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BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCE

FOREIGN LANGUAGES TEACHING DEPARTMENT

ENGLISH LANGAUGE TEACHING

GRAMMAR TEACHING IN THE 21ST CENTURY: A COMPARATIVE STUDY BETWEEN EXPERIENCED AND INEXPERIENCED TURKISH EFL TEACHERS' BELIEFS AT SECONDARY SCHOOL LEVEL

MASTER'S THESIS

Ümit Levent DEĞİRMENCİOĞLU

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Thesis Advisor

Prof. Dr. Zübeyde Sinem GENÇ

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BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Ümit Levent DEĞİRMENCİOĞLU

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"21. Yüzyılda Dil Bilgisi Öğretimi: Tecrübeli ve Tecrübesiz Türk İngilizce Öğretmenlerinin Ortaokul Seviyesinde İnançları Arasında Karşılaştırmalı Çalışma" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

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Prof. Dr. Zübeyde Sinem GENÇ

T.C.

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENTİTÜSÜ MÜDÜRLÜĞÜNE,

Yabancı Diller Eğitimi Anabilim Dalı'nda 801993001 numara ile kayıtlı Ümit Levent DEĞİRMENCİOĞLU'nun hazırladığı "21. Yüzyılda Dil Bilgisi Öğretimi: Tecrübeli ve Tecrübesiz Türk İngilizce Öğretmenlerinin Ortaokul Seviyesinde İnançları Arasında Karşılaştırmalı Çalışma" konulu Yüksek Lisans çalışması ile ilgili tez savunma sınavı, 23/11/2021 günü 11.00-12.00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/ çalışmasının (başarılı/ başarısız) olduğuna (oybirliği/ oyçokluğu) ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)　　　　　　　Üye

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Doç. Dr. Savaş YEŞİLYURT

Erzurum Atatürk Üniversitesi

Önsöz

Yabancı dil öğretiminde dil bilgisi öğretiminin, yüzyıllardır yabancı dil programlarına dahil edildiği ve öneminin hala daha tartışıldığı herkes tarafından bilinmektedir. Yabancı dil öğretirken dil bilgisi öğretimine verilen önemi, tecrübeli ve tecrübesiz öğretmenlerin bakış açılarından karşılaştıran ve önemli bulgular ortaya koyan bu çalışmamın, literatüre katkıda bulunup öğretmenlerde öz farkındalık yaratabilmesi en büyük temennimdir.

Çalışmam süresince bana sürekli geri dönütler veren, değerli zamanından ayırıp benimle daima ilgilenen, engin bilgi ve tecrübesiyle bu çalışmanın ortaya çıkmasını sağlayan sayın Prof. Dr. Zübeyde Sinem GENÇ'e sonsuz teşekkürlerimi sunarım.

Özveri ve alın teriyle beni bugüne dek yetiştiren anneme, ufkumu genişleten rol modelim babama ve gurur kaynağım kardeşime bu zorlu süreçte elimden tuttukları için teşekkür ederim.

Ayrıca, yoğun çalışma tempolarına rağmen vakit ayırıp çalışmamın en önemli kısmı olarak gördüğüm veri toplamada bana yardımcı olan, sağladıkları verilerinden bu çalışmayı ortaya çıkardığım katılımcı öğretmen arkadaşlarımın her birine şükranlarımı sunarım.

Ümit Levent Değirmencioğlu

Özet

21. YÜZYILDA DİL BİLGİSİ ÖĞRETİMİ: TECRÜBELİ VE TECRÜBESİZ TÜRK İNGİLİZCE ÖĞRETMENLERİNİN ORTAOKUL SEVİYESİNDE İNANÇLARI ARASINDA KARŞILAŞTIRMALI ÇALIŞMA

Günümüzde her İngilizce öğretmeninin ders anlatırken kendine has yabancı dil öğretme yöntemleri olduğu inkâr edilemez bir gerçektir. Bu farklılaşan dil öğretim yöntemlerinin arasında dil öğrenimini doğrudan etkileyen birçok etken vardır. Bu etkenlerden biri de dil bilgisi öğretimidir. Dil bilgisi öğretiminin dil gelişimindeki önemi her öğretmen için farklılık göstermektedir. İngilizce öğretmenlerinin, yabancı dili öğretirken dil bilgisi öğretimine verdiği önem günümüze dek defalarca araştırılmış ve bu araştırmalardan çok önemli bulgular elde edilmiştir. Fakat bu araştırmalardan yalnızca birkaçı öğretmenlerin tecrübe etkenini de göz önünde bulundurmuştur ve dolayısıyla tecrübeli ve tecrübesiz

öğretmenleri dil bilgisi öğretimine dair fikirleri açısından karşılaştıran yeterli sayıda araştırma bulunmamaktadır. Bu çalışma, ortaokul seviyesinde İngilizce öğretmekte olan, tecrübeli ve tecrübesiz Türk İngilizce öğretmenlerinin dil bilgisi öğretiminin önemine bakış açılarını karşılaştırıp literatürdeki boşluğu doldurmayı hedeflemektedir. Çalışmada kullanılan veriler toplam 155 Türk ortaokul İngilizce öğretmeninden anket yoluyla toplanmıştır. Bununla birlikte katılımcıların bir kısmından açık uçlu sorular ve yarı yapılandırılmış mülakatlar ile de veri toplanmıştır. Çalışmanın bulguları, ortaokul seviyesindeki İngilizce öğretmenlerinin dil bilgisi öğretimine önem verdiğini ve dil bilgisi öğretimine verilen bu önemin tecrübeli ve tecrübesiz öğretmenlerde değişmediğini göstermektedir. Buna ek olarak, öğretmenlerin dil bilgisi öğretirken doğrudan yöntemlere biraz daha yatkın olmaları ve burada da tecrübeye bağlı bir değişkenlik yaşanmadığı gözlemlenmiştir. Birtakım sınırlılıkları olmasına rağmen bu çalışma, tecrübeli ve tecrübesiz İngilizce öğretmenlerinin yabancı dil öğretirken dil bilgisi öğretimine verdikleri önemi fark etmeleri açısından önem taşımaktadır.

Anahtar sözcükler: Dil bilgisi öğretimi, öğretmen inançları, yabancı dil olarak İngilizce öğretimi

Abstract

Name of Thesis   : Grammar Teaching in the 21ˢᵗ Century: A Comparative Study

Between Experienced and Inexperienced Turkish EFL Teachers'

Beliefs at Secondary School Level

Department   : Foreign Language Teaching

Name of University   : Bursa Uludağ University

Name of Institute   : Institute of Educational Sciences

Degree Date   :

Supervisor   : Prof. Dr. Zübeyde Sinem GENÇ

GRAMMAR TEACHING IN THE 21ˢᵀ CENTURY: A COMPARATIVE STUDY

BETWEEN EXPERIENCED AND INEXPERIENCED TURKISH EFL TEACHERS'

BELIEFS AT SECONDARY SCHOOL LEVEL

Today, it is an undeniable fact that each EFL teacher has their own unique ways of teaching the foreign language. In these varying ways of teaching, there are numerous factors directly affecting the language acquisition. One of these factors is grammar teaching. The importance of grammar teaching when teaching English differs for every teacher. EFL teachers' beliefs about the importance of grammar teaching have been investigated multiple times in the past and countless significant findings have been presented by these studies. However, only a few studies took the teaching experience factor into consideration, thus there is not ample amount of research that compares experienced and inexperienced teachers

regarding their beliefs about the importance of grammar teaching. This study aims to fill this particular gap in the literature by comparing experienced and inexperienced secondary school Turkish EFL teachers' views on the significance of grammar teaching when teaching English. The data of the study were collected from 155 in-service EFL teachers, currently working at state and private secondary schools, located in a large city in Turkey. In addition, open-ended questions and semi structured interviews were also administered to a certain number of participants. The findings of the study reveal that Turkish secondary school EFL teachers view grammar teaching important, and that this view is not affected by the teaching experience. Moreover, the study also points out that teachers tend to use explicit grammar teaching ways slightly more, and this also does not differ for experienced or inexperienced teachers. Despite a number of limitations, this study proves its significance in terms of allowing experienced and inexperienced EFL teachers to be aware of their beliefs about grammar teaching when teaching English.

Keywords: Grammar teaching, teacher beliefs, teaching English as a foreign language, EFL

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List of Abbreviations

EFL   : English as a Foreign Language

ELT   : English Language Teaching

FFI   : Form-focused Instruction

FonF   : Focus on Form

FonFs : Focus on Forms

FonM : Focus on Meaning

GT   : Grammar Teaching

GTM : Grammar Teaching Method

L1   : First Language

L2   : Second Language

PPP   : Presentation- Practice- Production

SLA   : Second Language Acquisition

SPSS : Statistical Package for the Social Sciences

TBLT : Task Based Language Teaching

Chapter 1

Introduction

1.1. Introduction

Just like any other field of empirical research, the fields of both second language (hereafter L2) teaching and English language teaching (hereafter ELT) swarm with a huge amount of highly debated questions. These questions have been and still are formed through time and while some find their answers quickly, the others create dilemmas that require the attention of educators for quite long timespans and still do not get solved. Having been originated from one of the said dilemmas, grammar teaching (hereafter GT) has arguably drawn the most interest over many decades when it comes to teaching an L2 (Ellis, 2002b; Larsen-Freeman & Anderson 2018). The way educators react towards the subject matter has changed multiple times throughout history. The views towards GT have created dilemmas that still have been discussed even after decades with still no definite answer.

So far, studies on L2 teachers' beliefs have investigated an enormous range of instructional features such as intercultural language teaching (Oranje & Smith, 2018), language learner autonomy (Borg & Alshumaimeri, 2019), and vocabulary learning and teaching (Gao & Ma, 2011) to name a few. However, the present study will focus particularly on L2 teachers' beliefs about GT. In different periods of time, grammar represented a different point of view. For more than hundreds of years, it was regarded as the center of any language pedagogy, and learning its rules was believed to be enough to know a language (Nassaji & Fotos, 2011). It was so crucial to include grammar in the language learning process that language without grammar would be considered "chaotic" (Batstone, 1994, p. 4). Additionally, for the past methods that depended heavily on a structural syllabus, GT was even believed to hold "pride of place" (Ellis, 2002b, p.17). The teaching method that gave all

this fame to grammar was the renowned Grammar Translation Method (hereafter GTM) and grammar instruction cannot be fully discussed without mentioning it. What once started as the teaching of classical languages such as Latin and Greek, the GTM has been used predominantly and more frequently than any other teaching method (Richards & Rodgers, 2014). As the name could suggest, The GTM regarded grammar as the touchstone of language, and its deductive teaching was considered highly useful when analyzing literary texts of any target language. This vintage teaching method was and still is widely practiced by a great number of teachers all over the world, however, it was put on the shelves by educators due to many reasons (Larsen-Freeman & Robinson, 2013).

Despite having such importance in language learning for quite a long while, GT gradually lost its importance throughout time. It would most probably continue to maintain this importance if the field of second language acquisition (hereafter SLA) were not advancing so rapidly and radically. As time went by, SLA professionals proposed new teaching methodologies. With each new teaching methodology came different standpoints on grammar instruction, which would later be referred to as the 'Reform Movement' (Richards & Rodgers, 2014, p. 7). The latest teaching methods had different opinions towards GT than those of before and the ideas that lasted hundreds of years gradually started to change. What was once acknowledged as the most vital organ of any language pedagogy, would receive continuous doubt and skepticism for quite a good while.

In fact, at a certain point, some SLA educators went so far and tried to omit grammar from language learning processes once and for all. Believing that it is not only unnecessary but also ineffective, educators such as Krashen (1981, 1985, 1993) supported avoiding GT altogether. These educators thought focusing solely on the exposure of meaningful communication would allow us to achieve more effective acquisition of L2 since our utmost goal had to be using and interpreting meaning in a real-life context (Widdowson, 1978).

After countless experiments regarding the inclusion of grammar in L2 learning process, educators came to an understanding that would suggest neither action is truly effective and the current practices should indeed be in favor of involving grammar in the language process (Ellis, 2018; Larsen-Freeman, 2015; Loewen & Sato, 2017; Nassaji & Fotos, 2011), however not as before. Instead of separating meaning and grammar from one another, recent practices have advised combining each aspect of language. This would be done through presenting grammar inside meaningful contexts and it has been proven to be the most effective implementation of grammar in the 21st century.

Given that the importance attached to GT varied repeatedly, it is no wonder that the first question one could ask about GT is if it has any benefits on L2 acquisition in general. In this respect, numerous researchers in the field of SLA have suggested that inclusion of some degree of form-focused instruction into meaning-focused L2 classrooms enhances L2 performance as well as learners' accuracy (e.g., Doughty & Varela, 1998; Ellis, Baştürkmen & Loewen, 2001; Hinkel & Fotos, 2001; Nassaji & Fotos, 2007, 2011).

One of the earliest researchers that investigated the said benefit of GT was Long (1983). By comparing 12 studies in which instructional learning and learning through exposure, Long concluded that grammar instruction had a positive influence on L2 learning when compared to no instruction. Moreover, not only this finding was also true for both children, but it was also true for various types of levels such namely beginner, intermediate, and advanced. Years later, Rod Ellis (1990, 1994) and Larsen-Freeman and Long (1991) came to similar a conclusion, suggesting that although GT is not vital, it has a significant impact on accuracy. These three studies reviewed additional studies and their findings supported those of Long (1983). What they discovered was while GT in L2 acquisition did not have a significant impact on sequences of acquisition, it had beneficial effects on the rate of acquisition as well as the ultimate level of acquisition.

It is now a universally known fact that GT, to some extent, is necessary for L2 acquisition and integrated grammar instruction is a much more efficient option compared to decontextualized grammar instruction to enhance accurate and fluent communicative skills (Sato & Oyanedel, 2019). Likewise, more recent reviews have also arrived to parallel conclusions concerning the positive impact of grammar instruction on L2 acquisition (e.g., Bryfonski & MacKay, 2017; Doughty & Long, 2008; Ellis, 2018; Hulstijn et al., 2014; Larsen-Freeman, 2015; Loewen, 2020; Loewen & Sato, 2017; Lyster, 2017; Nassaji & Fotos, 2011; Nassaji & Simard, 2010; Russell & Spada, 2006; Spada & Tomita, 2010, Williams, 2005). Moreover, recent teachings that equally treat grammar instruction and meaning showed that it is in fact not a matter of choosing one from two, by presenting grammar in meaning-based contexts and keeping both sides happy. This way of teaching a target language in which grammar is presented within a communicative context will be much more effective than the ones with an exclusive focus on grammar or even communication (Lightbown & Spada, 2013, p. 196).

All in all, it has been proven by numerous studies in the past that GT plays a crucial role in language learning and teaching and a recent understanding of teaching an L2 strongly suggests ELT teachers of today include grammar in their syllabi while teaching English to their students.

1.2. Statement of the Problem

Although the general attitude towards grammar instruction while teaching L2 has changed multiple times in recent history, right now the general sense is that it should be included in the language learning process. However, language teachers might have their own opinions towards GT. Furthermore, these opinions might differ depending on different factors (Borg, 2003). One of the said factors is the teaching experience. Önalan (2018a) investigated the stated factor between novice and experienced teachers who were teaching at the university

level. His study put forward important findings which proved English as a foreign language (hereafter EFL) teachers' tendency towards teaching grammar. Furthermore, the study showed no significant difference between novice and experienced teachers in their perspectives on the importance of GT in L2 acquisition. Another study that investigated the same area, and again in the context of university level, was conducted by Erdali as a Master's thesis in 2016. He also found no significant difference between experienced and inexperienced teachers regarding their beliefs on the importance of GT in L2 learning. Both of these researchers' findings are important for the present study given the fact that the same factor will be investigated in another context.

Unfortunately, Önalan's and Erdali's studies are one of the quite few studies that investigate the difference between experienced and inexperienced teachers' cognitions of GT. Although Turkish EFL teachers' beliefs on GT have been investigated multiple times in the past (i.e., Altunbaşak, 2010, Erdali, 2016; Gerem, 2019; Önalan, 2018a), the relationship between their beliefs and teaching experience has not been investigated enough. Given the lack of ample amount of research in the particular field, and that Önalan's or Erdali's studies might not be enough to be generalized at the secondary school level, since there is a huge difference in terms of the age of the learners, whether teaching experience might be playing a significant role in determining language teachers' beliefs about GT in L2 acquisition at secondary school level seemed an intriguing field of investigation. Thus, the current study set out the compare experienced and inexperienced Turkish secondary school EFL teachers' beliefs on GT.

1.3. Research Questions

Teachers' beliefs on GT still continues to be a largely investigated topic. However, the number of studies that have been conducted in the Turkish context is low. Also, there has not been enough research in SLA that investigates the difference between experienced and

inexperienced teachers' beliefs on GT. Although, as noted previously, both Erdali (2016) and Önalan (2018a) investigated the differences between GT beliefs of experienced and inexperienced EFL teachers, the studies were conducted at university level context. The present study will focus entirely on the secondary school level therefore the particular field of investigation could be checked at the secondary school level in order to shed more light on the issue. Taking all the previously noted states in mind, the present study asked the following research questions:

1. Do experienced Turkish EFL teachers believe grammar instruction is important while teaching English at secondary school level?

2. Do inexperienced Turkish EFL teachers believe grammar instruction is important while teaching English at secondary school level?

3. Is there a significant difference between experienced and inexperienced EFL teachers' beliefs about the importance of grammar instruction at secondary school level?

4. Do experienced teachers prefer to integrate grammar by using explicit ways or implicit ways?

5. Do inexperienced teachers prefer to integrate grammar by using explicit ways or implicit ways?

6. Is there a significant difference between experienced and inexperienced teachers' preferences on integrating grammar instruction?

1.4. Statement of Purpose

Unfortunately, there are not enough studies to understand whether there is a difference between novice and experienced teachers' beliefs on GT especially at secondary school level.

However, to further understand Turkish EFL teachers' attitudes towards GT, the field of investigation needs to be broadened to larger contexts. Therefore, this study specifically seeks to examine whether there is a difference between experienced and inexperienced Turkish EFL teachers' beliefs on GT taught at secondary school level.

1.5. Significance of Study

The findings of this very study will be quite significant in the literature considering the fact that there is not ample amount of comparative research in the literature that examines the differences between experienced and inexperienced teachers' understandings of GT. Moreover, the study will be the first to examine the said difference at secondary school level since previous studies only focused on primary school (e.g., Uysal & Bardakçı, 2014), high school (e.g., Nishimuro & Borg, 2013) and university levels (e.g., Erdali, 2016; Önalan 2018a). Moreover, although Altunbaşak (2010) examined secondary school EFL teachers' beliefs on GT at specifically secondary school level, that study did not take teaching experience factor into consideration. Therefore, being the only study to both examine secondary school EFL teachers' beliefs and also compare them concerning teachers' years of teaching experience, it is hoped that the present study will be a pioneer to similar research in the future as well as studies on teacher cognition particularly in the field of GT.

