unit with Present Perfect presentation..."	T1. "My students are already familiar with this tense..."
T4. "I started the unit with "Have you ever..." structure..."	T2. "I wanted them to see the new tense in the dialogue..."
T5. "...because it is always difficult for students to tackle with new concepts..."	T11. "No, I didn't present. I elicited the answers from the students..."
T6. Before doing the exercise 3 , I think present perfect tense should be presented...	T19. ...let them get familiar with the use of P.Perfect tense as presented in the dialogue...
T7. "Yes. I did because it was the first time they met the tense."	T24. "I preferred teaching the grammar topic in a different context..."
T10. "I was very much focused on the grammar..."	T27. "I didn't. I wanted the story to lead us to the grammar topic..."
T15. "I presented the Present Perfect..."	T28. "No, I didn't. I wanted the students hear perfect structures and use them unconsciously..."
T 25. "I taught Present Perfect Tense before starting ..."	T37. No. It is good that students see the new structure in a text.
T29. "I wanted them to be familiar with it before they differentiate it with Simple Past..."	T54. ...wanted them to understand the situation firstly. So they would see the difference between 'Past Simple' and 'Present Perfect'...
T41. "It was a bit difficult to be understood..."	
T58. "Yes. In this way, the students understood the difference between Present Perfect and Simple Past better..."	

Figure 4. 3. The Focus Of Lesson



The figure displays the focus of the lessons, that is, whether the participants, without regarding their graduates, gave importance to grammar teaching or they emphasized communication in their classes. In other words, the figure shows which is more significant for the participants? Teaching grammar or teaching communication? According to the results shown in the Figure 4.3., more than half of the participants (%60) dwelled on grammar rather than communication, on the contrary %40 of them viewed communication as more significant.

Figure 4. 4. The Frequency Of The Participants With A Special Focus On Communication And Grammar Regarding To Majors



The table shows the frequency of the participants holding a tendency on communication and grammar. According to the table, it is evident that half of the ELT graduates gave priority to grammar teaching in their classes (%50); however, the other half gave priority to communication (%50). On the other hand, more than half of the graduates of Other Departments (%60) preferred emphasizing grammar teaching in their classes, while the rest of them(%40) focused on communication. In this case, it can be said that the graduates of Other Departments had a more grammar focused lesson in their classes whereas the ELT graduates showed a more tendency to communication rather than grammar teaching, which may indicate that the graduates of Other Departments hold a stronger belief that grammar teaching plays a more significant role in language learning classes.

Figure 4. 5. The Frequency Of The Participants Holding A Tendency On Communication And Grammar Regarding The Years Of Teaching Experience

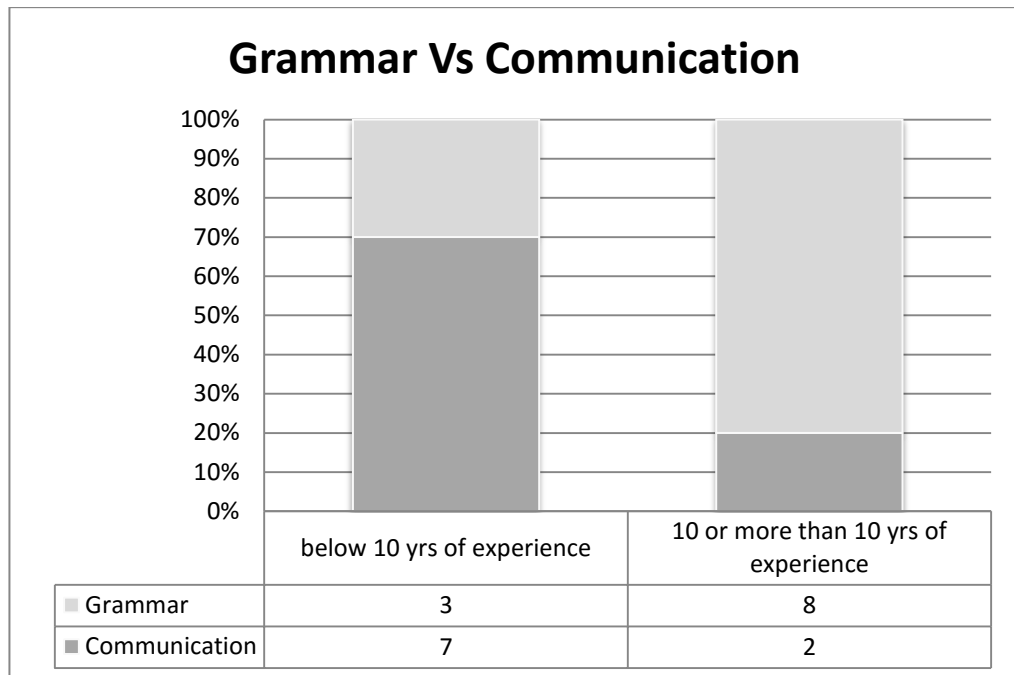


Figure 4.5. reveals the frequency of the participants holding a tendency on communication and grammar regarding to their years of experience. According to the figure 4.5., it is certain that %30 of the participants holding less than 10 years of teaching experience and %80 of the participants having 10 or more than 10 years of teaching experience favoured grammar teaching in their classes whereas %70 of the participants with less than 10 years of teaching experience and %20 of the participants having 10 or more than ten years of experience favoured communication in their classes. In this case, it can be inferred that more experienced participants, who have 10 or more than 10 years of teaching experience gave priority to grammar teaching.

4.3.2. Grammar Teaching Method

The three questions below were asked to the participants to see if they preferred teaching the new structure explicitly or implicitly?

Q5. Did you make any changes in the activities 4 and 5 in the coursebook (on pg 104)?

Q6. How did you clarify the form and the meaning of the new grammar topic (present perfect tense)?

Q7. How did you draw students' attention to the grammar boxes in exercise 5 and check it out part in the book? Did you teach what "past participle", "regular verbs" and "irregular verbs" mean? Why / Why not?

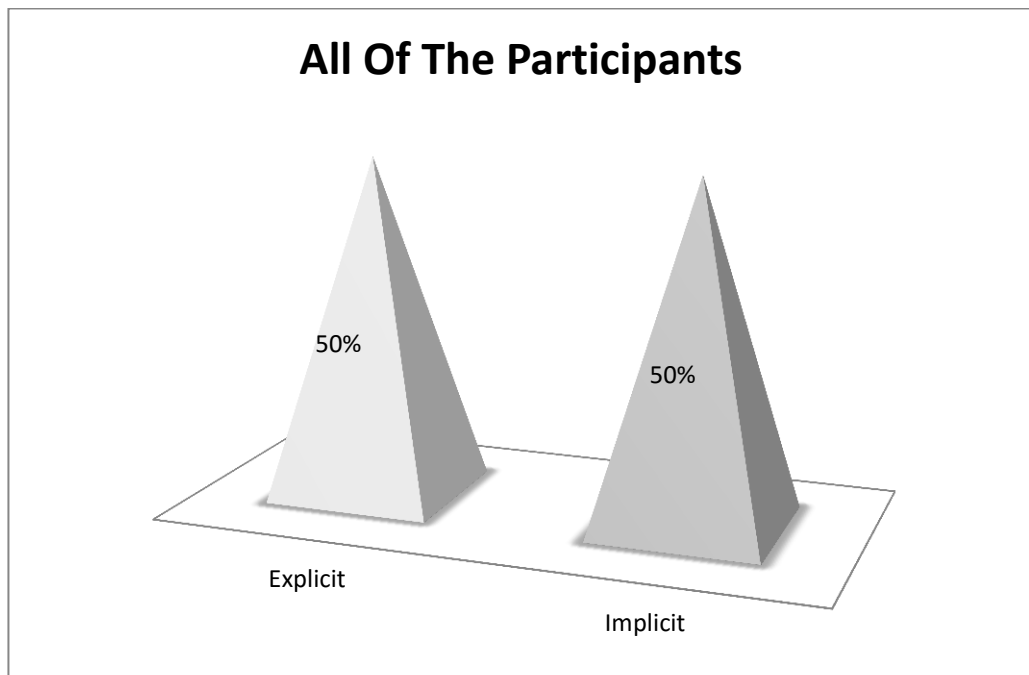
The participants answers to the questions are shown as below.

Table 4. 33. Presentation Of Lesson

Explicit	Implicit
T3. "By writing example sentences. This way I can make the students figure out the rule themselves..."	T1. "After eliciting what they could remember about the meaning form and function..."
T4. "I didn't do Ex. 4. I didn't make any changes in exercise 5..."	T2. "After doing task for, I did a short presentation about present perfect tense..."
T5. "... I introduced them as V1 V2 V3..."	T6. "...elicit what they are and then I asked – Have you ever...? questions."
T10. "I drew on the board that explained talking about past may... I asked to students to spend some time to have a look at page 144..."	T7. "Students elicited the rules on their own through the written sentences on WB."
T15. "...I wrote the sentences on the board and emphasized the form... I used L1 when necessary."	T11. "The students elicited the form themselves by means of dialogue..."
T24. "I preferred teaching the grammar topic in a different context..."	T19. "I wanted to underline the sentences..."

T 25. "...Then I explained the meaning of the sentences ..."	T27. "I applied ex 4 as it is, because it seemed useful. ...elicited answers from Ss to write the structure..."
T41. "Let's now remember the rules... I gave examples for PP, regular irregular verbs..."	T28. "I integrated them in the 3rd activity..."
T54. "... I told them how to use and when to use Present Perfect form..."	T29. "I gave the form with the help of pictures... and highlighted each sentence..."
T58. "I didn't use activities 4 & 5 in the coursebook. I gave the differences between these two sentences using three or more illustrative situations"	T37. "I wrote two sentences on the board and we talked about the differences between them.I elicited answers from Ss..."

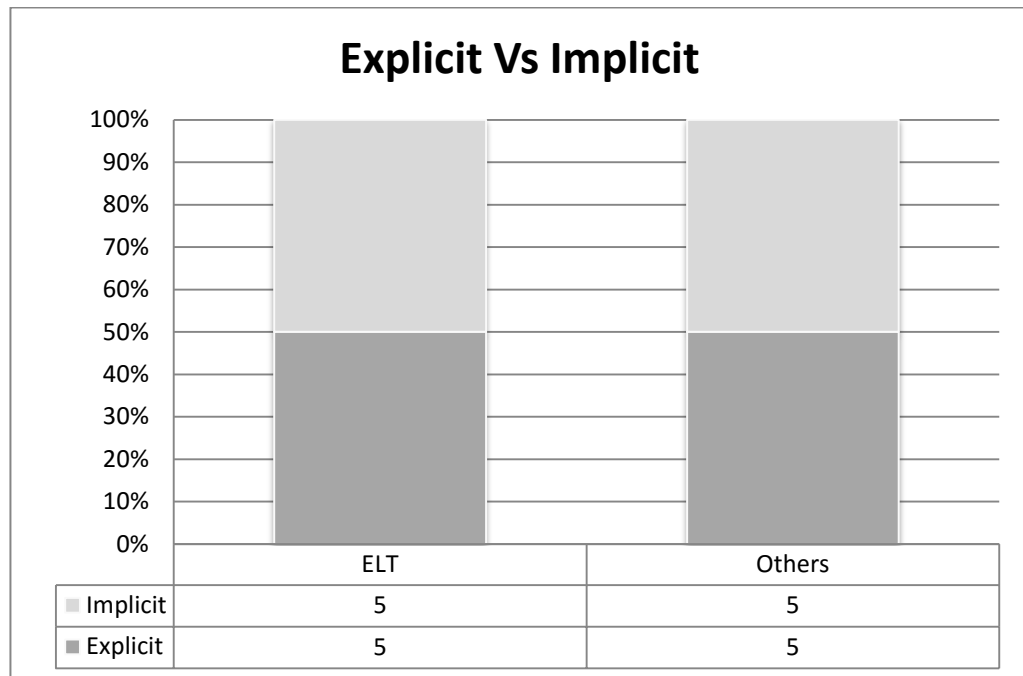
Figure 4. 6. Presentation Of Lesson



The figure shows the methodology that the participants used to teach the new structure in their classes with no taking into account of their graduates. That is to say, the figure shows whether the participants preferred teaching the new structure explicitly or they favoured implicit teaching. It can be understood from the figure that half of the

participants (%50) showed a tendency to teaching grammar explicitly while the rest of them (%50) preferred implicit grammar teaching.

Figure 4. 7. Presentation Of Lesson Regarding The Majors



The figure shows the frequency of the participants preferring explicit and implicit grammar teaching in their classes. According to the table, it is clearly observed that half of the ELT graduates (%50) preferred explicit grammar teaching method in their classes while the other half of the ELT graduates (%50) preferred teaching grammar implicitly. Similarly, for the graduates of Other Departments, half of the graduates of Other Departments (%50) preferred teaching grammar explicitly whereas %50 of them taught the new structure implicitly. Therefore, it can be seen that the graduates of both ELT and Other Departments have a similar tendency to implicit grammar teaching and explicit grammar teaching.

Figure 4. 8. Presentation Of Lesson Regarding The Years of Teaching Experience

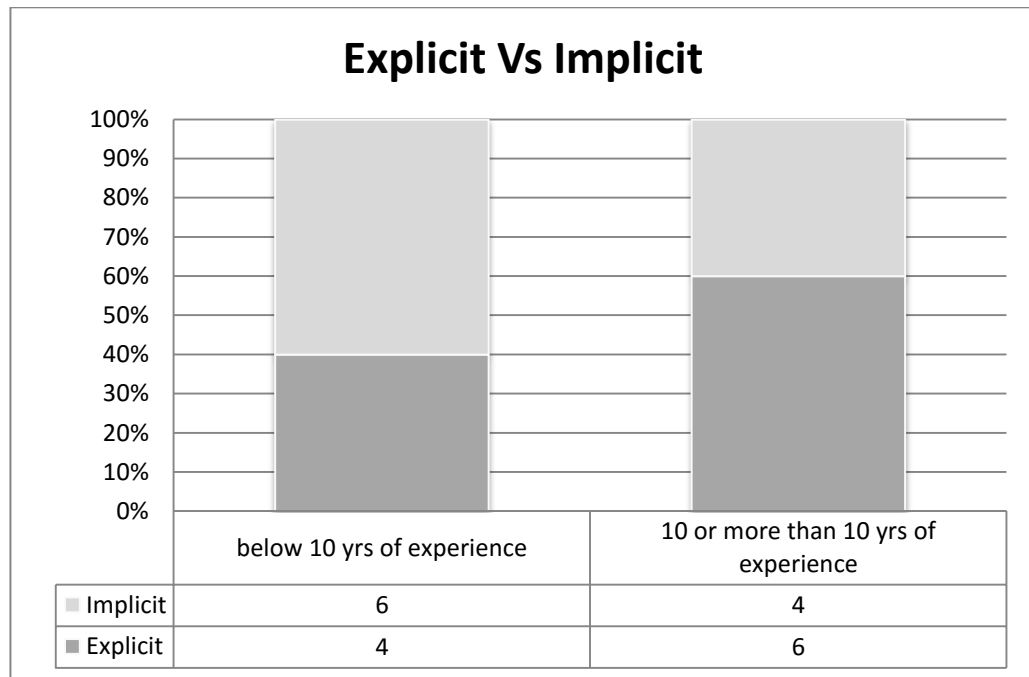


Figure 4.8. illustrates the frequency of the participants preferring explicit and implicit grammar teaching in their classes with regard to the years of teaching experience. It can be clearly observed from the figure that %40 of the participants with less than 10 years of teaching experience and %60 of the participants with 10 or more than 10 years of teaching experience taught the target grammar item explicitly while % 60 of the participants who have less than 10 years of teaching experience and %40 of the participants who have 10 or more than 10 years of teaching experience preferred teaching the target grammar item implicitly. According to those results, it is evident that more experienced participants showed a more tendency to explicit teaching while less experienced participants showed a more tendency to implicit teaching.