1.6. Assumptions

In the past, it was proven that teacher cognition starts to be shaped when getting the teacher education (Farrell, 1999) and beliefs about teaching a foreign language do not change quite suddenly (Burgess & Etherington 2002; Kagan, 1992; Peacock, 2001). However, the study will categorize participant teachers into two groups; teachers with experience of 1 - 5 years will be considered inexperienced and above 5 years will be considered experienced. Five years might be a time that is long enough for teachers to change their opinions about

teaching L2. Therefore, it is assumed that there will be differences in how EFL teachers perceive GT in their lessons according to their teaching experience. To put it differently, it is assumed that experienced teachers' understandings of grammar will be significantly different from those of inexperienced teachers.

1.7. Limitations of Study

This study, unfortunately, does not include the teaching practices of the teachers. Önalan (2018a) has also reported the same limitation in his study. One effective way of including actual teaching practices could be data collection through classroom observations. However, during the time of conducting the study, there were almost no face-to-face classes to observe due to the COVID-19 pandemic. Students at almost all levels were required to take their lessons online, mostly through the Zoom application. The initial thought was to observe online classes however it could lead to a false conclusion. This was because teaching online was quite new to both Turkish EFL teachers and students therefore classroom implications might have been different than how it actually is.

1.8. Definition of Key Terminology

The following list of items were consistently used throughout the present study. The introductions of each listed item could be seen in order to make their understandings clearer.

English as a Foreign Language (EFL): English as taught to people whose mother tongue is not English.

English Language Teaching (ELT): The department at universities whose main goal is educating students to become English teachers.

First Language (L1): Someone's first acquired language, mother tongue.

Form- Focused Instruction (FFI): An approach of language teaching that emphasizes acquisition of linguistic features such as grammar, lexicon and phonology.

Grammar Teaching (GT): Teaching the grammatical items of a target language.

Pre-Service Teachers: Students who are training to become teachers. In our context, this will be students who are training to become EFL teachers.

Second Language (L2): Someone's acquisition of another language after acquiring first language.

Second Language Acquisition (SLA): The process of acquiring an additional language to the first language.

Teacher Cognition: Pre- and in-service teachers' self-reflections and beliefs about their teaching.

Chapter 2

Literature Review

2.1. Grammar Teaching through the Years

The controversy of whether grammar teaching is necessary or not, moreover, what is the most effective way to merge meaning and grammar has been in the center of so many discussions in the field of SLA that it was later named "the central dilemma" (Richards, 2002). Grammar was not considered vital or unnecessary for quite long as in different periods of language teaching, educators looked at GT through different perspectives. These different viewpoints throughout time resulted from various approaches to language teaching. The view towards grammar instruction is believed to consist of three major approaches with respect to time (Nassaji & Fotos, 2011):

1) Traditional methods era which urged upon the exclusive exposure to grammar teaching.

2) Communicative methods era which disregarded grammar instruction while acclaiming exclusive exposure to meaningful communication

3) The recent mindset which emphasizes the importance of both grammar and communication

In this section, these three different eras of language teaching will be examined individually and how L2 teachers reacted towards the teaching of linguistic forms in different generations will be discussed. The three instructional approaches will be discussed in more detail under their own sub-headings. Occasionally, the term 'form' will be used while presenting the history and perceptions of GT. Form is often misunderstood as referring merely to grammatical form however it can also refer to lexical features. Nevertheless, in this section as well as the entirety of the study, form will be addressed mainly as grammar.

2.1.1. Traditional methods era. For quite a long time, grammar teaching was considered the most vital organ of learning languages (Celce- Murcia, 2001). In the past, foreign language teachers believed when learners acquired the grammatical aspects of any target language, they could achieve their objective and become proficient in the target language. Furthermore, working on the form of other languages was thought to be in fact improving one's grammar knowledge in their native language (Larsen-Freeman & Anderson, 2018). Because of these and many more reasons, methods that would base grammar teaching emerged. One example of such methods is the GTM which focused solely on grammatical structures.

Although the notion of grammar-led teaching has been put on the shelves, grammar-based approaches are still in use in many L2 classrooms. One quite popular form of grammar-based teaching is the Presentation-Practice-Production (hereafter PPP). PPP is extensively used in the 21st century L2 classrooms since many teachers of L2 conceive it as a basic lesson structure (Crookes & Chaudron, 2001). It is such a widely accepted way of teaching L2 that it forms the basis of many teacher training courses (Willis, 1996), and different variations of PPP model could be spotted in various language teaching books (e.g., Harmer, 1996).

As it could be understood from the name itself, PPP is a combination of three stages; a presentation stage where a grammar structure is introduced, a practice stage where learners are provided with various types of exercises to repeat, work on and reproduce the newly presented forms, and finally, a production stage in which learners are required to make use of the structures they have learned during inside communicative activities.

During the presentation stage of PPP, linguistic structures are presented through texts, dialogues, or even stories all of which include the said structure. The learners' consciousness towards the linguistic structures is raised through listening to or reading aloud the text. Thus,

learners will become familiar with the intended grammar structure and store it in their short-term memory (Ur, 1988, mentioned in Nassaji & Fotos, 2011). Following the presentation stage, the practice stage has actually a rationale behind it; the practices should start with controlled activities and gradually become less controlled and finally end with open-ended activities. Thus, this process will allow learners to first direct their attention on linguistic forms, gain control over them step by step and internalize by transferring the new information from short-term memory to long-term memory (Ur, 1988 mentioned in Ellis, 2002a).

Although grammar-based teaching, particularly PPP, is still famous among L2 teachers, during the early 70s, the educators actually started to realize that studying exclusively on grammatical structures were not allowing learners to perform better in real-life situations where communicative competence is needed (Ellis, Baştürkmen & Loewen, 2002). This was a clear indicator of the need for meaning (communication) while teaching, which paved the way for the birth of the communicative methods.

2.1.2. Communicative methods era. Not in every period of language teaching and learning was grammar teaching considered crucial. Indeed, at some point educators began questioning whether omitting grammar could provide a more effective way of learning L2. The undeniable fact that knowing a language means much more than only knowing its form, and that exclusive focus on grammar will achieve almost nothing caused the shift away from grammar teaching which paved the way to the communicative methods era in which focus on meaning and language use was considered as the most crucial aspect (Nassaji & Fotos, 2011). As the focus on meaning increased, the aim of language learning shifted more and more to communication which gradually led grammar teaching to be put on the shelves (Larsen-Freeman & Anderson, 2018). This was because the educators believed there was a newer and greater goal of language learning; being able to communicate in the target language which did not seem feasible by focusing extensively on grammar. One of the well-known supporters of

the said idea, Krashen believed, meaning had precedence over form, and grammar instruction played no role let alone a pivotal role in the acquisition of a target language (1981, 1985, 1993). Each learner had their own natural order to acquire a language and this natural order would allow them to automatically build their grammatical competence so long as they were provided with an ample amount of comprehensible input. In other words, for Krashen, grammar teaching was unnecessary, provided that learners were exposed to a great deal of input consisting of the correct grammar.

Krashen's views towards GT have not changed even after many decades as he still strongly believes that grammar instruction should be abstained from all language pedagogies (Krashen, 2008). He claims that practicing and working with grammatical rules are only of marginal value (Krashen, 2011). Moreover, he trusts that languages can be acquired with lots of exposure to L2, without any production whatsoever, considering that opportunities for learner production inside the classroom environment are sparse anyway (Shehadeh, 2002).

Surprisingly, some educators, namely Prabhu (1987, p. 2), not only suggested avoiding grammar instruction but they even also warned teachers against the inclusion of grammar since it could have detrimental effects on the process of language learning. Leaving grammar out would supposedly allow the teachers to focus merely on a new objective of language learning; being able to use language in real-life communicative situations (Widdowson, 1978).

Despite numerous studies and researchers encouraging the dominance of meaning over GT for the better target language acquisition, omitting form while emphasizing meaning turned out to be affecting language acquisition rather negatively. This was simply because learners of L2 failed to obtain high levels of grammatical competence even though they had a great deal of opportunity to learn the language in a natural way (Ellis, 2002b).

One of the many studies that underlined the inadequacy of meaning-only teaching methods is the Canadian immersion programs. In these programs, the target language was used as the medium of instruction when teaching subject content. The findings gathered from these studies have pointed out that the participants, after being exposed to ample meaningful content with no grammar instruction, achieved high levels of strategic and discourse competence (Swain, 2000) however, they failed to perform effectively enough in the target language and acquire even the simplest grammatical distinctions as they were missing many aspects of the language (Harley & Swain, 1984; Kowal & Swain, 1997; Swain, 1985).

In short, it has been pointed out that, communication-based teaching has its inadequacies since not providing any grammar instruction leads language learners to make lots of grammar errors and for high levels of accuracy, focus on grammatical forms to some extent is needed.

2.1.3. Current practices in grammar instruction. After countless various combinations of adding and omitting grammar from the language learning process, the concept of GT eventually came to a revolutionary conclusion which demolished the previous ways of thinking in many ways. Initially, over many centuries, educators of second and foreign languages were believed to be divided into two groups; those who think in favor of GT and those who do not (Larsen-Freeman, 2001). When the educators understood that separating form and meaning from one another would have detrimental consequences (Norris & Ortega, 2000), the contemporary understanding of the relationship between grammar teaching and language learning emerged. This recent conceptualization suggested that both meaning and form are inseparable and they are equally important in the effective acquisition of another language (Lightbown, 2000; Nassaji & Fotos, 2011). This belief was referred to as

form-focused instruction (hereafter FFI) and it is basically identified as attempts to draw

learners' attention to linguistic forms during the course of meaning-focused interaction

through 'focuson form' (hereafter FonF) or interactional feedback. (Nassaji & Simard, 2010).

Along with presenting FonF for the first time, recent practices made slight changes in the

aspects of traditional grammar teaching and communicative way of teaching and named them

'focus on forms' (hereafter FonFs) and 'focus on meaning' (hereafter FonM) in order. In the

next sub-sections, these three new terms will be discussed in detail.

2.1.3.1. Focus on form.

> Focus on form involves reactive use of a wide variety of pedagogic procedures
>
> to draw learners' attention to linguistic problems in context, as they arise
>
> during communication in TBLT, typically as students work on problem-
>
> solving tasks, thereby increasing the likelihood that attention to code features
>
> will be synchronized with the learner's internal syllabus, developmental stage
>
> and processing ability. (Long, 2015, p.317)

FonF, whose earliest introduction was made by Long (1991), earned its name owing

to the fact that it puts not only grammar but also meaning at the center of attention. After GT

lost its importance with the rise of communication-based approaches, it gained back some part

of its prior significance with the help of the current views on FonF. Given that the name

suggests there is a focus on form, the term might be misleading since the intended focus is not

only on form but it is on form-meaning mapping. FonF attended grammar within a meaning-

based approach, which allowed learners to acquire target languages' linguistic forms in the

contexts of performing communicative tasks (Ellis, Baştürkmen & Loewen, 2002). That way,

FonF separated itself from both traditional GT (i.e., FonFs) and communication-oriented

language teaching (i.e., FonM) in that FonF entails a focus on linguistic features while FonFs is restricted to such a focus and FonM excludes it (Doughty & Williams, 1998).

For Long (1991), using FonF was quite crucial while teaching L2 because it drew students' attention to linguistic forms in the course of communicative activities. The rationale behind FonF supported that L2 learners would acquire a target language quite effectively when their focus is drawn to form while their primary attention is on processing meaning (Nassaji & Simard, 2010). However, that this shift in focus happens incidentally is of great importance because when learners obtain FonF related to the problems they encounter, they will take more advantage of the feedback they receive and it would feel more natural (Williams, 2005).

Fundamentally, FonF feels natural. For it to operate as intended, it has to arise incidentally in lessons where the overriding focus is on meaning or communication (Long, 1991, p. 45-46). Moreover, Long believes that, so as to feel natural, a lesson that proceeds through FonF needs to be both reactive (i.e., occurs as a response to a communication problem) as well as incidental (i.e., not pre-planned). In Long's eyes, a FonF is quite similar to the experiences we have in real life therefore the GT should occur in a context that is as authentic as possible and that is both incidental and reactive. Nevertheless, this does not necessarily mean that a FonF lesson cannot be planned prior to the implementation of the lesson as the fundamental characteristics of FonF have stretched beyond Long's original conception. There is now an option where FonF is applied pre-planned, or in other words, proactive (Ellis, Baştürkmen & Loewen, 2002). In this case, the lesson would address pre-determined linguistic features, whereas when it is incidental, it would act as a response to whatever linguistic or communicative problems learners face during L2 acquisition (Ellis, 2016). Some studies investigated the possible different outcomes of FonF when implemented pre-planned or incidental however they will be presented and discussed later on in the study.

The requirements for a FonF lesson do not solely end with being reactive and incidental. On the contrary, there are more necessities for a FonF lesson to function properly. In his study in 2016 (p. 407), Ellis characterized Long's views regarding FonF and summarized the characteristics of FonF into eight items;

A FonF approach:

1) arises in interaction involving the L2 learner;

2) is reactive

3) is incidental

4) is brief (i.e., does not contradict with the main focus on meaning)

5) is typically implicit (i.e., does not include any metalinguistic explanation)

6) induces 'noticing' (i.e., consciously attending to linguistic forms)

7) induces a form-function mapping

8) contradicts with traditional form-centered approach (i.e., FonFs)

Considering their nature, FonF is in harmony with task-based language teaching (hereafter TBLT) for a number of fair reasons. First and foremost, for FonF to combine both meaning and form together, it has to occur in a communicative context. Hence, it requires the use of 'tasks' whose primary focus is on meaning, yet provide focus on linguistic form to some extent, when triggered by the communicative need that comes forth (Ellis, 2016). Tasks are in nature goal-directed and they have clearly defined outcomes that will allow the meaning to be negotiated easily. Secondly, both FonF and TBLT benefit greatly from the negotiation of meaning. FonF and negotiation of meaning are two closely related aspects of language learning that cannot be separated from one another. One of the many advantages that

negotiation of meaning provides is the negative feedback that can allow learners to be aware of their errors in utterances and modify them to be more target-like (Long, 1996).

FonF is more effective than the other instructional approaches due to the fact that it involves a needed amount of focus on linguistic forms. Without this focus, it is most likely that L2 acquisition will be harmed and the learner will not achieve the intended level of proficiency in the target language. Simply put, grammar instruction is important, mainly because of three reasons; firstly, it affects the long-term accuracy positively (Lightbown, 1983); secondly, the rate of learning is enhanced when grammar is taught (Long, 1983); and finally, yet most importantly, it increases the ultimate level of attainment (Long, 1991). Given that all three of the stated situations will pose a problem in the future, GT is indeed necessary for L2 acquisition and FonF is the prime way to achieve it.

Although FonF is highly considered to be the more effective way of teaching L2, there are teachers of L2 everywhere who prefer other teaching approaches namely FonFs and FonM.

2.1.3.2. Focus on forms. In the same study where he introduced FonF for the first time, Long (1991) presented another yet highly distinct approach which was called FonFs. The differences between the two were unraveled in elaborate detail in the said study. While FonF consisted of occasional shifts of attention to linguistic features, FonFs involved intensive presentations of discrete linguistic items of L2 such as grammar, lexicon, phonemes, and functions to name a few (Long, 1997). FonFs resembles a lot to traditional ways of teaching L2 in that both of them emphasize greatly on traditional presentation of grammar. The traditional notion of FonFs involves extraction or isolation of linguistic items from communicative context (Doughty & Williams, 1998). Nevertheless, this way of acquiring a target language has been proven to be defective with many studies, which has also been stated

multiple times in this very study as well. In addition, Long believes that FonFs lessons tend to be 'dry' and ask learners to master many linguistic items with little or no communicative use (1997, p.2). In the same study, Long presented six major issues concerning the use of FonFs which will be discussed in detail right afterward:

1. FonFs lessons do not involve needs analysis.

2. Since both lexical and grammatical items in textbooks are linguistically graded, FonFs often causes isolation from realistic models of language use.

3. FonFs ignores language learning processes and supports behaviorist model of L2 learning which relies heavily on repetition of linguistic forms.

4. FonFs does not involve learners in syllabus design.

5. Lessons that are FonFs oriented are tend to be boring.

6. It is unclear if FonFs teaches L2 as intended.

The first item of the six drawbacks points out the absence of needs analysis. This is indeed a huge concern considering that needs analysis can not only provide the learners with the necessary aspects of the language they need, it can also positively affect learners' motivations since they will be aware of the consequences of the program (Baştürkmen, 2014). On the other hand, the lack of identifying the communicative needs of a particular group of learners, along with the means analysis to determine learning preferences will lead to a 'one-size-fits-all' approach. Moreover, this kind of teaching design will end up teaching the learners too many unneeded general things yet so few necessary skills and genres. This will eventually have detrimental consequences to the process of target language acquisition.

In the next item, the concern regarding the realistic models of language, also known as authenticity, is remarked. The use of authentic materials is regarded as one of the fundamental aspects of preparing learners for the outside world where they could communicate in the

target language. An authentic text is created to meet social needs and purposes inside the language community it is produced (Little, Devitt & Singleton, 1988). It has been considered foundational in SLA for multiple decades (MacDonald, Badger & Dasli, 2006) because the necessity of developing learners' skills for the real world has increased drastically with the communicative movement (Guariento & Morley, 2001). Similarly, Wilkins (1976) who is believed to be one of the pioneers of the communicative approach, regarded authentic materials as the bridge between classroom knowledge and learners' capacity of participating in real-world events. FonFs approach advises teachers to simplify the language that learners will be exposed to. However, there is a good chance that this brings about a number of issues one of which is authenticity. When materials that FonFs approach requires are linguistically changed to suit the learners better, they no longer remain authentic. Instead, they become more and more artificial and stilted thus the language use becomes far from authenticity. In short, it is safe to say that FonFs approach to teaching a target language, which in no way resembles communicative teaching, contradicts an authentic way of teaching, which is entirely communicative.

The third shortcoming of FonFs puts forward that it is not an approach to teaching language where developmental sequences, also called fixed series of stages are born in mind. Developmental sequences indicate that learners acquire grammatical structures of L2 in a particular series of stages (Ellis, 2015). That there are stages for acquiring grammatical structures which each L2 learner go through was actually acknowledged by early studies in SLA (e.g. Ellis, 1984; Felix, 1981; Ravem, 1968) and since then, they have remained as a crucial aspect of L2 acquisition. Nevertheless, the existence of developmental stages is denied in FonFs, and learners are expected to master each distinct linguistic item even though L2 acquisition has never been a process of accumulating entities (Rutherford, 1988). This way of

teaching on the other hand largely resembles the behavioristic model of language teaching where learners are required to obtain every individual linguistic item subsequently.

The fourth drawback of FonFs is because of its not involving learners in syllabus design. This could actually end up becoming highly detrimental to the learning process since there is a distinction between acquisition sequences and instructional sequences. Believing that every instructed item can be learned as intended is simply wrong. It should always be remembered that teachability is constrained by learnability (Mackey, 1995).

The fifth obstacle is closely related to learners' levels of interest. No matter how hard the teachers or the textbook writers try, FonFs oriented lessons will quite possibly be boring, causing learners to lose motivation and interest. Considering that learners in the digital age have a diminishing attention span, the lessons need to be appealing to L2 learners. A lesson in which the major focus is on linguistic forms will attract learners only to some extent while FonF lessons, with its focus on both meaning and form, has a better chance at engaging students in the language acquisition process.