4.3.3. Activities Used

The two questions below were asked to the participants to see if they preferred using only mechanical activities or both mechanical and meaningful activities together?

Q8. Which exercises did you let your students do in the coursebook (pg:104, exercise 6&7), in the workbook (pg:82, exercise 1-2-3) and in the supplementary file (12/S/01)?

Q9. Were you satisfied with the exercises in the coursebook? If you say you were not, why? / What kinds of exercises did you add?

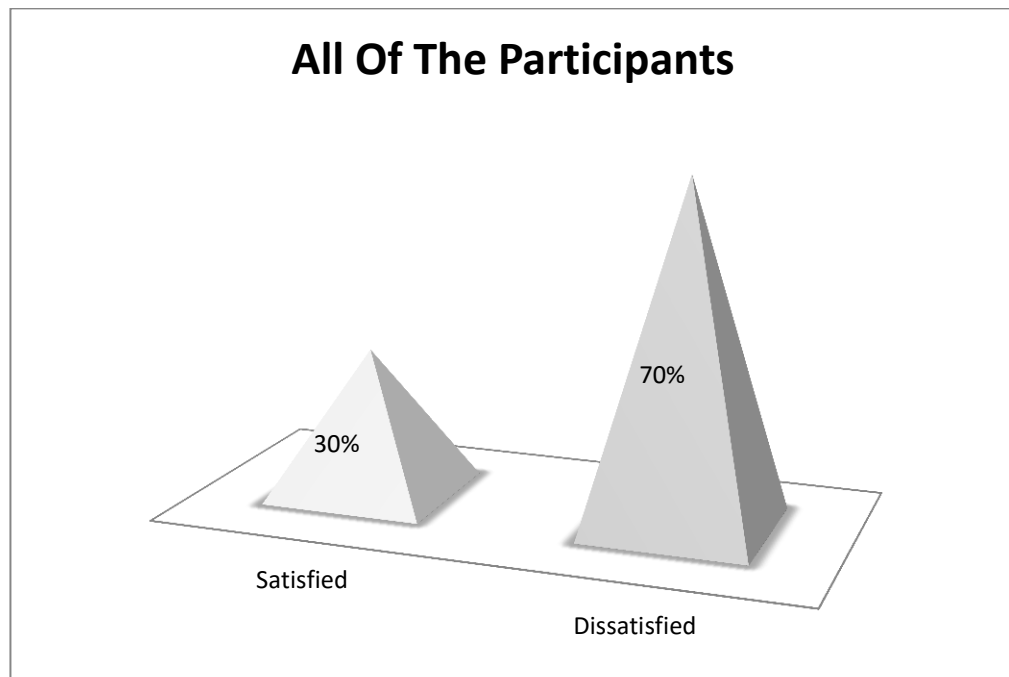
The participants answers to the questions are shown as below.

Table 4. 34. Activities Used

Satisfied	Dissatisfied
<p>T5 ...Ex:6+7+8 and the ones in the workbook. I don't do the supplementary file at all. ...Yes, satisfied...</p>	<p>T1 All of them. ...The exercises in the book were not satisfactory... I used ex 8 the next day...</p>
<p>T6 ...all the exercises both in the coursebook and in the workbook... the more exercise they do, the better they learn. ... satisfied with all the exercises...</p>	<p>T2 All of them ...aren't enough for a new tense...Mechanical exercises are also effective.</p>
<p>T19 SB exercise 6&8 WB Exercise 1-2-3 ...satisfied with them.</p>	<p>T3 Supp 12/S/2, 12/S/1.1, 12/S/1.2 ...w/b pg 82 ex: 1-2-3... they are not sufficient...</p>
<p>T27 All of them. Yes, I was satisfied.</p>	<p>T4 CB p.105 Ex 6,7,8 WB p 82 Ex 1-2-3 Supp. 12/S/2, 12/S/1.1, 12/S/1.2 ...not enough... need more exercises to understand...</p>

<p>T37 pg 107=1,2,3,5,6,7</p> <p>Pg. 82=1,2,3</p> <p>No supplementary material, ...satisfied.</p> <p>T41 All! Yes!</p>	<p>T7 All of the exercises were done...added some run-on sentences...</p> <p>T10 ... I changed the whole continuation in the book... encouraging them to create controlled sentences using ever and never...ever, never, just, yet...</p> <p>T11 ... I used all... wasn't so satisfied... more guided exercises can be added.</p> <p>T15 ...do all of them. ...added similar exercises... exercises are deficient in number.</p> <p>T24 ...all the exercise...They were Ok, but since I like relating the topic with...</p> <p>T25 ...do all of theses excises. ...weren't enough. So I added some more exercise...</p> <p>T28 ...let all of them. ...not enough so I delivered extra materials....</p> <p>T29 ... let them do all. ...also used a questionnaire...</p> <p>T54 ...6 and 7 in the coursebook, exercises 1,2 and 3 in the workbook... ...I added extra exercises...</p> <p>T56 In the coursebook,... 6,7 and 8 In the workbook...all the exercises on pg 82. ...added some more mechanical exercises...</p>
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Figure 4. 9. Activities Used



According to the figure, %70 of the participants found the exercises in the book insufficient, and also although those participants used extra materials from the supplementary materials file, they felt that they needed some more exercises so that their students could develop fluency in using the target grammar. On the other hand, %30 of the participants said that they didn't need extra materials to use for practicing the new structure since they found the number of all the exercises satisfactory to practice.

Figure 4. 10. Activities Used With Regard To Majors



As is shown in the Figure 4.8., %20 of the ELT graduates found the exercises sufficient enough to practice the newly introduced structure whereas %80 of the ELT graduates thought that the number of the exercises were not enough for practicing the new structure. Therefore, they preferred adding extra activities so that they could make up the deficiency in the quantity of the exercises. On the other hand, 40% participants from the graduates of Other Departments felt pleased with the quantity of the exercises, and they didn't feel adding extra exercises was necessary; however, 60% participants from this group saw extra exercises as necessary since they thought the quantity of the exercises as inadequate for practicing the newly introduced grammatical item. That's why, it can be said that the ELT graduates show a stronger belief in applying more exercises is necessary for grammar teaching.

Figure 4. 11. Activities Used With Regard To Years Of Teaching Experience



As is shown in the Figure 4.9., %30 of the participants both who have less than 10 years of teaching experience and who 10 or more than 10 years of teaching experience found the exercises activities provided satisfactory, on the other hand %70 the participants both who have less than 10 years of teaching experience and who 10 or more than 10 years of teaching experience found the exercises activities provided dissatisfactory. Therefore, it can be concluded from those results that both groups show a similar tendency to the amount and the quality of the activities and exercises provided.

4.3.4. Error Correction

The tenth question below was asked to the participants to see how they coped with their students' spoken errors in the production stage of their lessons, and see whether the participants preferred applying immediate correction or postponed correction for the spoken errors?

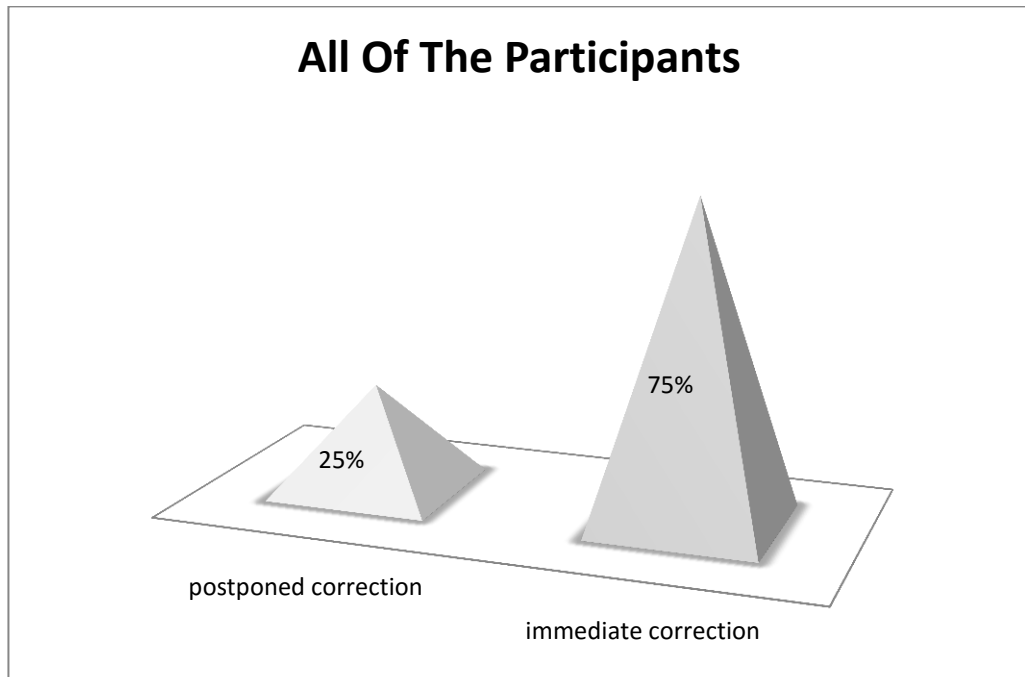
Q10. How did you correct your students' spoken errors while using Present Perfect Tense in exercise 8 and 9? Why did you correct those errors?

The participants answers to the questions are shown as below.

Table 4. 35. Error Correction

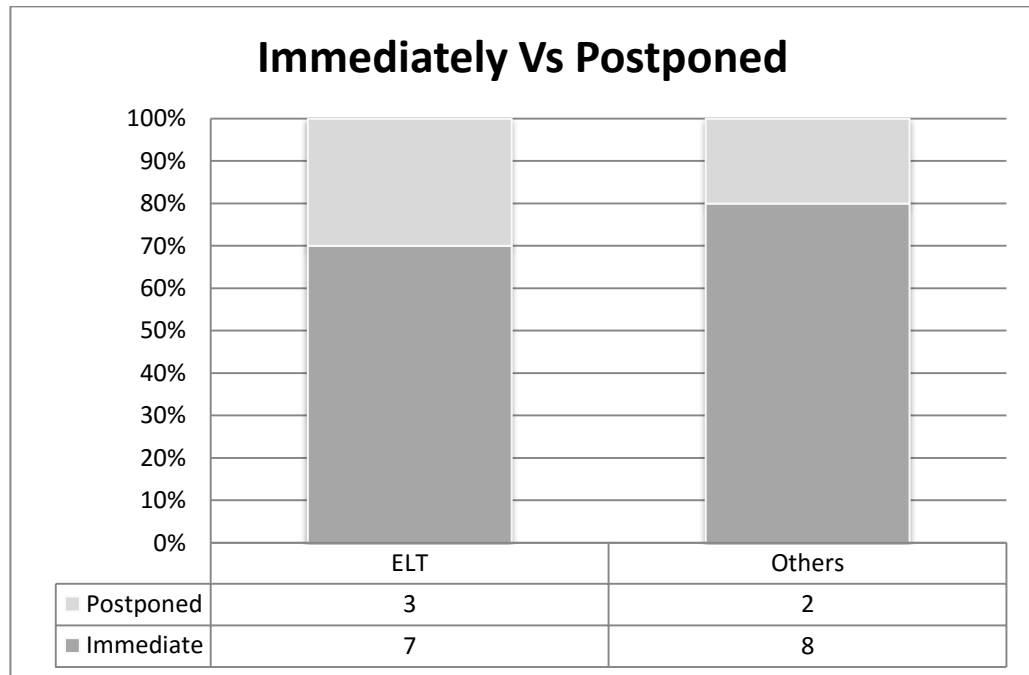
Delayed Correction	Immediate Correction
<p>T1 ...I usually don't correct their errors in the production stage until they complete their tasks/roles.</p> <p>T7 At the end of the exercise, I wrote some major mistakes ...</p> <p>T11 ...took notes while they were speaking. After they finish, I gave feedback...</p> <p>T27 preferred overall correction at the end of the lesson.</p> <p>T28 ... gave extra time to correct them in chorus</p>	<p>T2 ...didn't interrupt them when they made a mistake as long as it wasn't the verb form (V3)...</p> <p>T3 By echoing and questioning.</p> <p>T4 By echoing and questioning.</p> <p>T5 ...immediately corrected by interrupting.</p> <p>T6 ...sure... most of them make mistakes while using the past participle form of the verbs.</p> <p>T10 ...started encouraging them to create controlled sentences...</p> <p>T15 ...to prevent "learning the incorrect utterance", sometimes I repeated what they said...</p> <p>T19 Through Recasts</p> <p>T24 ... correcting as using the "V3" is the core of this subject by giving no certain time.</p> <p>T25 ...because my focus was grammar in this unit.</p> <p>T29 ... preferred immediate correction because they tend to confuse...</p> <p>T37 ... put the emphasis on the use of "ever"...</p> <p>T41... To prevent bad and incorrect sentences.</p> <p>T54 When they made an error, I said what the true pronunciation was. ...corrected their errors to prevent them from doing similar errors.</p> <p>T58 ...asked the sts to concantreat on the past participle form of the verbs.</p>