The sixth also the last disadvantage of FonFs is related to its success at teaching L2. FonFs is fuzzy in terms of understanding whether L2 learners have really learned the language or not. It creates more false beginners than finishers. To put it differently, FonFs might be creating learners who think they are proficient at a target language, yet actually not.

The listed six obstacles, as well as its obsolescence, are the reasons why FonFs fails to be a worthy match for FonF in terms of effectiveness in SLA. However, the approaches that Long proposed are not restricted by the two since he identified another distinct teaching approach.

2.1.3.3. Focus on meaning. Years after the original introduction of FonF and FonFs, Long (1997) discussed an implicit and natural approach to teaching L2 called FonM. Not only

the terminology but also the rationale of FonM differed greatly from FonFs which believed in favor of the effectiveness of GT. On the contrary, the rationale behind FonM was quite akin to that of the communicative methods era. In both approaches to teaching L2, GT was omitted as people of all ages learn languages in the most effective way when languages are treated as a medium of connection. Moreover, grammar was believed to be best learned implicitly and incidentally by learners' who needed to subconsciously induce grammar rules by being exposed to the communicative input (Long, 1997).

Although this way of teaching L2 sounds innovative and it is quite unlike FonFs, in which the full concentration is on GT, a full focus on communication has its setbacks as well, similarly to what has been stated multiple times regarding the communicative methods era in the earlier sections of this study. Some obstacles that emerge with FonM were underlined by Long (1997) which will be discussed in detail right after they are presented:

1. Very much like FonFs, in FonM there is no needs or means analysis that would guide the curriculum content present.

2. Many educators came to a conclusion that there are some maturational constraints regarding the use of FonM.

3. The more exposure to communicative input does not necessarily mean the higher success at achieving native-like proficiency in L2.

4. The differences between the first language (hereafter L1) and L2 have a great chance to constitute problems.

5. An only meaning-oriented L2 learning is insufficient.

The first obstacle regarding the implementation of FonM is that it also does not involve a needs analysis. As it was clearly identified in FonFs, needs analysis is an important

aspect of contemporary lesson designs that will have a direct and positive effect on the L2 acquisition process.

The second drawback of FonM is directly linked with L2 learners' age. It is believed that there are some maturational constraints in the implementation of FonM. To put it differently, as the age gets older the success in acquiring a native-like level goes relatively lower due to lack of opportunity, motivation, and ability to name a few. This is because learners lose access to their innate abilities as they get older, which restricts them from learning a language as they did in their early childhood. This specific phenomenon has actually been named in the field of SLA as 'critical period' which refers to a period of time when language acquisition is comparably easy and results in a higher degree of success (Marinova-Todd et al., 2000, p. 9). Moreover, Lenneberg (1967) stated that after the critical period, automatic acquisition from merely being exposed to L2 seems to disappear, thereby these learners require to learn by conscious and labored effort (p. 176). However, the claim that children acquire L2 more easily and effectively is not crystal clear, as it has created and still creates much controversy since the researchers still have not come to a common conclusion. Concerning the relation between age and L2 acquisition, some researchers believe children are no superior to adults (e.g., Marinova-Todd et. al., 2000) while others believe they are indeed more advantageous compared to adults (e.g., Newport, 1991). On the other hand, some researchers broadened the said question and looked at it from a different perspective. Instead of investigating what the optimum age for acquiring L2 is, the way how age affects L2 acquisition was investigated. Thanks to the insight obtained from these studies (e.g., DeKeyser, 2000; French & O'Brien, 2008; Granena & Long, 2013; Service et. al., 2014), there is now evidence that suggests children and adults acquire language differently; while adults and adolescents draw more on working memory and aptitude for explicit learning, children make more use of aptitude for implicit learning and phonological short-term

memory. To put it in a much simpler way, it is not a question of which one of the two acquires L2 more easily, it is about how (DeKeyser, 2017), and the studies clearly show that adults tend to use explicit learning skills whereas youngsters use implicit.

The third disadvantage of FonM is related to one of the essential rationales behind FonM which emphasizes that the only way to effectively acquire an L2 is through high amounts of exposure. This way of thinking was proved to be erroneous by many studies in the past. A great example of these studies was series of Canadian French immersion programs which showed that even after 12 years of full communicative classroom immersion, learners' production in L2 was 'far from native-like' (Swain, 1991). A more detailed discussion of the relation between exposure and acquisition has been presented multiple times in the present study previously, particularly in the section of 'Communicative Methods Era'.

Long believes the fourth limitation regarding the implementation of FonM is the negative transfer between learners' L1 and L2. Learners' L1 and L2 may be quite different from one another, which might lead to trouble when acquiring language since they cannot be learned simply through exposure to input. The structural uses that are possible in L1, yet not possible in L2 will negatively transfer to the L2 learning process. Provided that these deviant structures do not create any huge communication breakdown, they will remain unsolved and unnoticed. With the GT there is positive and negative evidence and with their help, the learner might be able to see what is grammatical and what is not. This could be done through a process called 'corrective feedback' through which learners are made aware of their erroneous utterances (Long, 2007). Unfortunately, corrective feedback cannot be further discussed in this very study considering that it is a much distant field of investigation.

The fifth and final shortcoming of FonM concerns its lack of enough aspects. Despite the fact that exposure to comprehensible input is highly important, it is insufficient when only

by itself. Lacking many aspects of language learning makes FonM inefficient at L2 teaching. There have been a great number of studies to examine the necessity of GT and how attention to code features impact the rate of L2 acquisition, however, these studies and the importance of GT will be elaborately discussed under 'Explicit or Implicit?' sub-heading later on.

Long's (1997) above-mentioned shortcomings of both FonFs and FonM make FonF a desirable approach to teaching L2. Furthermore, two decades after Long's first categorization, Ellis (2016) formed a table where he summarizes all of the previously listed differences between the three approaches. The table makes it considerably easy for individuals to recognize diversity in both practice and theory since it allows item-by-item comparison of FonFs, FonM, and FonF. The table where the three approaches have been compared could be examined below in Table 1.

Table 1

Comparison Between FonF, FonM and FonF (Ellis, 2016, p. 3)

Comparison between FonFs, FonM and FonF

FonFs	FonM	FonF
No needs analysis	Usually no needs analysis	A needs analysis of the target tasks learners need to perform provides the basis of a task-based syllabus
No realistic models of language	Older learners cannot fully acquire an L2 'naturally' and thus FonM cannot succeed in enabling such learners to achieve high levels of L2 proficiency	Attracts attention to forms that otherwise learners might not notice
Ignores the fact that learning a new word or rule is a slow and gradual process	Even prolonged exposure to the L2 does not ensure that learners will acquire non-salient linguistic features	Allows for the slow and gradual process involved in the learning of L2 linguistic features
Fails to recognize that the teachability of grammatical forms is constrained by their learnability	Learners need negative evidence because positive evidence insufficient to guarantee acquisition of some grammatical features	Respects the learners' internal syllabus
Tends to result in boring lessons	FonM is inefficient because it results in only slow progress	Is under learner control because it only occurs in response to the learner's communication problems
Results in more false beginners than finishers	Can result in confidence and fluency in the use of the L2 but limited accuracy in use of the target language system	Assists the development of form-function mapping so promotes both fluency and accuracy

Overall, under this sub-heading, the history of GT and educators' reactions towards it in different periods of time were examined. It has been stated that at first, educators believed it was quite vital in the learning process. Any language teaching procedure without GT would be considered insufficient. This kind of grammar-based language teaching approach was later called FonFs and it continued to be the most approved way of teaching L2 for quite a long

time. Nevertheless, this teaching approach lacked meaning and communication thus learners failed to be communicatively competent in the target language. Later on, with the emergence of the communicative methods era, educators started to break away from heavily GT-based language teaching. Instead, they believed that what target language learners really needed was solely meaning and communication. That marked the beginning of communication-oriented language teaching approaches which would be later called FonM. Unlike FonFs, FonM depended greatly on student communication and collaboration while omitting GT entirely from the L2 acquisition process. Instead of GT, L2 learners were believed to be in need of the knowledge of function in L2 which would allow them to communicate. However, similar to FonFs, FonM was also abandoned due to the fact that the recent central idea in SLA expresses the need for combining both grammar and meaning in the same L2 acquisition process. This will allow learners to attend to both meaning and form of a target language, eliminating the disadvantages of both FonFs and FonM, while making use of their positive aspects.

All in all, it is certain that, along with each and every new theoretical development, a new insight on the said issue will emerge. Therefore, it seems likely that the dilemma regarding the significance of GT will continue to exist so long as there are people who aim to teach/ learn a target language. However, as it has been stated multiple times previously, for now, the belief seems to be in favor of GT which integrates both meaning and form together compared to no GT at all. Now that summarizing how different generations applied GT for multiple decades have come to a conclusion, it would be wise to discuss whether or not L2 teachers regarded GT as a crucial aspect of L2 acquisition.

2.2. Teachers Beliefs on Grammar Teaching

Research on the importance of GT has been one of the main topics of discussion in the field of SLA because of its importance in helping L2 learners develop communicative competence (Loewen, 2020). Even though previous research has clearly shown that grammar

instruction is as important as communication in L2 acquisition, teacher factor inside classroom is a determining factor that cannot be overlooked. A rather simple example of this could be the fact that even the self-efficacy levels of EFL teachers affect their teaching, as the more self-efficacious the teacher is, the more communicative tasks they use (Değirmencioğlu, 2021). One of the mentioned teacher factors with a huge effect inside L2 classroom is the effect of teacher views. In this section, important findings from numerous previous studies on the conflicting beliefs' of L2 teachers about the integration of GT will be presented. The GT that will be referred to in this section will not be FonFs - in other words, the traditional way of GT- which is widely considered to be obsolete, rather the recent conceptualization, FonF.

Teacher beliefs play a significant role in teaching practices (Phipps & Borg, 2009; Tillema, 2000), and therefore coming to a conclusion on whether or not GT is essential is also related to L2 teachers and how they feel towards it. Earlier studies that investigated L2 teachers' views and practices on GT revealed that teachers feel themselves required to depend heavily on GT while teaching L2 to their students (Loewen, 2020). One study that highlights L2 teachers' beliefs on GT was carried out by Sato and Oyanedel (2019). In their study, the two researchers investigated L2 teachers' views concerning integrated grammar instruction. The study followed a mixed data collection method. First, they conducted a large-scale survey, which was adapted by the questionnaire of Borg and Burns' (2008), to comprehend beliefs mostly held by teachers. The survey was distributed to 5435 EFL teachers throughout Chile. Out of 5435 teachers, only 498 completed the survey as any participant with missing items was eliminated from the dataset. Along with the survey, the researchers also conducted semi-structured interviews to elicit the underlying reasons for views towards GT. The results of the study revealed that L2 teachers were supportive of grammar instruction during L2 acquisition and that these teachers were applying grammar in their lessons.

In order to generalize Sato and Oyanedel's evidence regarding teachers' trust in GT, more studies ought to be reviewed. Furthermore, to fully grasp the necessity of GT from L2 teachers' perspectives, one might need to examine some of the many findings presented by Simon Borg, who is renowned for his multiple publications on teachers' cognitions. In one of his studies, Borg (2003) created a well-detailed review of earlier studies on teacher cognition regarding GT. The studies that Borg reviewed were all investigating language teachers' beliefs on the significance of grammar instruction. Borg's reviews pointed out that promoting attention to grammar is something L2 teachers feel necessary. Moreover, it was revealed that teachers' views towards grammar teaching are heavily affected by their prior language learning experiences. In other words, L2 teachers believe that GT is significant when teaching L2, and this view towards GT is shaped by their previous experiences as language learners. This is indeed a major finding supported by later studies (e.g., Busch, 2010; Fleming, Bangou & Fellus, 2011) most of which suggest that the foundation of perspectives on the teaching of grammar begins to form much earlier, even before becoming a teacher.

To understand how teachers actually feel about GT, their practices inside the classroom should also be examined. In relation to that, Farrell and Lim (2005) carried out a case study involving two EFL teachers in a primary school in Singapore. The focus of the researchers was to investigate the connection between teachers' beliefs and classroom practices regarding GT. The data collection method was qualitative which lasted for two months. The data were collected through interviews and in-class observations. The findings suggested that both teachers were in favor of grammar instruction while teaching English to their students. Moreover, although these teachers were supportive of using contemporary techniques of GT, in other words, FonF, they continued to employ traditional ways to teach grammar. This fact could be explained by (1) many L2 teachers' way of thinking that implies "direct grammar teaching would result in more accurate language use" (Richards, Gallo &

Renandya, 2001, p. 55); and (2) as Borg (2003) suggested that L2 teaching practices are heavily influenced by teachers' prior experiences as language learners. All things considered, Farrell and Lim (2005) put forward strong evidence that proves L2 teachers are in favor of GT in their lessons however their belief systems are not always reflected in classroom practices.

Another study that underlines the said issue of the relationship between teacher beliefs and actual classroom practices of GT was conducted by Nishimuro and Borg (2013). Their aim was to investigate how L2 teachers react towards grammar instruction while teaching L2. They observed three experienced English teachers working at a Japanese high school. During the time when the study was being conducted, Japan had a national curriculum whose focus was on communicative teaching. The study followed a qualitative method to understand L2 teachers' cognitions in-depth. Firstly, the participant teachers were interviewed before they were observed in class. Next, the teachers were observed inside the classroom while teaching two regular English lessons, which was followed by a post-observation interview. After the three-staged data collection was completed, results of the study showed that the teachers allocated approximately 80% of their 4.5 hours of lesson times to explaining linguistic features in L1, which is Japanese. In other words, EFL teachers in Japan seem to regard GT as quite significant because the bigger portion of their lessons is spent on the explicit teaching of L2 grammar.

Luckily, there are many studies that have been conducted in Turkey regarding teachers' beliefs on GT. These studies will provide a glance at the significance of GT through the eyes of Turkish teachers of English. One of many prominent studies focusing on Turkish EFL teachers' cognitions on grammar and its teaching was a case study conducted by Borg and Phipps (2009). The three participants of the research were teaching English at a preparatory school of a private university in Turkey. The researchers gathered data from these participants qualitatively, by using multiple data gathering sources. Data collection continued

for over 18 months. The interviews with the participants were done every four months, in order to see if there is any development in their beliefs about GT. They were also observed three times at three-month intervals and these observations were followed by post-observation interviews. After all the data were analyzed, the researchers concluded that the participants were supportive of GT in their lessons, yet through FonF. To put it differently, these teachers believed that grammar should be taught while teaching English but it should be done by using contemporary techniques. This is yet another study that supports largely claimed teachers' positive thinking towards the teaching of grammar during L2 acquisition. Moreover, akin to those of Farrell and Lim (2005) the study's findings also put forward a slight difference between teachers' beliefs and actual classroom practices. However, in Borg and Phipps's study, the reason behind the dissimilarity was stated to be mainly classroom management concerns and student expectations and preferences. The same factors behind the disconnection between teacher practice and beliefs were found in different contexts by multiple other researchers, such as Andrews (2003), Borg (2001), and Burns and Knox (2005) to name a few.

The same results that displayed Turkish EFL teachers' tendency towards GT in their lessons were also found by Uysal and Bardakçı (2014). In their study, the researchers investigated 108 primary-level EFL teachers' beliefs on GT through a questionnaire and a focus-group interview. The results revealed that Turkish EFL teachers were predominantly fond of grammar instruction. Moreover, this study also showed the difference between beliefs and practices of teachers as the participant teachers had stated earlier that they were in more favor of meaning-oriented teaching. In short, what Uysal and Bardakçı as well as Borg and Phipps (2009) highlighted is that Turkish EFL teachers' feelings towards GT are not different from how L2 teachers worldwide commonly feel towards GT, and there are sometimes differences between beliefs and actual teaching practices.

It is now evident that L2 teachers are fond of instructing grammar while teaching L2 and in some cases, their beliefs and practices contradict each other. However, the formation of these beliefs might be an area of investigation that ought to be investigated. Considering it is a proven fact that teachers' cognitions are generally stable and do not change quite easily (Burgess & Etherington 2002; Kagan, 1992; Peacock, 2001), it is quite possible that L2 teachers' persistent feelings towards GT and the importance it possesses are formed when they have not yet completed their teacher education, in other words, while they are still student-teachers. One notable study that aimed to uncover pre-service English teachers' views on GT was conducted by Farrell (1999) who examined the beliefs of pre-service English teachers and found that they are formed while they are having their teacher education. Moreover, as suggested before, these beliefs of the teachers were found to be resistant to change, meaning that they stick with the teachers even after starting the profession.

A similar study that investigates pre-service EFL teachers' perspectives on GT was carried out in the Turkish context by Çapan (2014). The researcher worked with 47 undergraduate students who were studying the English language teaching (hereafter ELT) department at a public university in a big city in Turkey. The data gathering process lasted for three months and the method was mixed, which included a questionnaire adapted from Burgess and Etherington (2002), semi-structured interviews, and observation field notes. In order to track the participant teachers' developing ideas about GT, the questionnaire was administered two times throughout the study, one at the beginning of the semester with no teaching experience and the other one after finishing the mandated number of teaching practices as an intern. After the findings collected from the questionnaires and semi-structured interviews and observation field notes were compared, the study revealed that most of the participant teachers believed that grammar held prominent importance and should be taught during L2 acquisition. Additionally, this view towards the teaching of grammar did not

change after they had completed their teaching practices in their practicum schools. The study holds an important position by suggesting that pre-service teachers' beliefs on GT do not change too quickly, rather it happens gradually through an extended period (Burgess & Etherington 2002; Kagan, 1992; Peacock, 2001).

The same area of investigation was also researched by Kaçar and Zengin (2013) in an identical study that of Çapan (2014). The two researchers explored perceptions and classroom practices of undergraduate ELT students by employing a quantitative research design. 44 participants joined the study and filled out a questionnaire. All the participants were in their senior year at a state university in Turkey. The results of the study pointed out that pre-service teachers in Turkey who displayed a tendency towards GT favored benefiting from form-focused instruction, also called FonF. So far, what Çapan (2014) and Kaçar and Zengin (2013) have been trying to indicate is that despite having no teaching experience, pre-service teachers realize how important inclusion of grammar is by displaying a high level of awareness towards form-focused grammar instruction. This is also another study that claims that teacher beliefs on GT are formed even before starting the profession.

From all the previously stated facts, it may be concluded that EFL teachers, not only foreign but also Turkish, believe that GT is important during L2 acquisition. Furthermore, this belief of teachers is acquired when they are pre-service teachers, and it is a habit of teaching which is difficult to break. Furthermore, the stated studies have also shown that teacher beliefs and practices might not always match, since how teachers actually teach L2 may sometimes be different than how they actually think. All in all, each of the reviewed studies in this section of the paper has given numerous invaluable pieces of evidence regarding how teachers view GT. However, for the last couple of decades, the debate of how L2 teachers perceive GT has expanded to the controversy of 'implicit' or 'explicit' instruction of grammar.

2.3. Is Explicit or Implicit Grammar Instruction More Effective?

So far in the study, multiple studies that suggest instruction of grammar is beneficial to L2 acquisition have been presented (Bryfonski & MacKay, 2017; Doughty & Long, 2008; Doughty & Varela, 1998; Ellis, 1990, 1994, 2018; Ellis, Baştürkmen & Loewen, 2001; Hinkel & Fotos, 2001; Hulstijn et al., 2014; Larsen-Freeman, 2015; Larsen-Freeman & Long, 2016; Lightbown & Spada, 2013; Loewen, 2020; Loewen & Sato, 2017; Long, 1983; Lyster, 2017; Nassaji & Fotos, 2007, 2011; Nassaji & Simard, 2010; Russell & Spada, 2006; Spada & Tomita, 2010, Williams, 2005) and that teachers believe it should be included in teaching curricula (Borg, 2001, 2003; Borg & Burns, 2008; Loewen, 2020; Sato & Oyanedel, 2019). However, the controversy of acquiring grammar through grammatical rules or through meaningful use was motivated by another dilemma; implicit versus explicit learning (Loewen & Sato, 2017). In this section, previous studies from the literature will be presented in order to compare both phenomena and examine their impact on L2 acquisition.

Having understood that grammar teaching is effective when taught in collaboration with meaningful context, educators investigated whether implicit or explicit learning was more effective when learning a language. The two terms differ greatly from one another as the former means learning without awareness while the latter means learning while fully aware through explicit instruction (DeKeyser, 2003). Additionally, in the present study, the definitions of explicit and implicit knowledge will be based on Ellis (2006) which is; explicit knowledge is processed on the conscious level, it is learnable and can be verbalized whereas implicit knowledge is processed on the subconscious level, it is procedural and cannot be verbalized as long as it is not made explicit (p. 95).

The common definition for implicit learning is learning without awareness which takes place when learners get exposed to meaning-focused input, whereas explicit learning is conscious and takes place through explicit instruction (Ellis, 1994). It has been pointed out

that implicit and explicit learning are two separate functions, operating in two separate memory systems as well as in different parts of the brain (N. Ellis, 2008). Therefore, L2 acquisition through either implicit learning or explicit learning will have different procedures. Implicit learning occurs through extensive meaning-focused exposure to L2. It will most likely be "acquired incidentally" and "stored implicitly" (Paradis, 1994, p.395). Explicit leaning of L2 on the other hand happens through explicit instruction of L2 with teachers constantly drawing learners' attention to items of the language.

Although many educators agree with the claim that learners acquire L1 through implicit learning and meaningful exposure to the naturalistic input, there is still not yet enough evidence to propose that L2 is best acquired in the same way. This dilemma has led to many studies that aimed to discover the natures of both implicit and explicit learning. The various findings from these studies led some researchers to argue that processes underlie L1 and L2 are similar and if we do not learn L1 through explicit instruction, we might not need explicit instruction when learning L2 either (Cook, 2017; Schwartz, 1993). One of the many researchers that examined the relationship between the two learning approaches was the influential scientist Krashen (e.g., 1982, 1985) who claimed that these two functions of learning differ greatly from one another. For Krashen, acquisition, and learning of L2 were different, and that explicit instruction of L2 grammar led to conscious "learned" knowledge and it was impossible for this knowledge to turn into "acquired" knowledge (Nassaji, 2017). By claiming this, Krashen believed that GT had only a little impact on L2 acquisition. The same perspective on language acquisition was also mentioned earlier in the present study, where how GT was treated in different periods of time was discussed. For further insight on Krashen's thoughts, the "Grammar Teaching Through the Years" section in the present study could be checked.

The field of SLA has put much emphasis on attention (e.g., Gass, Svetics & Lemelin, 2003; Schmidt, 1990, 2012) and noticing (e.g., Mackey, 2006; Swain & Suzuki 2008) and there is controversy as to whether there will be any learning without some degree of awareness. Schmidt (1994) distinguished two types of awareness: (1) noticing which involves conscious attention to 'surface elements' and (2) metalinguistic awareness which involves awareness of the underlying rule of a linguistic item. Schmidt continued by arguing that noticing typically includes some degree of awareness even if it is too little. Therefore, when we look through Schmidt's perspective, we might even argue that there is no such thing as full implicit learning since it involves awareness to some extent. Nevertheless, N. Ellis (2005: 306) argued with this claim by putting forward that the 'vast majority of our cognitive processing is unconscious.

However, despite the muchly debated controversy on the perception of consciousness while acquiring L2, there is now a general consensus that some level of attention to form is required for effective language acquisition (Schmidt, 2012; Tomlin & Villa, 1994) and that 'there is very little hard evidence' to suggest that learning without awareness is effective (DeKeyser, 2003 in Doughty & Long, 2008, p. 317). Research that has compared implicit and explicit teaching has displayed an advantage for explicit teaching over implicit by taking various forms of explicit and implicit feedback into consideration. One of the stated studies was a meta-analysis conducted by Norris and Ortega (2000). The researchers compared multiple studies that used explicit and implicit teaching. They found out that explicit treatments had a significantly larger effect size than implicit treatments ($d = 1.13$ and $d = 0.54$ subsequently). In other words, explicit instruction was discovered to be much more effective than implicit instruction. Furthermore, Spada and Tomita's (2010) meta-analysis study, which investigated 41 instructional studies, used the same criteria as Norris and Ortega's to compare

explicit and implicit instruction and they discovered even larger effect sizes in favor of explicit instruction over implicit instruction.

It has been previously stated that implicit and explicit learning are two separate functions, operated in different locations in the brain thus it is also necessary to examine studies that investigate neurolinguistics to further confirm that explicit teaching is superior to implicit teaching. What neurolinguistic studies have revealed so far is that implicit knowledge actually results from the processing of explicit knowledge (Paradis, 1994, 2004) which is yet another support to the explicit teaching of grammar while acquiring L2. In short, it is safe to claim that explicit grammar instruction and practice is much more effective than implicit teaching with simply exposure to the target language. Additionally, for further and more elaborate examination of the differences between the two types of instruction, you may check Table 2 below:

Table 2

Implicit and Explicit Form-focused Instruction (Housen & Pierrard, 2006, p. 10)

Comparison of implicit and explicit form-focused instruction	
Implicit FFI	Explicit FFI
• attracts attention to target form	• directs attention to target form
• is delivered spontaneously (e.g., in an otherwise communication-oriented activity)	• is predetermined and planned (e.g., as the main focus and goal of a teaching activity)
• is unobtrusive (minimal interruption of communication of meaning)	• is obtrusive (interruption of communicative meaning)
• presents target forms in context	• presents target forms in isolation
• makes no use of metalanguage	• uses metalinguistic terminology (e.g., rule explanation)
• encourages free use of the target form	• involves controlled practice of target form

After researchers have found out that explicit GT has a considerably larger positive impact compared to implicit, they have started assessing its effectiveness. Akakura (2012) investigated the effectiveness of explicit instruction on L2 learners' explicit and implicit knowledge of English. The researcher gathered data through implementing four tasks namely: elicited imitation, grammaticality judgment, oral production, and metalinguistic knowledge tasks. The study pointed out strong evidence supporting the highly positive effects of explicit instruction. Furthermore, the study also discovered that explicit GT can benefit implicit knowledge of L2 as well as explicit knowledge which was also found by DeKeyser (1998).

Doughty (1991) compared the effects of two instructions, namely, meaning-oriented and rule-oriented instructions, particularly on the subject of relative clauses in English. The participants were 20 international ESL learners studying in an intensive English institute in Philadelphia. They had different language backgrounds as they were speakers of French (1), Russian (1), Italian (2), Spanish (2), Turkish (2), Mandarin (2), and Japanese (10). The participants were provided with computer-presented reading passages and asked to skim the texts first. The group that received meaning-oriented instruction was also provided with lexical and semantic rephrasing and input enhancement while the rule-oriented group received explicit instruction with rule explanation. There was also a control group that only read the text. The rule-oriented group was the most successful in the posttest which displayed that GT is quite effective and that attention to form promotes the acquisition of the target language's grammar.

However, although it is crystal clear that the literature suggests explicit GT to a certain extent, teacher cognition on explicit or implicit instruction of L2 might vary. Earlier studies indicate that teachers of English tend to teach grammar explicitly, rather than implicitly (Schulz, 1996; Eisenstein-Ebsworth & Schweers, 1997). One study that investigated L2 teachers' feelings towards explicit and implicit instruction was carried out by

Burgess and Etherington (2002) who examined responses from 48 English teachers in Britain. For their study, the two researchers created a questionnaire which would later be adapted by multiple other studies. Along with quantitative, the researchers also collected qualitative data. Results of the study indicated that the majority of L2 teachers were in favor of explicit GT compared to implicit teaching of L2 by stating, grammar instruction helps learners produce grammatically correct language. The study also put forward that, L2 teachers' inclination towards teaching grammar might also be stemming from learner expectation since most L2 learners would rather receive explicit instruction of linguistic items (Borg, 1999), as well as correction of their erroneous utterances in L2 (Genç, 2014).

Another study that could support the supposed claim of L2 teachers' tendency towards explicit GT was conducted by a Turkish researcher named Okan Önalan in 2018. In his well-designed study, Önalan (2018b) aimed to uncover beliefs of non-native English teachers on GT as well as whether these beliefs are affected by demographic factors. The study was conducted in a language institute in Texas, USA. 75 teachers of English from 29 different countries participated in the study, almost half of whom had already achieved Master or Doctorate degree. The participants had a high level of expertise considering that most of them had been teaching for more than four years. The data were collected through an adapted survey which was originally created by Borg and Burns (2008). The findings of the study pointed out that EFL teachers from various countries favored GT and they preferred to do it explicitly instead of implicitly. Moreover, although the participants mostly teach grammar through direct teaching, they noted that GT should come after communicative tasks have been completed. That way, linguistic items would be learned with the help of some meaningful context. All in all, the study points out that teachers tend to view explicit GT as a more effective way of teaching than implicit.

Önalan's study that has just been presented benefited from the survey Borg and Burns (2008) prepared. This is the exact survey that will be used for the present study, therefore, the collected findings will matter greatly. The reason for that is now it will be possible to compare Turkish teachers of English with some other non-native teachers of English from different countries. The said comparison will be presented in the discussion section, however, first the details regarding the method of this study needs to be elaborately explained.

Chapter 3

Method

3.1. Research Design

The current study uses a mixed research design given the data have been gathered using both quantitative and qualitative data collection procedures. Mixed methods research design was defined by Johnson et. al. (2007) as follows:

> Mixed methods research is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p. 123)

This research design was chosen because it brings out the strengths of both quantitative and qualitative data collection methods (Teddlie & Tashakkori, 2009), it makes complex issues studied in more depth and it allows triangulation which increases the validity of a study (Dörnyei, 2007). Mixed research design might also have some shortcomings. Dörnyei (2007) points out that it could be complex to carry out, analysis of the collected data might require expertise and it will require extra effort, resources, time and money. However, these shortcomings felt tolerable given that the many advantages of this specific research design made it the perfect fit to collect data for the present study.

Along with the advantages that mixed research design provides, the study requires data collection to be done both qualitatively and quantitatively mainly because of two other reasons. Firstly, the study's main goal is to get insight on whether or not the participant teachers believe GT is important. Collecting the data quantitatively will enable gathering and analyzing data from as many participants as possible. Secondly, since numeric data cannot

actually provide in-depth explanation of the underlying factors of the participant teachers'
beliefs, qualitative data collection will be necessary. In other words, after teachers' beliefs on
GT have been numerically acquired, it will be possible to analyze the data by involving
teachers' perspectives on the matter as well.

Given that the research questions of the study could be best addressed through both
qualitative and quantitative data collection procedures, the necessity of mixed method
increases. The first three questions of the study asks whether the participant teachers believe
GT is important and if there is a significant difference between experienced and inexperienced
teachers' beliefs. These questions could easily be explained by collecting quantitative data.
Although the remaining three research questions, experienced and inexperienced teachers'
tendency towards using explicit or implicit GT, and its comparison could somewhat be
explained quantitatively, qualitative data gathered from the participants will provide further
depth and increased validity. Therefore, taking all of these mentioned points into
consideration, it was believed that the most effective data collection procedure for the study
would be mixed method.

3.2. Participants

The data of the study were collected from 155 in-service EFL teachers, currently
working at state and private secondary schools, located in a large city in Turkey. As can be
seen from Table 3, great majority of the participant teachers are female and around 20-25
years of age. Furthermore, almost all of the participants (n= 131, 84,5%) have graduated from
ELT department. However, participant teachers' age, gender and graduated departments will
not be referred to any longer in the upcoming sections of the present study, because they are
not considered significant variables and none of the research questions specifically focused on
them.

Even though the total participant number was 155, at some parts of the study, the number of participants varied. More specifically, although the total number of respondents were 155, this number dropped to 135 at the second part of the questionnaire. This was because among 155 participants, only 135 used GT in their lessons and therefore the data in the second stage of the questionnaire were only collected from these 135 participants. The missing 20 participants took part in the third part of the questionnaire because that part was particularly designed for teachers who did not regard GT as an important aspect of L2 learning, therefore the number of participants in that part was limited to 20. Finally, the study also used semi-structured interviews and the number of involved participants was five at that part of the data collection. Briefly, although the total number of respondents was 155, for different stages of data collection, this number did not remain intact.

The most significant variable for the study has been determined to be the participant teachers' teaching experience, in other words whether they have been teaching for a relatively shorter or longer time. This is because the main objective of the study is to make a comparison between GT beliefs of experienced and inexperienced EFL teachers. Thus, all six research questions specifically investigate teaching experience variable. To make a particularly clear comparison, the participant teachers have been divided into two groups; the ones with teaching experiences of less than 5 years are considered relatively inexperienced, while the others are considered as relatively experienced. Furthermore, as can be seen on the pie chart on Figure 1, more than half of the participant teachers have a teaching experience of more than 5 years which makes them experienced. Therefore, it appears that the larger group of respondents in the present study is formed by the experienced teachers.

One demographic variable of the participants that is not included in the research questions, yet will be referred to in later sections, is the participant teacher's working places. Whether they work at a state institution or private institution might be a factor in determining

EFL teachers' GT beliefs. However, since this particular assumption has not been specified in any of the research questions, our analysis will be quite brief. The data in Table 3 show that the more than half of the participants teach English at state schools while the rest teach at private schools.

Table 3

Demographic Information of the Participants

Demographic Information of the participants		
Gender	Frequency	Percentage (%)
Female	120	77.4
Male	35	22.6
Total	155	100
Currently Working at		
State Institution	89	57.4
Private Institution	66	42.6
Total	155	100
Teaching Experience		
1 - 5 years	68	43.9
Above 5 years	87	56.1
Total	155	100

Figure 1

Distribution of Experienced and Inexperienced Teachers in the Study

■ Inexperienced (43.9%)   ■ Experienced (56.1%)
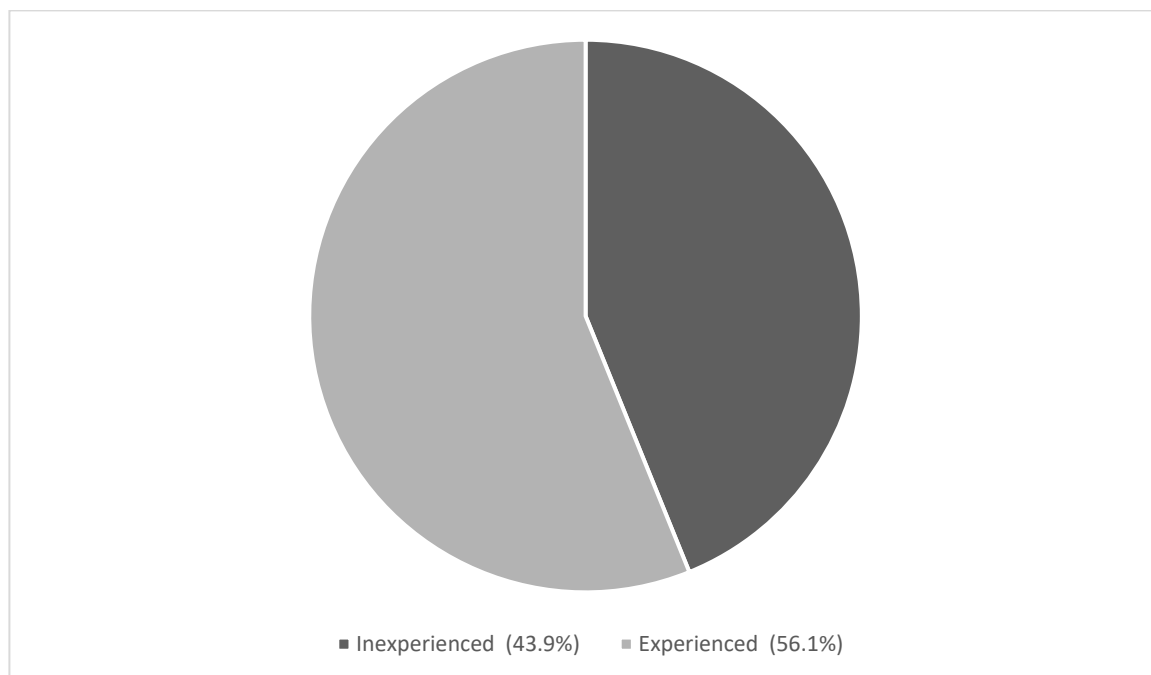
3.3. Instruments

During the data collection procedure, two tools of collecting data were used; a questionnaire including a section with open-ended questions and semi-structured interviews. All 155 participants took the questionnaire, and five participants participated in the semi-structured interviews. There are pros and cons of utilizing these specific tools of data collection. Firstly, it is safe to say that questionnaires have many benefits. Some of these benefits (see Brown, 2001; Gillham, 2008; Lynch, 1996; Nunan, 2013; Robinson, 1991; Seliger & Shohamy, 1989) could be listed as;

- They are quite efficient at data collection on a large-scale basis.

- It is easy to send them simultaneously even to a large number of people.

- Participants remain anonymous, which could increase their answers' accuracy.

- They are both time and cost efficient therefore save quite amount of time and fund.

- They can be easily analyzed.

However, questionnaires also have their downsides (see Gillham, 2008);

- The provided answers might be inaccurate and questionable because of respondents' anonymity.
- Some questions might be ambiguous and unclear, therefore cause misunderstanding.
- Respondents' answers could be affected by the wording of the questions.

Since the pros of questionnaires outweigh the cons, and the present study needed to gather information from a large number of participants, it was decided that the first and primary tool of data collection should be a questionnaire. However, in order to get rid of the shortcomings of questionnaires as much as possible, wordings of the questions were elaborately selected therefore they would not create confusion or ambiguity.

Interviews are another effective method of data collection. There are different ways of implementing interviews however semi-structured interviews were considered fit for the present study. It might be important to note that semi-structured interviews are the most preferred approach because of their many advantages (Zohrabi, 2013). Some of these advantages could be listed as (see Johnson & Turner, 2003);

- They provide in depth information.
- They are useful for measuring attitudes.
- High response rates are attainable.

However, semi-structured interviews also have shortcomings which could be (see Johnson & Turner, 2003);

- Compared to questionnaires, they are relatively more time consuming and expensive.

- Data analysis requires more time.

- Anonymity is harder to attain.

After both advantages and disadvantages of questionnaires and semi-structured interviews were taken into consideration, it was believed that these two methods of data collection would be best suitable for the current study.