Figure 4. 12. Error Correction



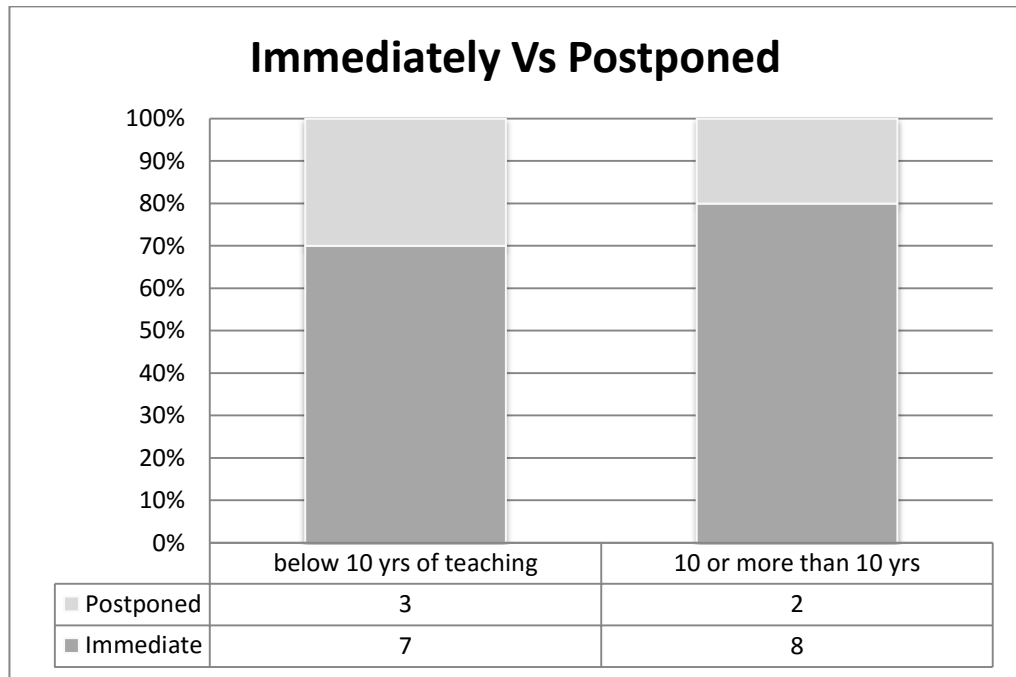
It can be clearly seen in the table that 25% of participants didn't prefer correcting the spoken errors immediately that their students made in the production stage of the lesson so as not to demotivate their students while speaking. Therefore, those participants made correction at the end of their lessons in order to revise the rules of the new structure. However, 75% of the participants showed a tendency to correct their students' errors immediately for fear of not realizing their mistakes and of their mistakes becoming permanent.

Figure 4. 13. Error Correction Regarding To Majors



According to the table, %30 of the ELT graduates ignored the mistakes that their students made during the production stage of the lesson, and they didn't prefer interrupting their students to make error correction, but they preferred correcting their mistakes at the end of their lessons. However, %70 of the ELT Graduates made the error correction immediately in the belief that the students may tend to learn the incorrect usage of the structure, and the incorrect usage would be permanent. For the graduates of Other Departments, a great many of them (%80) gave their preference to immediate error correction to prevent their students acquire the incorrect usage of the newly introduced structure whereas %20 of them didn't correct their students' mistakes during the production stage of their lessons. It can be concluded from those results that the graduates of Other Departments show a more tendency to making error correction not at the end of the lesson but during the production stage.

Figure 4. 14. Error Correction Regarding To Years Of Teaching Experience



According to the Figure 4.11., %30 of the participants holding less than years of teaching experience and %20 of the participants holding 10 or more than 10 years of teaching experience preferred correcting learners' errors at a later stage of their lessons. On the other hand, %70 of the participants holding less than years of teaching experience and %80 of the participants holding 10 or more than 10 years of teaching experience corrected learners' errors immediately. With regard to those results, the participants owning 10 or more than 10 years of teaching experience have a tendency to immediate error correction whereas the participants owning less than 10 years of experience show a tendency to delayed error correction.

CHAPTER V

DISCUSSION AND IMPLICATIONS

5.1. INTRODUCTION

This chapter tries to present a summary of the study including a discussion section about the results of the study which were obtained through the used quantitative and qualitative data instruments in the current study in order to summarize the findings by taking the research questions into account. Following the discussion of the findings and conclusions, the implications for practice are presented. As a final section, the chapter brings to a conclusion with the implications of the study for the present research.

5.2. SUMMARY OF THE STUDY

This research was an attempt to investigate the beliefs of the English instructors working at Başkent University, Preparatory School about grammar teaching and their practices. No such study had ever been done before at Başkent University, Preparatory School context, therefore this study was found worth conducting. Both quantitative and qualitative data collection instruments were used in order to gather data. For the quantitative study, a research questionnaire which consisted of 15 items touching upon different points in grammar teaching was employed. For the qualitative study, 20 instructors were selected considering their years of teaching experience and majors and they were exposed to written interviews. The quantitative data were analyzed and interpreted via statistic description and graphs whereas the data obtained from the interviews were analyzed and discussed qualitatively. A correlation between teachers' beliefs and their backgrounds, that is, their years of teaching experience and majors, were presented as a conclusion. It was aimed that this study would be beneficial both for the department itself and for the further research in the field of beliefs and practices about grammar teaching.

5.3. FINDINGS

The results of the questionnaire do not differ much statistically when they are compared with the findings of Borg & Burns' study (2008). The summary of the findings which were obtained via the quantitative and qualitative study are presented in the order of research questions.

Research Question 1: What kind of beliefs do the instructors of English at Başkent University, Preparatory School hold about the role of grammar in teaching English?

Larsen-Freeman (2001) emphasizes the importance of grammar teaching in language learning and teaching. Accordingly, Bitterlin and Price (2010:2) also believe that grammar helps the development of other skills by mentioning "Though a skill in its own right, grammar can also be regarded as a necessary 'master' skill that enables competence to develop in the areas of listening, speaking, reading, and writing." Concordantly, the quantitative results of the current research have revealed that a great number of the participant teachers are holding a strong belief that grammar is playing a very significant role in language learning and teaching. Additionally, they also support the opinion that language learners can use the target language accurately and fluently providing that grammar teaching is favoured. This quantitative result almost matches with the findings of Borg and Burns' study (2008). Similarly, the qualitative results of the study have also shown that most of the participant teachers gave a priority to the teaching of grammar rather than communication activities. Therefore, it can be concluded that the participant teachers support the significance of grammar teaching by applying it in their classes. Finally, no correlation was found between the belief about the importance of grammar teaching and the two variables, the years of their teaching experience and their majors.

Research Question 2: How the instructors of English at Başkent University, Preparatory School present the target grammar?

According to Ur (2000), one type of method is not enough by itself, so language teachers should use both inductive and deductive approach. Similarly, Krashen (2003)

suggests that there is no need for language teachers to find a best method for grammar teaching, but they can apply every method by considering students' needs. Concordantly, the quantitative results of the study has shown that many of the participant teachers strongly favour teaching grammar explicitly, but integrated with other skills and neglecting teaching terminology. That is to say, most of the participants believe that grammar should be integrated with other skills; however, explanation of rules should be explicit without paying attention to grammatical terminology. This result is also parallel with Dikici's findings (2012:213), which was cited in his study as "they expressed a strong belief that grammar shouldn't be taught in isolation, but it should be taught with other skills to support grammar teaching." Lastly, a correlation, but not very significant, between the belief about the presentation of grammar and the variables, years of teaching experience and major was observed. Therefore it can be discussed that years of teaching experience and major may have an influence on teachers' beliefs about the role of practice in language learning.

Research Question 3: What are the beliefs of the instructors of English at Başkent University, Preparatory School about the use of practice in grammar teaching?

According to the quantitative results of the study, a great majority of the participants agree with the opinion that teaching grammar necessitates practicing the newly introduced structure through exercises, which was also suggested by DeKeyser (2007). Likewise, the qualitative results has also shown that the participant teachers put emphasis on employing exercises while teaching the new grammatical item. This result is compatible with the results of the study which was conducted by Borg and Burns (2008). They also reached the conclusion that grammar practice has a positive impact on the development of fluency. Once again, the participant teachers' years of teaching experience and majors didn't have an important impact on the findings of the study.

Research Question 4: What are the beliefs of the instructors of English at Başkent University, Preparatory School about error correction in communicative activities?

As illustrated in chapter four, the findings of this study has revealed that nearly a quarter of the participant teachers has favoured the correction of students' errors; however a great percentage of them has disapproved of correcting students' grammatical errors. When compared with the results of Burg and Burns' study (2008), the discussion of the findings of the current study has revealed that the participant teachers mostly have the belief that the correction of students' errors is one of the language teachers' key roles in teaching English. However, when compared with the results of Dikici's study (2012), the findings of his study are closer to the findings of the present study. Moreover, it can be discussed that no correlation between the beliefs about error correction and the variables, that is, the participants' years of teaching experience and majors, was found.