A questionnaire consisting of three parts was created to gather data from participants. The first and second parts of the questionnaire involve quantitative data gathering whereas the third stage involves qualitative. All 155 participants completed the first part of the questionnaire that asks several demographic questions, as seen in Table 3. The first part of the questionnaire ends with a highly significant question which investigates whether the respondent teachers believe grammar instruction is important. There are three possible answers for this question: '*Yes*', '*Partially Important*' and '*No*'. The particular goal of this question is to collect the required data for the first three research questions. After answering this question, the participant teachers are asked to complete only the second or third stage of the questionnaire according to their answer to that specific question. More specifically, the participants who answer '*Yes*' or '*Partially Important*' are asked to only complete the second stage of the questionnaire while the participants who answer '*No*' are asked to only complete the final stage of the questionnaire.

It was considered that, collecting data from the teachers who believe GT is important and teachers who do not should be conducted separately. Therefore, the participants who believed GT is significant and answered '*Yes*' or '*Partially Important*' to the final question of the first stage continued answering the items in the second stage. The participants who

completed this stage accounted for 87% of total participants (n= 135 out of 155). These participants answered additional questions in this stage which would allow to investigate their understandings of GT further. To accomplish that, a questionnaire which was originally created by Borg and Burns (2008) was adapted. There are several reasons of adapting this particular questionnaire. Firstly, it was believed that using a questionnaire that these two researchers developed would be a good idea since both Simon Borg and Anne Burns are renowned scientists who have made multiple publications focusing on teacher cognition along with teacher beliefs and practices on GT (e.g., Borg, 1999, 2001, 2003; Burns, 1992). Secondly, this particular questionnaire they created was used in a study where they investigated teachers' beliefs on GT which is quite parallel to main goal of our current study. Furthermore, Borg and Burns's study has been published on a highly respectable online journal on SLA, and has been adapted to various other studies many times in the past. Finally, it was considered that applying a questionnaire that includes too many items might bore participants therefore, with only 15 items, Borg and Burns's questionnaire fit the description. Each 15 item in the questionnaire was completed by the participants through a five-point likert scale ranging from 1, 'Strongly Disagree' to 5, 'Strongly Agree'.

If the participant teachers answer '*No'* to the final question of the first stage which investigates teachers' beliefs on GT, they are asked to complete the third stage. This final part of the three-step questionnaire was completed by 20 teachers who stated that they did not apply grammar in their lessons. Out of these 20 teachers, 11 were inexperienced while the remaining 9 were experienced with a teaching experience of more than 5 years. This stage of the questionnaire involved three open-ended questions which allow to have further insight on why they view GT unnecessary.

3.4. Data Collection Procedures

The data collection process was executed in a period of two weeks. In the first week the three-staged questionnaire was administered to all of the participants. The participants were approached online, using non-probability method which is generally defined as a sampling technique where the selected participants display a certain required feature. In the case of the present study, the feature that was expected from the participants was being a Turkish EFL teacher and working at secondary school level. If the study had used probability method rather than non-probability method, then there would be no criteria to assess participation, however that would be unsuitable for the study. To approach the participants, snowball sampling technique, which is a type of non-probability sampling, was used. More specifically, each involved participant recruited other participants to the study by sharing the questionnaire link online with their peers who teach English at the same secondary school. In addition, several state and private secondary schools' language coordinators were reached out and kindly asked to share the questionnaire link among the teachers in their schools. Each participant's completion of the questionnaire took approximately 10-15 minutes.

Right after they completed the questionnaire, randomly selected participants were asked if they could volunteer for the semi-structured interviews. Five participants, agreed to take part in the interviews. A week after the questionnaire was administered, these participants were contacted and interviewed through the Zoom application. It was intended that interviewees could express their opinions freely, therefore the questions of the interview were translated into Turkish, and the interviews were conducted completely in Turkish. These interviewees' answers to the questionnaire were stored in order to assess relation with the interview answers. The conversations with the interviewees were recorded which the interviewees had been informed in advance. Later, the recordings of the interviews were transcribed for analysis.

3.5. Data Analysis Procedures

Since the gathered data from the questionnaire differed in terms of type (quantitative and qualitative), the analyses were run differently for each type. That being said, the data in the first and second stages of the questionnaire were analyzed through IBM SPSS Statistics 24 program because these data were quantitative.

As noted earlier, on the second stage of the questionnaire, the questionnaire developed by Borg and Burns (2008) was embedded. In their original study where they developed the questionnaire, Borg and Burns conducted a factor analysis and found two different factors for their questionnaire: beliefs about explicit GT and implicit GT. The former factor represented 10 out of 15 items in the questionnaire (1, 2, 3, 4, 6, 8, 9, 10, 11, 15) while the latter included five (5, 7, 12, 13, 14). Since the factor analysis was already done, it was not believed to be necessary to run another factor analysis on the questionnaire. However, internal consistency of the questionnaire was measured with our data gathered from 135 participants out of 155. The data from the remaining 20 participants were not collected since they stated they did not regard GT as necessary. During the analysis, items that needed to be reverse coded were highlighted. It turned out that each of the five items concerning the second factor (implicit GT) required reverse coding. Furthermore, Items 4 and 13 (one from each factor) were removed from the analyses and not taken into consideration because they were lowering overall reliability score of the questionnaire. After all the stated actions were taken, the Cronbach's alpha reliability coefficient of the questionnaire was calculated to be $\alpha= .775$ for the first factor, $\alpha= .754$ for the second factor and $\alpha= .826$ overall for both factors. The reliability scores of the two factors, along with the overall reliability score are more than enough to call the data internally consistent as they are at an acceptable level which is greater than $\alpha= .700$ (Cortina, 1993).

Additionally, Kolmogorov-Smirnov test was used when assessing the normality of the two factors, due to the fact that the sample size was higher than 50. Both factors were found to be insignificant in terms of normality, meaning that the data for the both factors were distributed normally. Because of this reason, it was decided that the parametric tests should be used throughout analysis of the study, not the non-parametric tests.

Finally, the third part of the questionnaire involved three-open ended questions which were completed by the teachers who did not teach grammar. Therefore, this part was completed by 20 out of 155 total respondents. The qualitative data gathered from this part were assessed through content analysis, and as a result, three main themes with multiple categories were revealed. The related data could be observed in Figure 2 and Table 4 consecutively.

Figure 2

Themes and Categories of Content Analysis of the Open-ended Questions
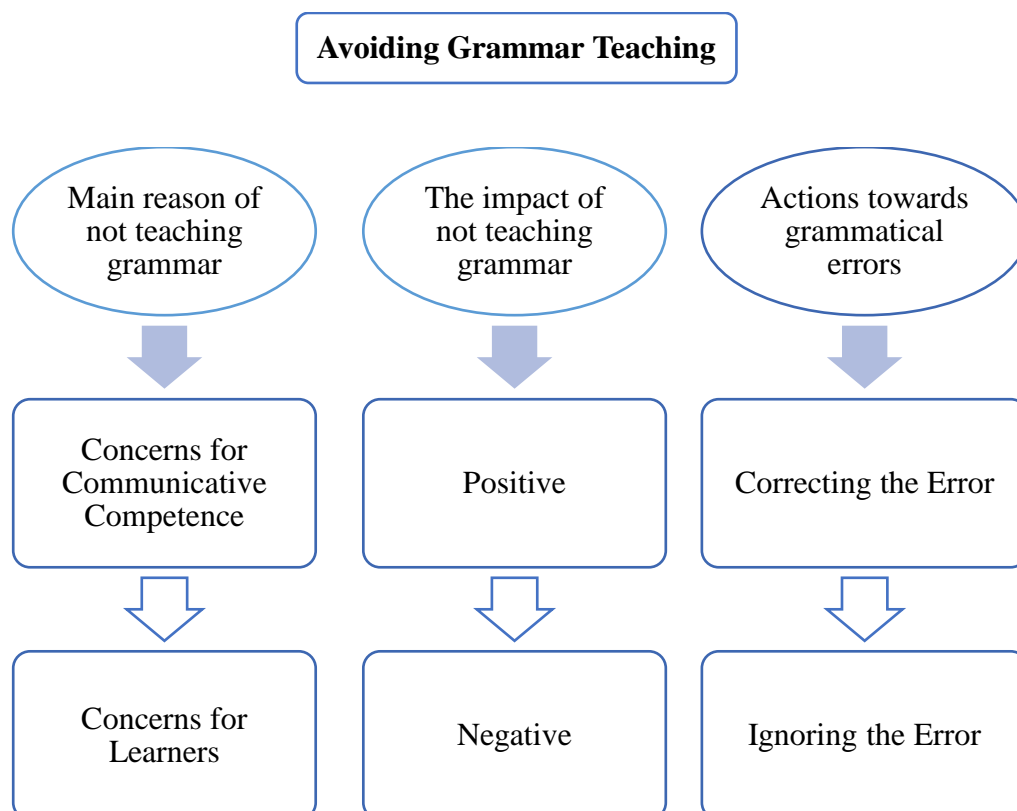
Table 4

Themes, Categories, Codes and Frequencies of Open-ended Questions

Themes, categories, codes and frequencies of the open-ended questions

Themes	Categories	Codes	Frequency
Main reason of not teaching grammar	Concerns for communicative competence	Communication in L2 is more important than GT	8
	Concerns for learners	Learner confusion	5
		Learner dissatisfaction	4
		Damage in learners' fluency	3
The impact of not teaching grammar	Positive	Increased learner appeal	10
		Authenticity	8
	Negative	Decreased L2 accuracy	2
Actions towards grammatical errors	Correcting the error	Direct error correction	7
		Correcting after some time	7
	Ignoring the error	No error correction	6

The study also collected qualitative data through five semi-structured interviews. Similar to the open-ended questions in the third part of the questionnaire, content analysis was run for the semi-structured interviews. After each interview's audio recording were listened, themes and related categories emerged which could be seen on Figure 3 and Table 5 successively.

Content analysis is defined as a research technique to make inferences by systematically identifying special characteristics of messages (Holsti, 1968), and the fact that content analyses were conducted for both open-ended questions and semi-structured interviews is going to be quite helpful during the interpretation of the acquired data.

After content analyses were conducted, the gathered qualitative data were used to compare with quantitative data which were collected through questionnaire. The results of both quantitative and qualitative data have been presented in the next chapter.

Figure 3

Themes and Categories of Content Analysis of the Semi-structured Interviews
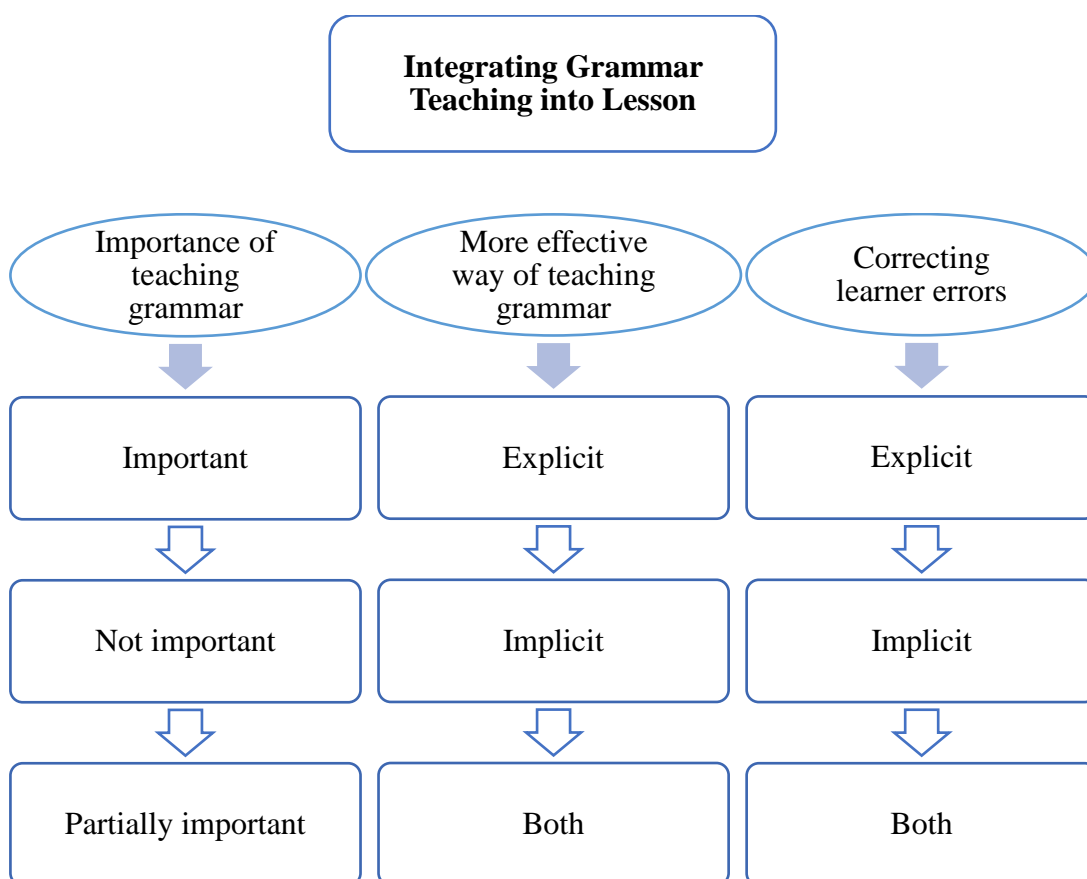
Table 5

Themes, Categories, Statements and Frequencies of Semi-structured Interviews

Themes, categories, statements and frequencies of semi-structured interviews			
Themes	Categories	Statements	Frequency
Importance of teaching grammar	Partially important	*"Although not the most important, it is an important part of my teaching."* (P5)	5
More effective way of teaching grammar	Explicit	*"Although implicit is much more effective, I teach explicitly."* (P4)	1
	Implicit	*"Language is a communication tool; therefore, it cannot be delivered it explicitly."* (P5)	1
	Both	*"It depends on the situation, sometimes I use explicit and other times I use implicit."* (P1)	3
Correcting learner errors	Correcting the error	*"If it is a grammar lesson, I correct learners' errors."* (P2)	4
	Ignoring the error	*"If there is no communication breakdown, I do not correct errors."* (P3)	1

Chapter 4

Results

By asking six specific research questions, the current study aimed to investigate the relationship between experienced and inexperienced Turkish EFL teachers' beliefs about GT at the secondary school level. In this chapter, the results of the required data which have been collected from the participant teachers will be presented. The results will be displayed by using tables, and further written explanations will be provided when considered necessary. The results will be categorized into three; data related to research questions 1,2 and 3 will be presented under the heading "Teachers' Beliefs about the Importance of Grammar Instruction", while questions 4, 5, and 6 will be referred to under "Teachers' Preference of Explicit and Implicit Grammar Teaching". Finally, although it is not mentioned in any of the research questions, teachers' insight on omitting GT from the teaching process will be analyzed under "Insight on Avoiding Teaching Grammar".

4.1. Teachers' Beliefs About the Importance of Grammar Instruction

Under this heading, the results of both the first and second stages of the prepared questionnaire will be presented and analyzed. Each data concerning a specific research question will be provided under its specific heading. The data shown in this section will be discussed under the Discussions section.

4.1.1. Do experienced Turkish EFL teachers believe grammar instruction is important while teaching English at secondary school level? The first research question investigated whether participant teachers with more than five years of teaching experience regard GT as an important aspect of the L2 acquisition process. The related data were collected through the three-staged survey that had been developed. As noted earlier, the first stage of the survey ended with the item that asks the participants a question concerning their

beliefs towards the importance of GT. The participant teachers could choose from three options which were '*Yes*', '*Partially Important*' and '*No*'. For this specific research question, only the data from 87 participants were analyzed as they constitute the experienced sample group. The remaining 68 participants' analyses will be presented under the next sub-heading. The data were analyzed through the IBM SPSS Statistics 24 program's descriptive analysis. The distribution of the experienced participant teachers' answers could be observed in Table 6 below.

Table 6

Experienced participant teachers' beliefs about the importance of GT

Do you think grammar instruction is important in teaching English as a foreign language at secondary school level?		
	Frequency	Percentage (%)
Yes	23	26.4
Partially Important	55	63.2
No	9	10.3
Total	87	100

As the table clearly suggests, nearly all of the experienced teachers expressed the necessity of GT while teaching English to their secondary school students. More specifically, approximately 10 out of 100 people (percentage-wise) stated that they did not regard GT as an important aspect of their lessons. All of the remaining participants were in favor of integrating grammar instruction in English teaching and learning, although they differed from one another in terms of whether GT is quite important or only slightly important. Shortly, a major proportion of experienced EFL teachers consider GT is necessary while teaching English at the secondary school level.

4.1.2. Do inexperienced Turkish EFL teachers believe grammar instruction is important while teaching English at secondary school level? Much like the first research question, the second research question also asked the teachers' opinions towards the importance of GT in L2 learning, however this time the question was addressed to inexperienced teachers. For this, the data from 68 inexperienced teachers were used with the same data analysis procedure as that of the first research question. The results of the analysis could be seen in Table 7 below.

Table 7

Inexperienced participant teachers' beliefs about the importance of GT

Do you think grammar instruction is important in teaching English as a foreign language at secondary school level?		
	Frequency	Percentage (%)
Yes	24	35.3
Partially Important	33	48.5
No	11	16.2
Total	68	100

The table clearly shows that only slightly more than 16 percent of the inexperienced EFL teachers consider grammar instruction unnecessary while all the remaining teachers think otherwise. This shows that a big majority of novice EFL teachers are in favor of the inclusion of grammar while teaching English to their secondary school students.

4.1.3. Is there a significant difference between experienced and inexperienced EFL teachers' beliefs about the importance of grammar instruction at secondary school level? The point that the third research question focused on was the comparison of

experienced and inexperienced teachers' feelings towards the importance of GT. The question

holds its position as the primary area of investigation in our very study since it set out to

investigate the differences between the two teacher communities. To examine the said

situation, same question was analyzed in the survey that was used for the first, second and

third research question, the items regarding the importance of GT. However, this time the

analysis was done through the Chi-square test since two nominal variables were being

assessed at the same time; experienced and inexperienced teachers. To compare experienced

and novice teachers' understandings of GT, two ways were followed: Firstly, out of the three

options of the mentioned item, '*Yes*'*,* '*Partially Important*' and *'No'*, were acknowledged

'*Yes*' and '*Partially Important*' as together since they both stress the importance of GT. This

comparison would enable to observe the relationship between teaching experience and GT

beliefs quite easily. Secondly, all three options of the stated item were analyzed individually

to perceive the two teacher communities' feelings towards GT in greater detail.

The Pearson Chi-square co-efficient score of the comparison between experienced and

inexperienced teachers concerning their points of view towards GT was revealed to be *p=*

.283 which suggested no statistical significance on the matter. In other words, whether

teachers are experienced or novice at teaching English is not a determining factor in their

thoughts about the importance of instruction of grammar. The said information could be

viewed below in Table 8.