5.3. CONCLUSIONS AND IMPLICATIONS

To wrap up the discussion, this study has provided valuable information for both the participants and the university. It can be concluded that there is a wide range of beliefs and practices about grammar teaching among the teachers, and there is an interrelation between the participants' beliefs and their practices of grammar teaching. However, their beliefs and practices of teaching grammar are not effected by their years of experience in teaching English and the departments they graduated from. The results of the study may help the institution to provide the instructors appropriate training facilities so that they can develop their point of views about grammar teaching and language teaching skills. Furthermore, the results may be useful for the units of the school, like material development units. Those units may provide different kinds of materials or occasions which meet the teachers' requirements. Finally, the present study can be advantageous for the testing unit of the school in that different types of instruments or activities can be prepared to be used in order to evaluate learners' developments in English.

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APPENDICES

APPENDIX I

DEMOGRAPHIC INFORMATION FORM

Değerli Meslektaşlarım,

Bu anketin amacı sizin İngilizce dilbilgisi öğretimi hakkındaki düşüncelerinizi öğrenmektir. Sizin de bildiğiniz üzere yabancı dil öğretiminde dilbilgisinin rolü yadsınamaz. Günümüze kadar geliştirilen yabancı dil öğretimi yaklaşımlarında, dilbilgisi öğretimi konusunda farklı görüşler öne sürülmüş olmasına karşın, kesin bir yargıya varılamamıştır. Bu yüzden öğretmenler olarak hepimiz çeşitli fikir akımları ve edindiğimiz deneyimler doğrultusunda kendimize ait öğretim yöntemleri geliştirmekteyiz. Dolayısıyla bu çalışma her hangi bir yaklaşımın veya yöntemin geçerli olduğu fikri üzerine hazırlanmamıştır. Bu çalışmanın amacı sizlerin yabancı dil öğretiminde dilbilgisi öğretimi hakkındaki değerli görüşlerinize ulaşmak ve sınıf içinde dilbilgisi öğretimini nasıl yaptığınızı öğrenmektir. Bu çalışma sonucunda bölümümüzün eğitim-öğretim ve ölçme-değerlendirme anlayışına yön verebileceğimize inanıyorum.

Zaman ayırıp bu çalışmaya katkıda bulunduğunuz için teşekkür ederim.

Saygılarımla.

Lütfen aşağıdaki verilen bilgilerde size uygun kutucuğu (X) şeklinde işaretleyin.

1. Cinsiyet

Erkek

Kadın

2. Yaş

22-32

33-43

44-54

55 ve üzeri

3. Lisans Mezuniyet Alanınız

İngilizce Öğretmenliği / İngiliz Dili Eğitimi

Diğer İngilizce Bölümleri

4. Bu Üniversitedeki Deneyim Süreniz

1-3 yıl

4-6 yıl

7-9 yıl

10 yıl ve üzeri

5. Öğretmenlik Alanındaki Toplam Deneyiminiz

1-3 yıl

4-6 yıl

7-9 yıl

10 yıl ve üzeri

APPENDIX II

THE QUESTIONNAIRE (Borg & Burns, 2008)

Please use (X) to express your opinions about the sentences below.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. Teachers should present grammar to learners before expecting them to use it.					
2. Learners who are aware of grammar rules can use the language more effectively than those who are not.					
3. Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.					
4. Teaching the rules of English grammar directly is more appropriate for older learners.					
5. During lessons, a focus on grammar should come after communicative tasks, not before.					
6. Grammar should be taught separately, not integrated with other skills such as reading and writing.					
7. In a communicative approach to language teaching grammar is not taught directly.					
8. In learning grammar, repeated practice allows learners to use structures fluently.					

9. In teaching grammar, a teacher's main role is to explain the rules.					
10. It is important for learners to know grammatical terminology.					
11. Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.					
12. Grammar learning is more effective when learners work out the rules for themselves.					
13. Indirect grammar teaching is more appropriate with younger than with older learners.					
14. Formal grammar teaching does not help learners become more fluent.					
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.					

APPENDIX III

INTERVIEW QUESTIONS

Please Answer The Following Questions According To Your Lesson Plan

1- How did you start the unit? Did you do anything to introduce the topic of the unit?

2- How did you draw students' attention to **the advice leaflet (How to be healthy)**?

3- Did you change anything about **the activities 2 and 3** in the coursebook (pg:104)?

- 4- Did you present and teach “Present Perfect Tense” before doing **the exercise 3**? Why? / Why not?

- 5- Did you make any changes **in the activities 4 and 5** in the coursebook (p:104)?

- 6- How did you clarify **the form** and **the meaning** of the new grammar topic (present perfect tense)?

- 7- How did you draw students' attention to the grammar boxes in exercise 5 and check it out in the book? Did you teach what **“past participle, regular verbs and irregular verbs”** mean? Why? / why not?

- 8- Which exercises did you let your students do **in the coursebook** (pg:104, exercise 6 & 7), **in the workbook** (pg: 82, exercise 1-2-3), and **in the supplementary material file (12/S/01)**?

APPENDIX IV

SUCCESS ELEMENTARY STUDENT'S BOOK PAGE 104



Healthy body ...

Read, listen and talk about health and sports.

Practise the Present Perfect and the Past Simple; *ever, just, yet* and *already*; sports vocabulary.

Focus on dealing with new words in reading; describing a photo.

Write a questionnaire.

GRAMMAR AND SPEAKING

1 Read the advice leaflet. In pairs, talk about the things you do/don't do.

2 Look at the photo and answer the questions.

1 Who are the people?

2 Why is the boy there? What do you think his problem is?

3 Read the dialogue. Look at the leaflet again and tick the things Gary talks about.

Dr M Hello, Gary. How are you?

Gary Hello, Doctor Monroe. Not good, really.

Dr M Oh dear. I see that I gave you an advice leaflet last time.

Gary Yes, it was for my sleeping problem.

Dr M And have you tried any of the advice?

Gary Well ... Yes, I have.

Dr M Has it helped you at all?

Gary No, it hasn't. I still feel very tired.

Dr M Hmm. Have you done any exercise?

Gary Yes, I have. I've joined the gym.

Dr M When did you join?

Gary Urrm ... I joined about three weeks ago. And my mum has bought me a bike.

Dr M Good! Have you used it much?

Gary No. It's for my birthday next week, so she hasn't given it to me.

Dr M Right. And have you eaten any fast food?

Gary No, I haven't. I've eaten lots of vegetables. Last night I ate a big salad.

Dr M And how much water have you drunk?

Gary Lots! I've spent a lot of money on mineral water. And I haven't drunk any cola.

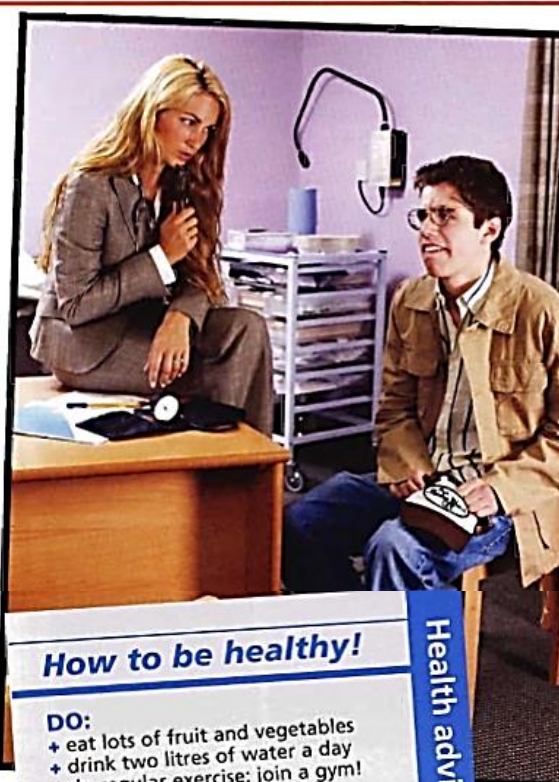
Dr M And you don't feel better. That's strange.