Table 8

Comparison of GT beliefs between experienced and inexperienced EFL teachers

Comparison GT beliefs between experienced and inexperienced EFL teachers

			How long have you been teaching English?	
			1-5 years	5 years and above
Do you think grammar instruction is important in teaching English as a foreign language at secondary school level?	Yes + Partially Important	Frequency	57	78
		Percentage (%)	42.2	57.8
	No	Frequency	11	9
		Percentage (%)	55	45

The second analysis of the same two variables, teaching experience, and GT beliefs was conducted with the Chi-square test again but this time in more depth. As stated earlier, instead of recognizing two options, this time all three options of the survey's GT opinion item, '*Yes*', '*Partially Important*' and *'No'* were addressed individually. The results were extracted to Table 9 below. After careful observation, the significance score of the variables that was achieved through Chi-square test was revealed to be $p= .179$ which suggested yet another lack of meaningful difference between understanding of GT and the teaching experience. In other words, the fact that the EFL teacher is experienced or inexperienced is not a factor affecting the teachers' opinions towards the significance of GT.

Table 9

Detailed comparison of GT beliefs between experienced and inexperienced EFL teachers

Detailed comparison of GT beliefs between experienced and inexperienced EFL teachers				
			How long have you been teaching English?	
			1-5 years	5 years and above
Do you think grammar instruction is important in teaching English as a foreign language at secondary school level?	Yes	Frequency	24	23
		Percentage (%)	51.1	48.9
	Partially Important	Frequency	33	55
		Percentage (%)	37.5	62.5
	No	Frequency	11	9
		Percentage (%)	55	45

Moreover, when looked carefully, it could be seen that the number of experienced and inexperienced teachers who believe grammar instruction is fairly necessary in L2 learning is quite close. This shows almost no difference between the two teacher communities that vary from one another in terms of their teaching experience. However, there is a huge gap between the experienced and inexperienced teachers regarding the fact that grammar instruction is important yet not the most important aspect in language learning since experienced teachers constitute the larger proportion of the answers supporting '*Partially Important'*.

4.1.4. Supporting results acquired from survey. It has been stated multiple times in the study before that a survey developed by Borg and Burns (2008) is embedded in the second stage of the present study's questionnaire. Although the original purpose of the survey is to compare explicit and implicit GT beliefs of teachers, there are multiple items that directly assess teachers' understandings of the importance of grammar instruction. These items are;

Item 2 "*Learners who are aware of grammar rules can use the language more effectively than those who are not*", and Item 15 "*It is necessary to study the grammar of a second or foreign language in order to speak it fluently*". Analyses made specifically on these two items will provide further insight into the comparison of GT beliefs between experienced and inexperienced teachers. Below in Table 10, you could view the mean scores of both experienced and inexperienced teachers' answers along with the significance score of the comparison between the two groups. It should be worthwhile to remind that all the data of Borg and Burns's survey were gathered through a five-point Likert scale. Therefore, the closer the mean scores get to five will mean the more important teachers regard GT.

Table 10

Experienced and Inexperienced Teachers' Answers to Items 2 and 15

Experienced and inexperienced teachers' answers to Items 2 and 15			
	Frequency	Mean score	Std. Deviation	Significance
Experienced Teachers	78	3.10	.95	
Inexperienced Teachers	57	3.39	.85	.076

As can be seen from the table, the mean scores along with the significance score of the participant teachers' answers support what was found earlier; there is no significant difference between experienced and inexperienced teachers' perspectives towards the inclusion of grammar instruction in L2 teaching process.

4.1.5. Results from the semi-structured interviews. It was mentioned earlier that in order to enhance the reliability of the gathered numerical data, verbal data were also collected from the participants. Five random teachers volunteered to take part in the semi-structured interviews, where they were asked further questions that are related to specific items from the questionnaire. The first question particularly aimed to get further understandings on participants' insight on the importance of GT along with their responses to Items 2 and 15 in the questionnaire. Below in Table 11, you could view these participants' understandings of GT and the reason why they think this way.

Table 11

Interviewees' Opinions on Importance of GT

Interviewees' opinions on importance of GT

Interviewee (I)	Experience	Is GT Important?	Reason
I 1	Experienced	Partially Important	*"Teaching of grammar is important but teaching of four skills is more important."*
I 2	Inexperienced	Partially Important	*"GT should come in the end after teaching of skills"*
I 3	Inexperienced	Partially Important	*"I support teaching of grammar but this doesn't mean that grammar is everything."*
I 4	Inexperienced	Partially Important	*"GT is important for improving linguistic competence."*
I 5	Experienced	Partially Important	*"Grammar is necessary for intelligibility."*

All the interviewees stated that GT was an important yet not the most important aspect of their teaching. Interviewee 5 said, "*Although not the most important, it is an important part of my teaching.*". Interviewee 3 even gave a percentage to the importance of grammar instruction by noting, *"I believe it is around 20 percent important for my lessons."*.

Four out of five interviewees suggested the importance of skills in language teaching and learning. Interviewee 1 specifically stated, *"GT is not the most significant part of my teaching, I rather try to prepare lessons for teaching and learning of four skills."*. Likewise, the second interviewee claimed, *"Grammar instruction has a significance in my lesson however I instruct grammar at the very end of my lessons after I have finished working on language skills."*.

Some participants stated that grammar is not the main focus in their teaching because of the students' age. These teachers believed secondary school students are not cognitively ready for something that requires too much abstract thinking, which is grammar instruction. Interviewee 3 said, "*Since my target audience is not fully ready to learn linguistic rules of a target language, I try to use appealing activities when I need to teach grammar.*"

4.2. Teachers' Preferences of Explicit and Implicit Grammar Teaching

This study does not only investigate experienced and inexperienced teachers' perspectives towards the importance of GT. It was also aimed to understand whether secondary school EFL teachers mostly use explicit or implicit ways to integrate grammar into their lessons. Under this section, the data which were acquired from the adopted survey originally developed by Borg and Burns (2008) will be referred to. As mentioned multiple times before, this was the questionnaire that was planted inside the three-staged questionnaire. Each result will be displayed under its own specific heading considering the particular research question it is associated with.

4.2.1 Do experienced teachers prefer to integrate grammar by using explicit ways or implicit ways? 78 of the total 135 participants who completed the second stage of our questionnaire represented our experienced teacher sample who considered GT necessary. Their answers to the items were analyzed and later put on the table. Table 12 below shows percentage-wise distribution of each respondent's answers to all of the items in the adopted questionnaire. Full forms of each item could also be observed in the same table. It is also important to remind that Item 4 and Item 13 will neither be discussed nor analyzed in the upcoming parts of the study. The reason of this is these items lowered the overall reliability score of the study and therefore they were decided to be omitted.

It might be wise to remind that the total number of the teachers participated in the study was 155. However, the second part of the questionnaire was completed by the teachers who regarded GT as crucial aspect of their lessons. Therefore, the number of the participants that completed the questionnaire's second part dropped to 135. The data on Table 12 were gathered from 78 participants as they constitute the experienced teachers group among the 135 teachers that completed the questionnaire.

Table 12

Experienced Teachers' Beliefs About GT

Experienced teachers' beliefs about GT					
Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1. Teachers should present grammar to learners before expecting them to use it.	16.7	28.2	19.2	16.7	19.2
2. Learners who are aware of grammar rules can use the language more effectively than those who do not.	5.1	19.2	25.6	30.8	19.2

3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.	7.7	10.3	16.7	37.2	28.2
4. Teaching the rules of English grammar directly is more appropriate for older learners. *	6.4	20.5	26.9	32.1	14.1
5. During lessons, a focus on grammar should come after communicative tasks, not before.	15.4	14.1	11.5	25.6	33.3
6. Grammar should be taught separately, not integrated with other skills such as reading and writing.	42.3	29.5	10.3	7.7	10.3
7. In a communicative approach to language teaching, grammar is not taught directly.	3.8	25.6	7.7	32.1	30.8
8. In learning grammar, repeated practice allows learners to use structures fluently.	0	6.4	14.1	46.2	33.3
9. In teaching grammar, a teacher's main role is to explain the rules.	15.4	26.9	20.5	28.2	9
10. It is important for leaners to know grammatical terminology.	16.7	30.8	26.9	17.9	7.7
11. Correcting learners' spoken errors in English is one of the teachers' key roles.	24.4	32.1	19.2	15.4	9
12. Grammar learning is more effective when learners work out the rules themselves.	12.8	23.1	19.2	25.6	19.2
13. Indirect grammar teaching is more appropriate with younger than with older learners. *	3.8	9	14.1	35.9	37.2
14. Formal grammar teaching does not help learners become more fluent.	7.7	16.7	32.1	21.8	21.8
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	14.1	28.2	25.6	26.9	5.1

*= Items 4 and 13 were omitted from analysis due to reliability concerns

In some items, which were 2 (25.6%), 4 (20.8%), 9 (20.5%), 10 (26.9%), 14 (32.1%) and 15 (25.6%), a serious number of participants responded "*neutral*". The reason why these items in particular stood out was because their percentages were all higher than 20. This is also a point worth mentioning in the upcoming sections of the study.

Unfortunately, concerns about space impede us from discussing every single item. Instead, only the items with prominent results will be presented. For this, a clear understanding was aimed. Therefore, five statements were reduced to two by eliminating all *neutral* responses, presenting *strongly disagree* and *disagree* together, and *strongly agree and agree* together. Alternatively stated, negative responses formed *disagree* and positive responses formed *agree*, while unsure responses were not assessed by any means. The same process has been conducted for inexperienced teachers as well, however, that presentation will be delivered under the next subheading. Experienced teachers' percentage-wise comparison of explicit or implicit GT tendency could be seen in Figure 4.

Figure 4

Percentages of Experienced Teachers' Responses to the Questionnaire's Items
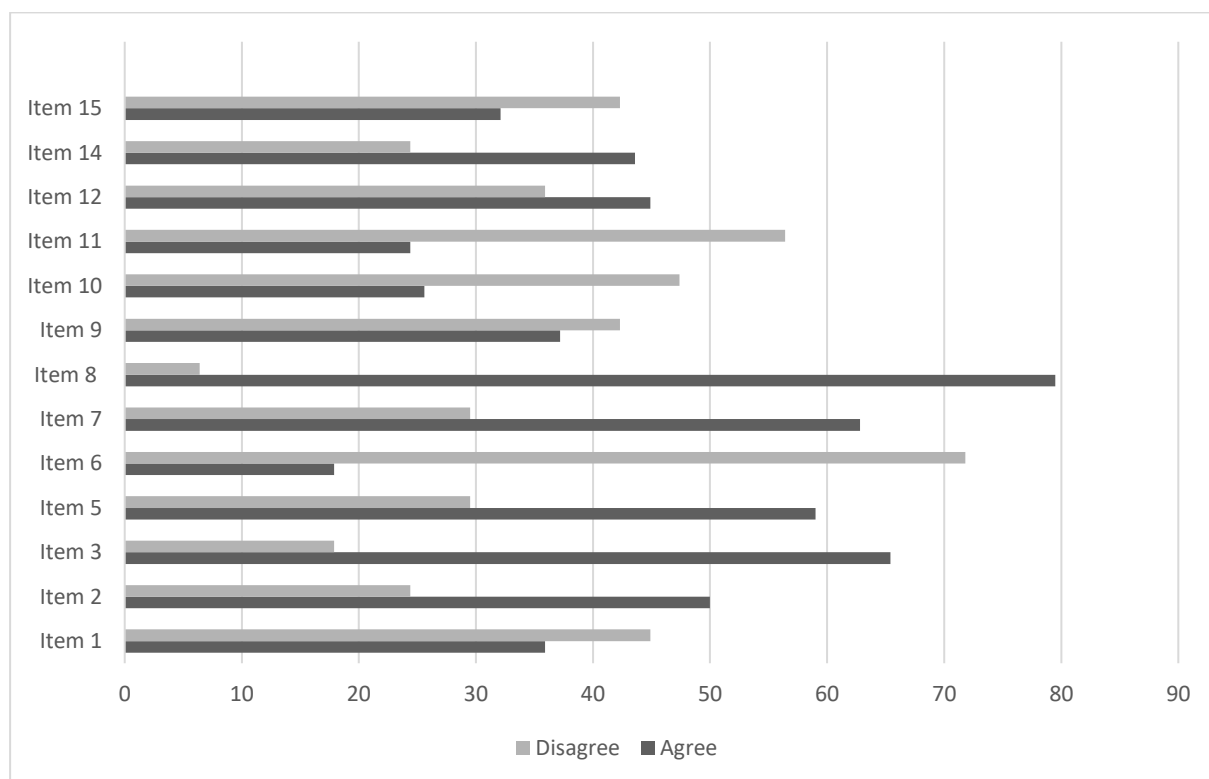
Overall, our experienced teachers' sample showed a tendency towards explicit ways of GT while not completely disregarding implicit teaching. Two items (Items 6 and 8) with more than 70 percent of consensus stand out in this analysis. The 8th item is originally concerned with explicit GT factor. More specifically, this statement investigates whether or not EFL teachers think task repetition is useful. The data show that almost 80 percent of the participants are in favor of explicit repeated practice and they believe it will lead to a more fluent structure use in L2. Another explicit GT factor, Item 6 also has a prominent result. The statement primarily examines if the participant teachers consider GT should be separate from any other skills' teaching such as reading or writing. More than 70 percent of participants believe that GT should be not be separated from other skills.

Before comparing experienced and inexperienced teachers in terms of their use of explicit or implicit GT, it is necessary to share inexperienced teachers' data for a more elaborate and intelligible comparison.

4.2.2. Do inexperienced teachers prefer to integrate grammar by using explicit ways or implicit ways? The data to be referred under this sub heading were gathered from 57 participants which stood for the inexperienced teachers who believed in the importance of grammar instruction while teaching L2. Similar to Table 12, Table 13 below shows the distribution of each participant's answers, along with all 15 items in the adopted questionnaire. The data under this subheading was collected from 57 participants as they form the inexperienced teachers among 135 teachers that completed the questionnaire. As before, Items 4 and 13 will not be analyzed in the upcoming sections of the study.

Table 13

Inexperienced Teachers' Beliefs About GT

Inexperienced teachers' beliefs about GT

Item	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1. Teachers should present grammar to learners before expecting them to use it	7	17.5	24.6	26.3	24.6
2. Learners who are aware of grammar rules can use the language more effectively than those who do not.	1.8	17.5	24.6	33.3	22.8
3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar	0	14	8.8	45.6	31.6
4. Teaching the rules of English grammar directly is more appropriate for older learners. *	10.5	10.5	12.3	35.1	31.6

5. During lessons, a focus on grammar should come after communicative tasks, not before.	14	31.6	3.5	10.5	40.4
6. Grammar should be taught separately, not integrated with other skills such as reading and writing	61.4	19.3	3.5	5.3	10.5
7. In a communicative approach to language teaching, grammar is not taught directly.	7	26.3	12.3	19.3	35.1
8. In learning grammar, repeated practice allows learners to use structures fluently.	0	12.3	19.3	38.6	29.8
9. In teaching grammar, a teacher's main role is to explain the rules.	31.6	22.8	29.8	8.8	7
10. It is important for leaners to know grammatical terminology.	21.1	28.1	17.5	22.8	10.5
11. Correcting learners' spoken errors in English is one of the teachers' key roles.	14	24.6	31.6	21.1	8.8
12. Grammar learning is more effective when learners work out the rules themselves.	24.6	24.6	14	19.3	17.5
13. Indirect grammar teaching is more appropriate with younger than with older learners. *	0	5.3	7	22.8	64.9
14. Formal grammar teaching does not help learners become more fluent.	7	28.1	36.8	15.8	12.3
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	7	22.8	26.3	31.6	12.3

*Items 4 and 13 were omitted from analysis due to reliability concerns

In Items 1 (24.6%), 2 (24.6%), 9 (29.8%), 11 (31.6%), 14 (36.8%) and 15 (26.3%), a critical number of participants answered "*neutral*". Similar to Table 12, the reason of highlighting these items in Table 13 is because their percentages were higher than 20.

It is obvious that much like experienced teachers, inexperienced teachers are more inclined to teach grammar explicitly as well. This can be understood by the responses they provided, especially the ones that stand out. These prominent answers could be seen in Figure 5. The percentages of the other items are quite similar to experienced teachers' as well. Just like experienced teachers, inexperienced teachers are also in favor of integrating GT with other skills and believe that repeated explicit grammar tasks will allow learners to become much more fluent in L2 structures. Moreover, with almost 80 percent consensus, statement 3 also jumps out in this analysis, which stresses the importance of grammar exercises to develop fluency.

Figure 5

Percentages of Inexperienced Teachers' Responses to the Questionnaire's Items
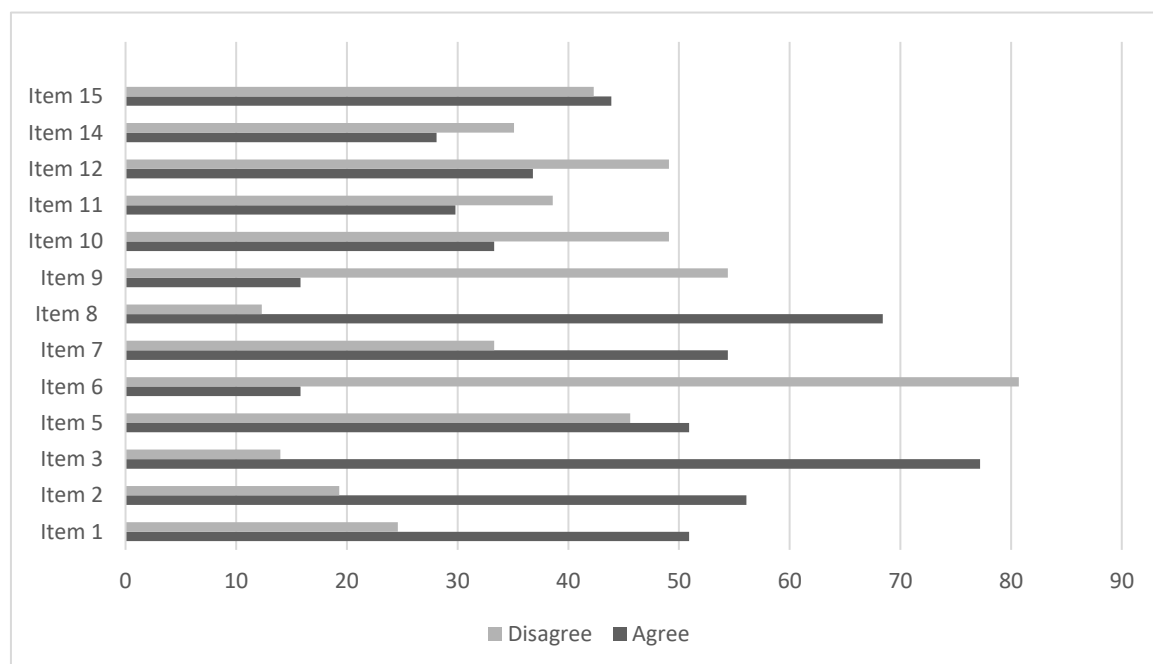
In brief, inexperienced teachers tend to use explicit ways of teaching grammar while they disagree with the idea of alienating GT from other skills. Furthermore, they believe grammar exercises along with the repetition of these practices develop fluency in L2. As the study investigates the differences between experienced and inexperienced teachers, now it should be wise to compare these data from both groups of teachers under the next subheading.

4.2.3. Is there a significant difference between experienced and inexperienced teachers' preferences on integrating grammar instruction? Now that all the data concerning experienced and inexperienced teachers' explicit and implicit use of GT have been presented, it will be a simple task to compare them by referring back to their separate data. Firstly, in Table 14 below, percentages of responses given to every statement were analyzed.

Table 14
Comparison of Experienced and Inexperienced Teachers' Responses in the Questionnaire

Comparison of experienced and inexperienced teachers' responses in the questionnaire

Item	Experienced Teachers					Inexperienced Teachers				
	SD %	D %	N %	A %	SA %	SD %	D %	N %	A %	SA %
Item 1	16.7	28.2	19.2	16.7	19.2	7.0	17.5	24.6	26.3	24.6
Item 2	5.1	19.2	25.6	30.8	19.2	1.8	17.5	24.6	33.3	22.8
Item 3	7.7	10.3	16.7	37.2	28.2	0	14	8.8	45.6	31.6
Item 4*	6.4	20.5	26.9	32.1	14.1	10.5	10.5	12.3	35.1	31.6
Item 5	15.4	14.1	11.5	25.6	33.3	14	31.6	3.5	10.5	40.4
Item 6	42.3	29.5	10.3	7.7	10.3	61.4	19.3	3.5	5.3	10.5
Item 7	3.8	25.6	7.7	32.1	30.8	7	26.3	12.3	19.3	35.1
Item 8	0	6.4	14.1	46.2	33.3	0	12.3	19.3	38.6	29.8

Item 9	15.4	26.9	20.5	28.2	9	31.6	22.8	29.8	8.8	7
Item 10	16.7	30.8	26.9	17.9	7.7	21.1	28.1	17.5	22.8	10.5
Item 11	24.4	32.1	19.2	15.4	9	14	24.6	31.6	21.1	8.8
Item 12	12.8	23.1	19.2	25.6	19.2	24.6	24.6	14	19.3	17.5
Item 13*	3.8	9.0	14.1	35.9	37.2	0	5.3	7	22.8	64.9
Item 14	7.7	16.7	32.1	21.8	21.8	7	28.1	36.8	15.8	12.3
Item 15	14.1	28.2	25.6	26.9	5.1	7	22.8	26.3	31.6	12.3

*Items 4 and 13 were omitted from further analysis, SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

These responses in Table 14 were analyzed and after the examination, each item in the questionnaire was checked through independent T-Test to see if they had any significant correlation with teachers' years of experience. In Table 15 below you could see T-Test significance results of each item's correlation with teaching experience, along with the frequency and mean scores. The data demonstrate that apart from two items, there is no significant difference between experienced and inexperienced teachers' GT beliefs.

The mentioned two items that displayed a significant correlation with teaching experience were revealed to be Item 1 "*Teachers should present grammar to learners before expecting them to use it*", and Item 9 "*In teaching grammar, a teacher's main role is to explain the rules*". You could view these items' significance scores highlighted in the table. The data in the table undoubtedly point out that there is statistical significance between experienced and inexperienced teachers' responses to Items 1 and 9. Analysis of the mean scores display that for Item 1, inexperienced teachers' standpoint is rather more positive compared to experienced teachers. However, for Item 9, the situation is reversed and experienced teachers' viewpoint is more positive as against inexperienced teachers. In other words, inexperienced teachers believe more in the idea of presenting grammar rules in L2

prior (Item 1), while experienced teachers believe that teachers' main role is explaining

grammatical rules when teaching grammar (Item 9).

Table 15

T-Test Results of Relationship between GT Beliefs and Teaching Experience

T-Test results of relationship between GT beliefs and teaching experience

Items	Teaching Experience	Frequency	Mean	Std. Deviation	*P*
1	Experienced	78	2.94	1.38	**.031**
	Inexperienced	57	3.44	1.24	
2	Experienced	78	3.40	1.15	.357
	Inexperienced	57	3.58	1.08	
3	Experienced	78	3.68	1.21	.173
	Inexperienced	57	3.95	0.99	
5	Experienced	78	3.47	1.47	.551
	Inexperienced	57	3.32	1.59	
6	Experienced	78	2.14	1.33	.201
	Inexperienced	57	1.84	1.35	
7	Experienced	78	3.60	1.27	.630
	Inexperienced	57	3.49	1.39	
8	Experienced	78	4.06	0.86	.202
	Inexperienced	57	3.86	0.99	
9	Experienced	78	2.88	1.24	**.017**
	Inexperienced	57	2.37	1.22	

10	Experienced	78	2.69	1.18	.837
	Inexperienced	57	2.74	1.32	
11	Experienced	78	2.53	1.27	.121
	Inexperienced	57	2.86	1.17	
12	Experienced	78	3.15	1.33	.153
	Inexperienced	57	2.81	1.46	
14	Experienced	78	3.33	1.21	.088
	Inexperienced	57	2.98	1.11	
15	Experienced	78	2.81	1.14	.055
	Inexperienced	57	3.19	1.14	

In the previous subheadings, both experienced and inexperienced teachers'
percentage-wise responses to the items of the questionnaire have been presented (Tables 10
and 11). The comparison of these tables also shows no big difference between both teacher
groups as the percentages are quite close in these tables as well. Additionally, even the
percentages of the prominent figures that stood out were quite similar to each other (Figures 4
and 5). When the two bar charts were compared with one another by using T-Test, results that
revealed similar numbers to those of Table 15 were found where the significance scores are
slightly different yet the same items are statistically significant
(Item 1 $p=$ .020, Item 9 $p=$ .013).

4.2.4. Results from the semi-structured interviews. The second question that the 5 interviewee participants were asked specifically investigated their standpoint towards explicit and implicit integration of grammar. The reason for asking this question was to increase the validity and reliability of the data that were collected through the questionnaire. Below in Table 16, these teachers' preferences of explicit or implicit GT could be seen.

Table 16

Teachers' Preferences of Explicit or Implicit Integration of Grammar Instruction

Teachers' preferences of explicit or implicit integration of grammar instruction			
Interviewee (I)	Experience	Preference	Reason
I 1	Experienced	Both	*"It depends on the situation, sometimes I use explicit and other times I use implicit."*
I 2	Inexperienced	Implicit	*"When I teach grammar, I want the students to figure it out."*
I 3	Inexperienced	Both	*"Considering time concerns along with students' needs, I use both ways."*
I 4	Inexperienced	Explicit	*"Although implicit is much more effective, I use explicit."*
I 5	Experienced	Both	*"If I had to teach fully explicitly, it would be as if I was preparing my students for an exam."*

As the table clearly suggests, more than half of the teachers support using both ways of teaching grammar. Most teachers claimed that their choice of using explicit or implicit ways depends on specific situations.

The teachers also underlined another remarkable point, which is the controversy between teachers' beliefs and their practices. Interviewee 4 said, *"I don't believe what I'm doing is correct, however, I teach grammar explicitly.".* He also added, *"I think it is better to teach grammar implicitly, inside context however that's not what I do.".* Interviewee 3 noted, *"I always support implicit learning, however, if there is a time constraint, I tend to teach grammar explicitly.".*

The obtained results from the interviews could be associated with the questionnaire's data. Indeed, what interviews and questionnaire results display is that both experienced and inexperienced EFL teachers seem to be using not only explicit but also implicit ways, however, they are more prone to use explicit GT when they integrate grammar into their lessons.

4.3. Insights on Avoiding Grammar

It has been stated multiple times before that the study involved a sample of 155 EFL teachers, both experienced and inexperienced. Out of these 155 participants, only 20 of them (11 inexperienced and 9 experienced) stated that they did not teach grammar while teaching English. The last stage of our questionnaire was addressed to these particular 20 teachers who did not regard GT as an important part of their lessons. These participants' opinions towards GT, and how they make up for the absence of GT were collected verbally in that last part through three open-ended questions. The responses given to these questions were put on tables for further examination and they will be presented under their own subheadings. Additionally, although the number of participants who were supposed to complete this part of the questionnaire was 20, some participants skipped answering the questions.

4.3.1. What is the main reason you do not instruct grammar? The first question that only these particular teachers were asked was to state reasons of omitting grammar instruction from their teaching. Below in Table 17, you could view the summary of the main reasons why EFL teachers omit grammar instruction from their English teaching process.

Table 17

The Main Reasons for not Teaching Grammar

The main reasons for not teaching grammar	
Stated Reason	Frequency
"It makes the learners confused."	4
"Students are bored when grammar is being taught.	4
"Communication rather than grammar is important."	4
"Focusing on grammar damages students' fluent speaking in English."	3
"Native speakers do not care about grammar, why should we?"	2
"If grammar needs to be taught, it should be inside meaningful context without formal teaching."	1
"Songs and poems are better than formal instruction of grammar."	1
"Secondary school students are not mature enough to acquire grammar."	1

As can be seen from the table, one of the most frequently stated reasons is confusion. 20 percent of teachers in this part of the study believe that grammar instruction creates confusion among the learners. Likewise, many teachers think that GT does not appeal to students so they get bored whenever a linguistic structure needs to be taught.

Another big group of teachers believed that GT is not crucial in the teaching of English, because what needs to be focused on is communicative competence rather than linguistic competence. One of these teachers expressed her ideas by saying, "*Teaching English does not mean that you need to teach the grammar rules only, to be able to*

communicate is the most important thing in language teaching.". Another teacher stated, "*Our main goal as second language teachers must be to have our learners have good communication skills of the target language, not become linguists of it.".*

Some of the teachers were not in favor of GT because they thought it had detrimental effects on learners' fluency. One reported, "*If you stick to rules, you will not be able to speak."*

Two teachers pointed out that they did not teach grammar because they believed people whose mother tongue is English are not concerned about it therefore it is unnecessary. One teacher also supported this idea of his by saying, "*In everyday usage, grammar is not that much important as long as you can easily express yourself.".* The other teacher with the same opinion added, "*Native speakers never mind grammar, and the class hours are not enough to teach grammar anyway."* By stating that, she also expressed her concerns about time.

4.3.2. How does not teaching grammar affect your lessons, positively or negatively? The following question investigated whether grammar instruction affected these teachers' lessons in a positive or negative way. As a matter of fact, two out of 20 participants (10 percent) pointed out that omitting GT from their lessons had a negative impact. The first teacher mentioned a contrast between student expectation and teachers' classroom actions. More precisely, students wish to take part in linguistic exercises, however, the teachers' omitting grammar from the lesson prevents this. The teacher states this by saying, "*Students want to do grammar exercises, but not speak in the target language."* The other teacher expressed her concerns about the wrong use of grammar when not instructed. Specifically, the teacher stated, "*The students are mixing up the tenses which is making it worse."*

On the contrary, the remaining 18 participants (90 per cent) claimed that using a non-grammar instructed teaching was quite beneficial in many ways. The summary of these advantages could be seen on Table 18 below.

Table 18

Benefits of not Teaching Grammar

Benefits of not teaching grammar	
Stated Benefit	Frequency
"It increases the appeal of the lesson."	6
"It motivates the students more."	4
"Learning becomes more natural."	3
"Increases communicative competence."	3
Other	2

The most mentioned advantage of avoiding grammar in English lessons was students' interest. Many teachers stated that GT makes learners bored and omitting it will raise the joy learners have in the class. Interviewee 3 who supports this idea stated, "*We can give them a chance to raise a positive attitude towards the target language if we let them learn the language through more interactive activities instead of getting them bored with the rules that aren't appropriate for their cognitive age.*" Interviewee 3 also speaks about the relationship between readiness and learners' age which is a quite distant yet crucial field of investigation.

Another teacher suggested that students' interest is likely to be increased when grammar is omitted. This teacher continued by noting, "*When I don't teach grammar, I feel that my lessons are much more entertaining. Instead, I use songs and games. Even adults love games, songs, etc.*".

Another mostly reported benefit is the enhanced student motivation. Four out of 18 teachers thought that not teaching grammar motivates the students more. One teacher stated, "*It motivates students more, and I can definitely tell that they enjoy it more.*" Another teacher explained, "*My students don't get afraid of making mistakes, and it makes them more comfortable while learning English.*". One more prominent response from another teacher was reported as, "*If my students don't know there are some rules, they will be more motivated to use English as they won't consider following the rules.*"

4.3.3. What do you mostly do when you encounter a grammatical error made by your students? The final question in the whole questionnaire asked about the actions that these teachers take whenever a grammatical error is made. This question was added to the questionnaire to see how teachers who are not in favor of GT feel towards error correction. Indeed, all 20 teachers reported that they do use error correction when they encounter an erroneous student utterance, however, the time and the way of correcting errors vary.

Many teachers stated that it is not a one-size-fits-all situation since, for different situations, they have different solutions. One example is, "*My error correction depends on the subject. If it is about grammar, I correct the student but if we are focused on some different context, I ignore it.*" Another teacher that supports the same idea explained, "*If the aim is only to communicate in a task, I do not correct any grammatical error. However, if there is a common grammatical error made by most of the students, I correct it after the task.*"

Some teachers reported that for them to correct learners' mistakes, the errors need to be communication breakers. One participant teacher said, "*The question is if the error causes a communication breakdown. I can ignore an error if it doesn't break mutual intelligibility. But if it prevents the communication, I would rather have students deal with that error.*"

Correcting learners'' mistakes can be emotionally problematic. One teacher reported, "*Errors must be corrected but carefully. Direct error correction will make them upset. We*

need to try to guide them to recreate the sentence by showing examples." Another wrote, "*My error correction depends on the student and the frequency of the error."*

Now that results regarding experienced and inexperienced teachers' beliefs about the importance of grammar instruction, their preference of explicit and implicit GT and non-GT teachers' insights on avoiding grammar have all been presented, these results should be discussed thoroughly by referring to the earlier studies.

Chapter 5

Discussions and Recommendations

The present study collected its data through a three-staged questionnaire and semi-structured interviews. Analyses of the entire data were conducted in the previous chapter. In this chapter, all the findings and their analyses will be discussed. The presentation of each discussion will be the same as the previous chapter that is every discussion will be displayed under the subheading of the associated research question.

5.1. Do Experienced Turkish EFL Teachers Believe Grammar Instruction is Important while Teaching English at Secondary school Level?

The first research question investigated experienced EFL secondary school teachers' beliefs on the importance of GT. The regarding data were collected through the first stage of our questionnaire. In the Results chapter, Table 6 was presented which pointed out that 78 out of 87 experienced EFL teachers were integrating grammar into their English lessons. Furthermore, more than 63% of experienced teachers regarded grammar instruction as a language aspect that is moderately important in language teaching and learning. This group of teachers is larger in number compared to the ones who think GT is the most important aspect of their lessons. This result clearly suggests that teachers with more than five years of teaching experience realized that GT is a significant part of L2 learning, however, it is not the most significant. That is why the larger group of these teachers chose *'Partially Important'* rather than '*Yes'*. Because if they had responded as '*Yes'*, that would suggest GT is the most important aspect of their lessons. Therefore, this result provides an ample amount of proof to safely answer the first research question; experienced Turkish EFL teachers do consider grammar instruction important while teaching English at the secondary school level, however that importance is limited to some extent.

5.2. Do Inexperienced Turkish EFL Teachers Believe Grammar Instruction is Important while Teaching English at Secondary school Level?

Very similar to the previously discussed research question, the second research question investigated the same aspect, however this time the question was addressed to inexperienced teachers, not the experienced. To deal with this particular research question, the data gathered from the first stage of the questionnaire were used one more time. Table 7 suggested that 57 out of 68 inexperienced teachers believed that grammar should be instructed. However, these teachers also divided among each other in terms of the degree of this importance. More specifically, 48.5% of the teachers regarded GT as a partially important aspect of language teaching. Quite similar to experienced teachers, inexperienced teachers are also aware that, while teaching L2, grammar is one of the important elements to teach, but not the most important. Otherwise, the percentage of the answer '*Yes'* would be higher than '*Partially Important'*.

5.3. Is there a Significant Difference between Experienced and Inexperienced EFL Teachers' Beliefs about the Importance of Grammar Instruction at Secondary school Level?

This particular research question is the most essential question of the research and this could be understood by even simply looking at the title of the study. The major field of investigation that the study aimed to uncover was the differences between experienced and inexperienced teachers' beliefs about GT.

Under the previous subheading, provided results demonstrated that both experienced and inexperienced teachers are fond of using GT in their lessons. The results of the study are in accord with multiple previous studies (e.g., Borg, 2003; Farrell & Lim, 2005; Nishimuro & Borg, 2013; Sato & Oyanedel, 2019) which put forward strong evidence concerning L2

teachers' tendency towards using GT in their lessons. The findings of these previous studies support the claim made in the present study, that is both experienced and inexperienced EFL teachers use GT in their lessons.

One might argue that the environment of the conducted study might change the interpretation of results. Therefore, it is important to present studies that have been conducted in Turkey. Both Borg and Phipps (2009) and Uysal and Bardakçı (2014) are studies that have been carried out in the Turkish EFL context and their results mirror those of the present study. Another study that proposed similar findings was conducted by Altunbaşak (2010) who also pointed out that majority of Turkish EFL teachers believe GT assists L2 development after investigating 98 EFL secondary school teachers' opinions. Additionally, multiple more studies have also suggested the same conclusion; Turkish EFL teachers believe in the importance of including GT in their lessons (i.e., Erdali, 2016; Gerem, 2019)

It has been noted in the earlier chapters that for quite some time in the past, grammar was considered the most crucial aspect of L2 teaching processes. Later, during the late 60s and early 70s, educators kept their distance from the notion of grammar-based teaching and moved towards meaning-based teaching. However, for a couple of decades, grammar has regained some part of its earlier significance and secured its position back into L2 curricula. Today, grammar is considered an important aspect of lessons for a number of reasons, such as increased learner accuracy and intelligibility. The results that were used to answer the first three research questions clearly suggest that Turkish EFL teachers are in favor of integrating GT into their lessons, however only to some extent. Turkish EFL teachers' limited degree of grammar integration matches the general thinking of L2 teaching and learning of the 21st century. This points out that Turkish EFL teachers view language teaching from a rather contemporary standpoint.

Although it is clear that both experienced and novice teachers use GT in their lessons, the main field of investigation seeks a difference between them. Several tables with multiple results were presented for the third research question which specifically investigates the comparison of the two groups. In Tables 8 and 9, Chi-square test results pointed out no significant difference regarding experienced and inexperienced teachers' perspectives towards grammar instruction's importance ($p=$ .179). This was because, in both groups, the majority of the participants stated that they considered GT important. Furthermore, the analyses of Items 2 and 15 on our adapted questionnaire also displayed a significance score of $p=$ .076 which suggested no meaningful difference between experienced and inexperienced teachers' perspectives towards GT. In other words, these particular results prove that both experienced and inexperienced teachers instruct grammar and are aware of the significance of GT and there is no difference between their points of view. Additionally, the results are supported by the findings proposed by Samad and Nurusus (2015), who compared 345 experienced and inexperienced EFL teachers' beliefs about GT and found no significant difference between the two groups.