Have you ever had this problem before?

Gary No, never.

Dr M Well, I think you should follow the advice in the leaflet a bit longer. Why don't you come back and see me in two weeks?

Gary Thank you, doctor! See you again soon!



How to be healthy!

Health advice

DO:

- + eat lots of fruit and vegetables
- + drink two litres of water a day
- + do regular exercise: join a gym!
- + take vitamin pills

DON'T:

- smoke
- have fizzy drinks like cola
- eat fast food
- watch TV every night

5 **Think Back!** Complete the table with the Past Simple forms of the verbs. Then find the past participle forms of the verbs in the dialogue.

Verb	Past Simple	Past Participle
Regular try help		
Irregular buy give drink		

Work it out

4 Look at the underlined part of the dialogue and answer the questions.

1 Which sentence tells you:

- a **exactly when** Gary joined the gym?
- b that Gary joined the gym but we **don't know when**?

2 Which sentence uses the Past Simple?

3 Which sentence uses the Present Perfect?

APPENDIX V

SUCCESS ELEMENTARY STUDENT'S BOOK PAGE 105

Healthy body ...



Check it out

Present Perfect

We can use the Present Perfect for actions in the past when we don't say **when** the actions happened: I've **eaten** lots of vegetables.

If we know exactly when something happened, we use the Past Simple: I **ate** a big salad **last night**.

Affirmative

I/You/We/They I **have ('ve)** joined the gym.
He/She/It My mum **has ('s)** bought me a bike.

Negative

I/You/We/They I **have not (haven't)** drunk any cola.
He/She/It She **has not (hasn't)** given it to me.

Questions and short answers

I/You/We/They Have you **tried** any of this advice?
Yes, I **have**./No, I **haven't**.
He/She/It Has it **helped** you?
Yes, it **has**./No, it **hasn't**.

Wh- questions

How much water **have you drunk**?

- 6 Complete the sentences with the correct Present Perfect form of the verbs from the box.

spend not use not do eat have buy

- Look! They _____ a new car. It's really big!
- I bought a new bike but I _____ it much.
- I can't go out because I have no money. I _____ all my money on a new computer!
- John _____ a sandwich for breakfast.
- It's 10p.m. and she _____ her homework.
- We _____ a lot of vegetables but no fast food.

- 7 Complete the gaps with the correct Past Simple or Present Perfect forms of the verbs in brackets.

- A _____ (you/see) Annie?
B Yes, I _____ (see) her half an hour ago.
- Sam _____ (not read) many of her books but he _____ (read) the new one on Saturday.
- We _____ (look) for the new *Blast* CD in all the music shops but they haven't got it. The shops _____ (sell) them all yesterday.
- A I _____ (lose) my new English dictionary.
B Oh, no! Where _____ (you/lose) it?
- A _____ (you/do) your homework?
B Yes, we _____ (finished) it before dinner.

Mind the trap!

We often use **ever** in the question form.

Have you **ever** had this problem before?

No, I haven't. OR No, I've **never** had this problem.

- 8 In pairs, ask and answer questions. If the answer is yes, ask a question in the Past Simple using the prompts in brackets.

- taken vitamin pills (when?)
- eaten Indian food (when?)
- had a part-time job (what job? when?)
- travelled abroad (where? when?)
- been to a live concert (where? when?)

A Have you **ever** taken vitamin pills?

B Yes, I have.

A When did you take them?

B Last year.

- 9 Look at the photo of Gary's room. Write sentences about Gary. Use the Present Perfect. Did Gary tell the doctor the truth?

Gary's watched a lot of videos. He hasn't drunk much water.



APPENDIX VI

SUCCESS ELEMENTARY WORBOOK PAGE 82

12 Healthy body ...

GRAMMAR

Present Perfect

We use the Present Perfect to talk about a past action and also the situation now, eg

*He's **cleaned** the house.* (= the house is clean now.)

*He **hasn't cleaned** the house.* (= the house is dirty now.)

	Affirmative	Negative
I/We/You/They	have ('ve) cleaned the house.	have not (haven't) cleaned the house.
He/She/It	has ('s) cleaned the house.	has not (hasn't) cleaned the house.

Yes/No questions		Short answers	
Have	I/we/ you/they	cleaned the house.	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Wh- questions

How much work have you done?

Why haven't you cleaned the house?

Past Simple and Present Perfect

If we want to say when something happened, we use the Past Simple.

*I **visited** China **when I was 18**.*

With the Present Perfect, we don't say when something happened. It means 'in the past up to now'.

*I **'ve visited** China.*

Have you ever ...?

The adverb 'ever' means 'at any time'. You can use it in questions.

A *Have you ever visited China?*

B *Yes, I have. I visited China when I was 18.*

- Read the situations and write sentences. Use the Present Perfect and subject pronouns.
 - Jack's not working: he's at home watching TV. (finish) *He's finished work.*
 - I can't find my glasses. (lose) _____
 - It's not raining now. (stop) _____
 - Jim and Diane are here. (arrive) _____
 - You're late: the train left five minutes ago. (miss) _____
 - Our shoes are dirty. (not / clean) _____
- Circle the correct alternatives.
 - I ate / I've eaten in an Italian restaurant yesterday.
 - I can't go out: *I didn't finish* / *I haven't finished* my homework.
 - I'm exhausted. *I swam* / *I've swum* five kilometres.
 - Did you see* / *Have you seen* Jackie at the weekend?
 - Happy Birthday! *I made* / *I've made* you a cake!
 - I saw* / *I've seen* the Rolling Stones six times.
 - I saw* / *I've seen* Bruce Springsteen last year.

- Write conversations with *Have you ever ...?*

1 visit / Japan? – yes / last year / wonderful

A *Have you ever visited Japan?*

B *Yes, I have. I visited Japan last year. It was wonderful.*

2 eat / Vietnamese food? – yes / last week / delicious

A _____

B _____

3 meet a famous person? – no

A _____

B _____

4 read / *The Lord of the Rings*? – yes / when I was 16 / boring

A _____

B _____

APPENDIX VII

SAMPLE INTERVIEW NOTES

- 1- How did you start the unit? Did you do anything to introduce the topic of the unit?

Teacher 1: First we discussed “What do you to be healthy?” “What do people do to be healthy?” and after that we started discussing the items on the leaflet.

Teacher 2: I wanted them to look at the title of the unit and asked them what they understood from the phrase “healthy body”.

Teacher 3: I started the unit with ‘Present Perfect’ presentation. After two hours of ‘Present Perfect’ exercises, I started the unit by asking them ‘Have you ever been in a hospital / to a doctor?’ We talked about their experiences using both Simple Past & Present Perfect.

Teacher 7: Since the unit is about Present Perfect and past experiences, I showed some sets of pictures with present perfect sentences. Students read the sentences aloud and made their own simple sentences. Students talked about their past experiences and their effects in present. I played a song ‘Have you really really loved a woman’ by B. Adams to assimilate the rule of the tense and its use.

Teacher 11: First small-speaking session was done as a warm-up about the photo & dialogue. The topic was introduced by asking some concept-check questions. Underlined sentences also were used.

- 2- How did you draw students’ attention to **the advice leaflet (How to be healthy)**?