It could be noticed from Table 6 and 7 that the number of participants who stated GT is '*Important*' rather than only '*Partially Important*' is slightly larger in inexperienced teachers (inexperienced: 35,3% and experienced: 26,4%). In other words, when compared to teachers with longer years of experience, teachers with less experience are more likely to regard GT as the most crucial aspect of L2 teaching. However, it has been mentioned multiple times in the study before that in the 21st century, avoiding grammar-based teaching is advised. Unlike novice teachers, experienced teachers seem to be more aware that GT is not the most important aspect of the L2 learning process and it should not be regulating the majority of L2 lessons. Therefore, it could be concluded that the longer EFL teachers are accustomed to teaching English, the more they understand that linguistic structures should not

be the most essential element of teaching. This is a completely natural phenomenon as inexperienced teachers' beliefs on their teaching are constantly evolving, therefore they are not likely to be rigid (Gatbonton, 2008). Relatively more experienced teachers are likely to have more experientially informed beliefs compared to novice teachers (Baştürkmen, 2012, p. 288), therefore it could be said that the more experiments the novice teachers perform on their teaching, the more likely their teaching beliefs will be established for good.

5.4. Do Experienced Teachers Prefer to Integrate Grammar by Using Explicit Ways or Implicit Ways?

In the study, the final three research questions, the fourth, fifth and sixth, were asked to examine Turkish EFL secondary school teachers' styles of integrating grammar into their lessons, and more specifically, whether they use explicit or implicit ways. The findings for these three questions were provided with the adapted questionnaire of Borg and Burns's (2008) that was used in our three-staged questionnaire. In addition to the adapted questionnaire, some questions in the semi-structured interviews also tried to get responses about teachers' behaviors in that sense.

To answer this specific research question, percentages of each provided response were analyzed and put on display through Table 12 for experienced teachers and through Table 13 for inexperienced teachers. After the analysis was conducted, it was found that the percentages of using explicit and implicit teaching were not so different from one another, yet through some prominent items, it was easy to understand experienced teachers' inclination towards using explicit GT. In other words, this piece of finding suggested that experienced teachers mostly use explicit teaching, however, they value implicit ways of GT in their lessons as well.

These mentioned prominent responses from the participant teachers in the questionnaire might require special attention. Specifically, responses of the items with a large amount of agreement (more than 70%) were examined and they turned out to be Items 6 and 8. With almost 80 percent consensus, Item 8 pointed out that Turkish EFL teachers are fond of repeated practices while teaching grammar. In other words, this finding demonstrates that nearly all of the experienced teachers believe explicit task repetition is important for more fluent uses of L2 structures. As a matter of fact, the effect of task repetition is another highly discussed area of investigation in the 21st century. Previous studies support this idea of Turkish EFL teachers as it has been proven that task repetition has a positive effect on the accuracy, complex uses, and fluency of learners (Gass et. al., 1999; Lynch & Maclean, 2000; Sheppard & Ellis, 2018).

Item 6 also showed a big majority of teacher agreement which suggested that teachers are against separating GT from the teaching of other skills. Indeed, as it has been discussed multiple times in this study, separating grammar instruction from the other elements from L2 teaching and learning is now suggested to be avoided. This standpoint of Turkish EFL teachers is another proof of their up-to-date thinking of English teaching and learning.

Experienced teachers' slight inclination towards explicit teaching rather than implicit could be because of their years of teaching experience. Through time, they must have noticed the necessity of explicit GT by observing their students.

5.5. Do Inexperienced Teachers Prefer to Integrate Grammar by Using Explicit Ways or Implicit Ways?

The findings regarding the fifth research question were provided in Table 13. The table exhibited a similarity between experienced and inexperienced teachers, namely, inexperienced teachers also do not use merely one of the two GT ways, instead, they seem to

be in favor of using both explicit and implicit ways to teach grammar however they have even higher tendency to teach explicitly, compared to experienced teachers. This was implied by again taking a closer look at some of the items that stand out in the analysis. For the experienced teachers, these items were 6 and 8. For the inexperienced teachers, Items 6 and 8 still stand out however there is another item that requires attention which is Item 3. Items 6 and 8 have already been discussed under the previous subheading. Item 3 showed inexperienced teachers' belief in the importance of grammar practices to achieve greater learner fluency which was not supported to the same extent by experienced teachers. Item 3 belonged to the explicit GT factor therefore it was investigating teachers' standpoint on explicit teaching. What the result showed is that inexperienced teachers also tend to teach grammar explicitly, and they believe grammar exercises are necessary to develop fluency, more than the experienced teachers. Additionally, the fact that inexperienced teachers are more prone to teach explicitly when compared to experienced teachers has also been proposed by Önalan (2018b).

Now that it is obvious, both experienced and inexperienced teachers use explicit GT slightly more than implicit, we could examine the differences between the two teacher communities.

5.6. Is There a Significant Difference between Experienced and Inexperienced Teachers' Preferences on Integrating Grammar Instruction?

In the previous subheading, it was expressed that experienced and inexperienced teachers value both explicit and implicit ways of grammar instruction however they are more prone to use explicit GT. Table 14 displayed the comparison between experienced and inexperienced teachers' uses of explicit and implicit ways of GT through percentages. Furthermore, the table indicated no big difference between the two teacher communities in

terms of their ways of integrating grammar as the percentages were almost identical.

However, examining each item of the questionnaire could provide further understanding of

the issue therefore Table 15 was created. In Table 15, the T-Test results of each of these

items' correlation with teachers' experience were presented. Among 13 items, Items 1,

"*Teachers should present grammar to learners before expecting them to use it.*" and 9, "*In*

teaching grammar, a teacher's main role is to explain the rules." showed statistical

significance which suggested a difference in GT beliefs of experienced and inexperienced

teachers. The mean score of Item 1 was higher in inexperienced teachers (3.44) than

experienced teachers (2.94) which indicated that inexperienced teachers believe more that

grammar needs to be taught explicitly, before the learners can use it. This is one of the quite

few circumstances that experienced and inexperienced teachers vary from one another given

that experienced teachers seem to be approaching this matter rather implicitly. Unlike novice

teachers, relatively more experienced teachers think grammar does not need to be taught

directly at all times. While inexperienced teachers do not think grammar could be learned

without being taught, experienced teachers think otherwise. Identical findings for the same

item (Item 1) were found by Önalan (2018b) who also compared GT beliefs of experienced

and inexperienced teachers by adopting the same questionnaire.

For Item 9 majority of teachers responded negatively which suggested that Turkish

EFL teachers do not perceive their roles as merely teaching grammar. This is the same

conclusion Borg and Burns (2008) came to with the same item. This points out that Turkish

EFL teachers generally do not consider that L2 learning is entirely GT, nor their job is simply

teaching of linguistic items. However statistical T-Test analysis pointed out a meaningful

difference between experienced and inexperienced teachers for this particular item. As a

matter of fact, although both teachers regarded the item negatively, the mean score of

experienced teachers is higher. While experienced teachers' mean score for Item 9 was 2.88,

it was 2.37 for inexperienced teachers. That implies that while inexperienced teachers are strongly against the idea that teachers' primary role is to teach grammar, experienced teachers are rather closer to not being sure.

It is worth noting that in eight items, (Items 1, 2, 4, 9, 10, 11, 14, and 15) a surprising number of participants responded "*neutral*" and the percentages were all higher than 20 for these items. The reason why there are so many undecided answers could be because the participant teachers might have found it difficult to express their actual feelings towards GT, given that there have not been enough similar studies in Turkey and the teachers are simply not accustomed to this kind of activity. Moreover, a similar situation happened in the very study of Borg and Burns's (2008) whose questionnaire was adapted for the present study. In their study, the researchers found the number of unsure responses over 20 percent as nine.

The fact that the study suggested EFL teachers' inclination towards explicit GT is not new. On the contrary, this particular finding is mirroring earlier work in the literature namely Borg and Burns (2008), Burgess and Etherington (2002), and Schulz (1996). What all of these studies, including ours, suggest is that grammar instruction is necessary for a more grammatically correct language and both experienced and inexperienced teachers are fond of using explicit ways of teaching grammar because they believe it is more effective.

5.7. Findings About Avoiding Grammar

Only 20 out of 155 EFL teachers in the present study expressed that they did not regard GT as an important aspect of their teaching. The fact that these teachers constitute only slightly over 10% of all participants is another proof of Turkish EFL teachers' tendency towards teaching grammar. Although none of the research questions are specifically focused on the details of why teachers avoid GT, it should be wise to discuss related data regarding teachers' omission of grammar instruction.

One of the most stated reasons for not teaching grammar was that some of these teachers believed communication surpassed grammar in terms of significance. However, what these teachers were missing was, merely communication-based lessons are equally ineffective when compared with grammar-based lessons. Instead, what needs to be achieved is combining both elements of L2 and designing our lessons accordingly (Nassaji & Fotos, 2011). If teachers believe fully communication-orientation provides effective lessons, they will be wrong since that will bring countless learner errors including accuracy and intelligibility.

When asked about the in-class effects of avoiding grammar two out of 20 teachers responded that it affected their lessons negatively. The others expressed their feelings about the positive effect they observed. The most frequent answer was that teachers considered GT boring and avoiding it would get the attraction of the students more. The fact that GT is getting the learners bored was also mentioned in the first open-ended question where the teachers expressed their main reasons for omitting GT. These teachers do have a point, as grammar practices tend to be boring most of the time. However, this is not a satisfying reason for staying away from grammar instruction because whether or not the lessons are attractive to the learners mostly depends on the teacher. Grammar practices might create a boring atmosphere when they are implemented traditionally. Instead, as recent understanding suggests, grammar should be embedded in meaningful contexts where students could feel familiar. Then one of the most important elements of L2 teaching, grammar instruction, would not be avoided and the students would still be interested in language learning.

However, it is worth noting that there is no right or wrong in L2 teaching and learning, therefore these concerns expressed by the participant teachers are not pointless. They must have come to these conclusions from their own experiences inside their own classrooms. It

should be remembered that teachers do not practice theory, rather they theorize their own practice (Kumaravadivelu, 2006).

5.8. Recommendations

Throughout the study, the importance of GT has been mentioned by referring to countless evidence put forward by previous studies. In the 21st century, any L2 teaching process should include teaching the linguistic items of that specific language. This will improve the language learners in many ways from increased intelligibility to grammatical accuracy. One major recommendation that the current study could make is that Turkish EFL teachers that work at the secondary school level should include GT in their curricula. However, this GT should not be the only focus of the lesson, instead, the focus on GT should be limited to a certain extent as the current studies on SLA suggest. In other words, Turkish EFL teachers are recommended to use GT in their lessons but not dominate their lessons with only linguistic aspects of L2.

As for explicit and implicit teaching, the study discovered that Turkish EFL teachers mostly teach through explicit teaching ways. Too much explicit or implicit teaching has already been proven wrong and what teachers need to accomplish is using both of them in the right amount. The previous studies also showed the importance of explicit teaching because without it, the GT can go unnoticed. Therefore, Turkish EFL teachers should continue using both ways of teaching grammar but should always remember to explicitly explain linguistic structures for more effective L2 acquisition.

SLA is a field of investigation that involves a rapidly changing set of ideas. Although right now teaching of grammar is advised to be limited, so that it cannot dominate the entire L2 learning process, there were times in the past when it was considered quite crucial and put on the center of any language learning (Larsen-Freeman & Anderson, 2018). Therefore,

current perspectives towards L2 teaching and learning that seem to be the most effective could be disproved at any time in the future. As time changes, the belief systems change, therefore we cannot assume that the ideas we currently consider true will not change in the future. Sometime in the future, we might be discussing some teaching ways we do not approve of today. Thus, what EFL teachers need to do is to create and reflect on their own unique, while keeping up with the contemporary beliefs in the field of SLA.

5.9. Conclusion

The current research aimed to compare experienced and inexperienced Turkish EFL secondary school teachers' beliefs about GT. The data of the study were collected by using the Mixed method, involving both qualitative and quantitative data collection instruments. The analyses were conducted through the SPSS program and the results pointed out that there is no significant difference between experienced and inexperienced teachers concerning their understandings of the significance of GT. The majority of both groups expressed that they regarded GT as an important aspect of their teaching. Moreover, these teachers were also found to be regarding GT as a partially important aspect of L2 teaching and learning which mirrored the contemporary perspective in the field of SLA. Additionally, Turkish EFL secondary school teachers were proved to be using both explicit and implicit ways of GT, however, they tend to use the former more. The fact that there is no significant difference between experienced and inexperienced teachers regarding their preference of explicit or implicit GT was also discovered in the study.

The study maintains its importance as being one of the very few studies that investigate the relationship between experienced and inexperienced EFL secondary school teachers' understandings of GT. Unfortunately, the fact that there are not enough empirical studies on this gap in the field makes it quite difficult to further support the findings of this

study. Further studies are needed to make more certain assumptions on this specific area.

Thus, it is hoped that this study could pave the way to countless future studies that will be

conducted in the same particular field of investigation.

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doi: 10.4304/tpls.3.2.254-262

Appendices

Appendix 1: First Part of the Questionnaire

Grammar Teaching in the 21st Century: A Comparative Study between Experienced and Inexperienced Turkish EFL Teachers' Beliefs at Secondary School Level

To start with, your great efforts to contribute to this academic research are truly appreciated. Please be noted that your honest answers will be shaping the procedure of this research.

This questionnaire consists of three sections; Part 1 includes questions about the participant teachers' personal information and a very essential question regarding grammar teaching; Part 2 involves a scale concerning participant teachers' beliefs and implications in grammar teaching; Part 3 contains three open-ended questions which will be done by the participants who do not think in favor of teaching grammar.

The questionnaire will approximately take 10 minutes. For each item, please choose the option that seems the most appropriate for you. Thank you.

Researcher: Ümit Levent Değirmencioğlu / Uludağ University

Email: ULevent.degirmencioglu@hotmail.com

1) Gender:
   - o   Male
   - o   Female

2) Age:
   - o   20-25
   - o   26-35
   - o   36-45
   - o   46 and above

3) I have graduated from…
   - o   English Language Teaching (ELT) department
   - o   An English related but non-ELT department

4) I'm working at a …
   - o   State institution
   - o   Private institution

5) How long have you been teaching English?
   - o   1-5 years
   - o   Above 5 years

6) Do you think grammar instruction is important when teaching English at secondary school level?
   (Participants who answer YES or PARTIALLY IMPORTANT will continue from the next (second) section while the participants who answer NO will directly resume from the last (third) section)

   - o   Yes
   - o   No
   - o   Partially important

Appendix 2: Second Part of the Questionnaire

Part 2: Grammar Teaching Questionnaire

In this part of the survey, please choose the options that best represent your beliefs and implications concerning grammar teaching. This section will be completed by the participants who responded <u>YES</u> or <u>PARTIALLY IMPORTANT</u> to the question regarding the significance of grammar in EFL teaching at secondary school.

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

1) Teachers should present grammar to learners before expecting them to use it.

1	2	3	4	5

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

1	2	3	4	5

3) Exercises that get learners to practise grammar structures help learners develop fluency in using grammar.

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

9) In teaching grammar, a teacher's main role is to explain the rules.

1	2	3	4	5

10) It is important for learners to know grammatical terminology.

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

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

1	2	3	4	5

Appendix 3: Third Part of the Questionnaire

Part 3: Reasons for not Teaching Grammar

In this part of the survey, please briefly and clearly answer the questions regarding your personal views towards non-grammar instruction while teaching EFL.

This section will be completed by the participants who responded <u>NO</u> to the importance of grammar in EFL teaching at secondary school. The other participants are only required to submit their answers without completing this part.

1) What is the main reason you do not instruct grammar while teaching English? Please briefly explain.

2) How does not teaching grammar affect your lessons, positively or negatively? Please briefly explain.

3) What do you mostly do when you encounter a grammatical error made by your students? Please briefly explain.

Appendix 4: Semi-Structured Interview Questions

Grammar Teaching in the 21st Century: A Comparative Study between Experienced and Inexperienced Teachers' Beliefs at Secondary School Level

Interview Questions

21. Yüzyılda Dil Bilgisi Öğretimi: Tecrübeli ve Tecrübesiz Türk İngilizce Öğretmenlerinin Ortaokul Seviyesinde İnançları hakkında Karşılaştırmalı Çalışma

Mülakat Soruları

1) Is grammar a crucial part of your teaching?

   (Dil bilgisi öğretimi derslerinizin önemli bir parçası mıdır?)

2) How do you teach grammar; directly (explicit) or indirectly (implicit)?

   (Dil bilgisini nasıl öğretirsiniz; doğrudan (bilinçli) ya da dolaylı (örtük)?)

3) How is grammar best integrated into a lesson? Explain your practices such as your ways of teaching, techniques and activities to name a few.

   (Dil bilgisi bir derse en iyi nasıl eklenebilir? Lütfen uygulamalarınızı açıklayın örnek olarak öğretme yöntemleriniz, teknikleriniz ve aktiviteleriniz gibi.)

4) Should an English teacher correct grammar mistakes of the students?

   (Sizce bir İngilizce öğretmeni öğrencilerin dil bilgisi hatalarını düzeltmeli midir?)

Özgeçmiş

Doğum Yeri ve Yılı	**:**	Bursa- 1996		
Öğr. Gördüğü Kurumlar	**:**	**Başlama Yılı**	**Bitirme Yılı**	**Kurum Adı**
Lise		2010	2014	Samet Saraç Anadolu Lisesi
Lisans		2014	2018	Marmara Üniversitesi
Yüksek Lisans		2019	2021	Uludağ Üniversitesi
Bildiği Yabancı Diller ve Düzeyi	**:**	İngilizce- İleri, Almanca- Başlangıç		
Çalıştığı Kurumlar	**:**	**Başlama ve Ayrılma Tarihleri**		**Kurum Adı**
		1. 2018- 2019		Altınbaş Üniversitesi
		2. 2019- 2020		Ukla Akademi Dil Okulu
		3. 2020-2021		Nova Fen Lisesi
Yurtdışı Görevleri	**:**			
Kullandığı Burslar	**:**	Bursa Ticaret ve Sanayi Odası Lisans Bursu		
Aldığı Ödüller	**:**			
Üye Olduğu Bilimsel ve Mesleki Topluluklar	**:**			
Editör veya Yayın Kurulu Üyeliği	**:**			
Yurt İçi ve Yurt Dışında Katıldığı Projeler	**:**	Erasmus+ (University College Copenhagen, 2017)		
Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar	**:**	4th International Conference on Research in Applied Linguistics (Poster Bildiri)		
Yayımlanan Çalışmalar	**:**			

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23.11.2021
Ümit Levent DEĞİRMENCİOĞLU

ULUDAĞ ÜNİVERSİTESİ
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Ümit Levent Değirmencioğlu
Tez Adı	21. Yüzyılda Dil Bilgisi Öğretimi: Tecrübeli ve Tecrübesiz Türk İngilizce Öğretmenlerinin Ortaokul Seviyesinde İnançları Hakkında Karşılaştırmalı Çalışma
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi
Bilim Dalı	İngiliz Dili Eğitimi
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Prof. Dr. Zübeyde Sinem GENÇ
Çoğaltma (Fotokopi Çekim) İzni	☐ Tezimden fotokopi çekilmesine izin veriyorum. ☒ Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin %10 bölümünün fotokopi çekilmesine izin veriyorum. ☐ Tezimden fotokopi çekilmesine izin vermiyorum.
Yayımlama İzni	☒ Tezimin elektronik ortamda yayımlanmasına izin veriyorum. ☐ Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum. 1 yıl ☐ 2 yıl ☐ 3 yıl ☐ ☐ Tezimin elektronik ortamda yayımlanmasına izin vermiyorum.

Hazırlamış olduğum tezimin yukarıda belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 23/11/2021

İmza :