Teacher 10: After presenting have / has V3 for nearly half the lesson, I asked the Ss to listen to the dialogue (CD 2.23) they underlined the new form together with any past simple forms. I draw their attention on why the speakers use V2, why they use have / has V3 rather than the content.

Teacher 15: I revised “should” by asking questions about “how to be healthy” leaflet. The students added some more advice.

Teacher 25: I gave the instructions and I told them to look at the leaflet. Then we talked about the advices written in the leaflet.

Teacher 27: After they extended the list enough, I told them to compare our list with the one on the book and see if we got anything similar.

Teacher 54: I told them to look at the photos and look at the health advice, ‘Do’ and ‘Don’t’. I asked them, ‘Which of them do you do?’ and ‘Which of them don’t you do?’. I also asked them, ‘What happens in the photo?’

3- Did you change anything about **the activities 2 and 3** in the coursebook (pg:104)?

Teacher 54: No, I didn’t. Because I wanted them to understand the situation firstly. So they would see the difference ‘Past Simple’ and ‘Present Perfect’. After all, it would be easier to present ‘Present Perfect’.

Teacher 58: No, but I used them after presenting and taught the Present Perfect Tense.

Teacher 6: As the activities are nicely designed, I don’t change them.

Teacher 4: I didn’t do that part!

Teacher 10: I omitted 2. As I mentioned above I used exercise 3 as a listening exercise where sts raise their awareness of how to use present perfect tense.

4- Did you present and teach “Present Perfect Tense” before doing **the exercise 3**? Why? / Why not?

Teacher 2: No, I wanted them to see the new tense in the dialogue.

Teacher 3: Yes, I presented it before starting the unit because I believe such confusing grammar points should be taught beforehand especially with C and LRC stream students.

Teacher 11: No, I didn’t present. I elicited the answers from the students because I believe that students learn better when they construct the knowledge themselves.

Teacher 15: I presented the subject before going on with the exercises because I wanted to give more examples related to real-life experiences. The exercises on the book are far from being efficient and effective, so I provided situations and related sentences to illustrate the tense (contrasted finished and unfinished time, recent events influencing the present, etc.)

Teacher 19: No. Because I wanted to let them get familiar with the use of P. Perfect Tense as presented in the dialogue and in Exercise 4.

5- Did you make any changes **in the activities 4 and 5** in the coursebook (p:104)?

Teacher 1: No, After eliciting what they could remember about the meaning form and function (after listening to the dialogue), we continued with a video lesson (by British Council) to clarify or confirm their speculations.

Teacher 2: After doing the activity 3, I asked them to look at the picture on page 105 and see the real situation. Then I turned back to task 4. After doing task 4, I did a short presentation about present perfect tense by drawing a timetable on the board and giving separate examples to show the differences between s.past tense and present perfect tense. Then, we did exercise 5.

Teacher 27: I applied ex 4 as it is, because it seemed useful. For ex 5, I went over the “V2” form, explained “Past Participle”. I also extended the list for better understanding, because it seemed a bit short.

Teacher 29: I did exercise 4. However, instead of the fifth exercise I put some word cards (which had irregular verbs on them) and wanted my ss to pick up and practise the past participle form one by one.

Teacher 37: Ex=4 I wrote two sentences on the board and we talked about the differences between them. I elicited answers from Ss. They didn't do it on their own.
Ex=5 -> the same!

6- How did you clarify **the form** and **the meaning** of the new grammar topic (present perfect tense)?

Teacher 4: By writing example sentences. This way I can make the students find out the rule themselves.

Teacher 7: Students elicited the rules on their own through the written sentences on WB.

Teacher 24: By writing some other example sentences on the board. There were examples of past tense and pre. Perf. with time expressions clarifying which are to use for the meaning, I told them a story about cutting my finger while making salad with a plaster on my finger. They asked me questions about it and I gave them the situation. The more their questions became, I draw their attention to use past tense while talking about the event.

Teacher 25: First, I told the Past participles and then I wrote some sentences and asked questions which make them find out the structure on their own. Then I explained the meaning of the sentences.

Teacher 28: By drawing a time line and associating it with Daily life facts
have lived in Ankara / have learned English etc

- 7- How did you draw students' attention to the grammar boxes in exercise 5 and check it out in the book? Did you teach what "**past participle, regular verbs and irregular verbs**" mean? Why? / why not?

Teacher 5: I didn't teach the grammatical terms My students aren't going to be English teachers. I introduced them as V1 V2 V3

Teacher 15: I made the distinction between the past form and past participle clearly. so that they didn't confuse V2 and V3. I showed the students the list at the end of the book. I wrote some other examples on the board and elicited V2 and V3 forms from the students. I skipped the check it out box. Instead, I wrote similar sentences in the past and perfect tenses on the board and wanted the students to add more because they are more likely to get interested in what's written on the board.

Teacher 25: Except ex.5, as always I told them the importance of check it out boxes once again and went over it by emphasizing the difference between past simple and pre. perf. They have already known the terms, so I didn't teach them. Instead of the name past participle I prefer using the term "V3".

Teacher 37: Yes, I taught past participle. They had already known regular and irregular verbs.

Teacher 41: "Let's now remember the rules...." I gave examples for PP, reg. V, Irr. V3 Because it's important for them to know what they refer to!

- 8- Which exercises did you let your students do **in the coursebook** (pg:104, exercise 6 & 7), **in the workbook** (pg: 82, exercise 1-2-3), and **in the supplementary material file (12/S/01)**?

Teacher 6: I let students do all the exercises both in the course book and in the workbook because the more exercise they do, the better they learn

Teacher 11: I made some changes to Ex 8&9. For others, I used all at different stages like presentation-practice-produce

Teacher 29: I let them do all.

Teacher 54: I let them do exercises 6 and 7 in the course book, exercises 1,2 and 3 in the workbook and some other exercises in the supplementary file. Because they needed to see the differences between these two sentences. and understand their forms

Teacher 58: In the coursebook, I let the sts do exercise 6,7 and 8. In the workbook, the sts tried to do all the exercises on pg 82.

- 9- Were you satisfied with the exercises in the coursebook? If you say you were not, why? / What kind of exercises did you add?

Teacher 1: The exercises in the book were not satisfactory so I used different types of exercises from different sources. I used ex 8 the next day for a revision purpose adding some more items.

Teacher 3: No, because I think they are not sufficient in terms of number and meaning. They needed more exercise on the discrimination of Simple Past & Present Perfect.

Teacher 27: Yes, I was satisfied.

Teacher 54: No, I wasn't. I added extra exercises such as a text containing both forms and I asked some questions from the text. Then I wanted them to write 20 positive sentences using 'Past Simple' (10) and 'Present Perfect' (10) then I wanted them to change these sentences to negative and question. So they could see the difference between them better. I reminded them to use time expressions if they needed.

Teacher 58: I was satisfied with the exercises in the book to a certain extent. I added some more mechanical exercises to teach negative, positive and question forms of the Present Perfect Tense and also exercises practising wh- questions with the Present Perfect Tense.

- 10- How did you correct your students' spoken errors while using Present Perfect Tense in exercise 8 and 9? Why did you correct those errors?

Teacher 2: I didn't interrupt them when they made a mistake as long as it wasn't the verb form (V3). However, there weren't many mistakes to be corrected.

Teacher 5: I immediately corrected by interrupting.

Teacher 6: Do I correct their errors? Sure, I do. Most of them make mistakes while using the participle form of the verbs.

Teacher 7: At the end of the exercise, I wrote some major mistakes on the WB and asked them to find and correct the mistakes which made while speaking.

Teacher 27: Preferred overall correction at the end of the lesson.

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