

The University of Brighton

School of Education

**Exploring Turkish university teachers' cognitions with
regards to grammar teaching and the influences on their
pedagogic choices**

ESİN YUKSEL

MA TESOL

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Abstract

Although much has been written about teacher cognition –what teachers know, believe, and think- studies related to Turkish context are lacking. This paper addresses this issue by exploring Turkish university teachers' cognitions about grammar teaching and the reasons affecting their pedagogical decision-making through semi-structured interviews and visuals. It also develops a model of teacher cognition for the Turkish context. The findings illustrate that Turkish teachers mostly believe in implicit grammar instruction. However, some of their practices are at odds with their stated beliefs. Besides, the results confirm those of previous studies that teachers' cognitions are affected by a wide range of sources. The study also suggests other factors that could shed light on teacher cognition research for further inquiry. Such research, which focuses on understanding teachers' mental lives could broaden our understandings of classroom practices and enhance the quality of grammar instruction. It could also contribute to professional development by providing opportunities for self-awareness through reflection.

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Chapter 1: Introduction

This study is about Turkish university teachers' cognitions about grammar teaching. It also examines the influences on their pedagogic choices and develops a model of teacher cognition for the Turkish context.

My own interest in studying this topic stems from my experiences as a teacher. When I reflected on my practices, I could see that the way I teach in the classroom is influenced by my ideas, thoughts, beliefs and knowledge. However, I would like to have a better understanding of teacher cognition to be more informed about the classroom practices. Furthermore, I find teachers' knowledge, beliefs and thoughts highly related to all aspects of their work and there might be times it could be beliefs, thoughts or knowledge affecting teachers' decisions and practices. In order to understand the relationship between teachers' belief systems and practices we must pay attention to the context since it "mediates that relationship" (Borg 2012:92). Therefore, the study focuses on the university setting since I worked in preparatory classes for four years. As I know the context well, I could easily link the participants' responses with the university environment.

The aim of this introductory chapter is to present the study and provide an outline to readers to follow. In doing so, I will first examine the background of teacher cognition. Then, I will situate the aims of this study. Finally, I will outline an overview of design and content of the study.

In the 1970's "learning was seen to be a product of teaching, and teaching was conceived of as behaviours performed by teachers in class" (Borg 2006:6). It is now widely recognized in education studies that teaching is a cognitive activity (Borg 2003, Fang 1996, Richards 1998). It is no more solely viewed as behaviours since understanding teaching requires understanding teachers' thought processes (Borg 2006). Fang (1996:49) suggests two assumptions underlying the shift from studies on teacher behaviour to an examination on teachers' thought processes as follows.

First, teachers are professionals who make reasonable judgements and decisions within a complex and uncertain community, school and classroom environments; and second, teachers' thoughts, judgements and decisions guide their classroom behaviour. (Stern and Shavelson, 1983).

Therefore, teachers' mental lives should be examined to understand their classroom practices in the classroom. This could be done by the study of teacher cognition- what teachers think, know, and believe (Borg 2003:81).

Borg (2006:1) points out "in the last 15 years there has been a surge of interest in the study of language teacher cognition and its relationship to teachers' classroom practices". A key aspect of the increase is that "understanding teacher cognition is central to the process of understanding teaching" (Borg 2006:1). That implies we cannot just look at teachers' practices and understand what they do in the classroom since every teacher has their own unique way of teaching influenced by their beliefs, knowledge and related constructs such as thoughts and preferences. This argument is also supported by Richards&Lockhart by saying that "in trying to understand how teachers deal with the dimension of teaching, it is necessary to examine the beliefs and thinking processes which underlie teachers' classroom actions" (1996:29). Therefore, teacher cognition research broadens our understandings of practices in the classroom "by shedding light not only on what teachers do, but also by providing insight into the cognitive bases of these practices" (Borg 1999b:29).

Although a considerable amount of research has been conducted on teacher cognition, there is little research related to grammar teaching (Borg 1999b) and studies related to the Turkish context are lacking. Drawing a review of research on teacher cognition Borg (2003) states, there are two studies conducted in Turkey which have explored the cognitions of pre-service EFL teachers whereas I will investigate in-service teachers' cognitions. Besides, none of these studies have focused on grammar teaching. Therefore, I aim to provide some insight about Turkish teachers' cognitions, which is still relatively unexplored, for future researchers. I will examine this issue by investigating

Turkish university teachers' cognitions with regards to grammar teaching and the influences on their pedagogic choices through semi-structured interviews and indirect strategies such as visuals.

. This study aims to address two research questions as follows:

- What cognitions do Turkish university teachers hold about the approach of teaching grammar?
- How do Turkish university teachers make pedagogic choices? / What seems to influence them?

Borg (2003) set a very good model of teacher cognition (see page 8). However, it might be inadequate and might not exactly fit in the Turkish context. The main purpose of this study is to look at his model and develop it for the Turkish context.

I believe that exploring teacher cognitions regarding grammar teaching can contribute to a more realistic understanding of grammar instruction and their classroom actions. Moreover, it may contribute to the field of teacher education as the approach of teacher learning as a cognitive process "encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice" (Richards & Farrell 2005:6). Thus, teachers might gain awareness of their formal instruction and decision-making through reflection and be more informed about their practices which could facilitate their professional growth and improve the quality of their own grammar instruction.

This dissertation consists of five chapters. Chapter 1 introduces the study, provides a background and situates the aims of the study. Chapter 2 reviews the literature in two parts. The first part examines teacher cognitions and sources of them. The second part discusses grammar teaching, some theories in second language acquisition (SLA), considers the use of grammatical terminology, looks at reasons for decisions in grammar teaching and finally examines the participants' teaching context, preparatory classes,. Chapter 3 presents a detailed account of the research methodology. It discusses the methodology and method employed in the study, considers ethical issues and

highlights the steps taken during the data analysis. Chapter 4 presents the findings in three parts: grammar instruction, influences on pedagogic choices and congruent and incongruent cognitions. Chapter 5 discusses the important outcomes of the study and outlines the implications and makes suggestions for future researchers. Finally, it concludes by indicating some of the limitations of the study.

Chapter 2: Literature Review

My aim in this chapter is to provide a background for my study by introducing salient terms regarding teacher cognition and examine theories and methods in relation to grammar teaching. In the first part of this chapter, I will first define the concept of belief. Then, I will consider why it is worth studying and important to understand teachers' beliefs. Having examined them, I will look at sources of teacher cognition and how they affect teachers' decisions and classroom practices.

In the second part, I will first briefly discuss grammar teaching and look at some theories in SLA. Then, I will examine explicit and implicit grammar instruction and the use of grammatical terminology. Having investigated them, I will consider the reasons affecting teachers' decisions and classroom practices in grammar teaching. Finally, I will look at the participants' teaching context and examine the preparatory classes in Turkey.

2.1 Teacher Cognition

2.1.1 Definition of beliefs

Although various explanations of beliefs have been suggested in the literature (see Borg 2003, Woods 1996), there is a lack of consensus what the term means. Carrying on research in the philosophy of knowledge Michaela Borg (2001:186) defines belief as a "mental state which has its content a proposition that is accepted as true by the individual holding it". She distinguishes between knowledge and belief by saying that "knowledge must be true in some external sense" whereas there can be different beliefs hold by individuals. Similarly,

Woods & Çakır (2011:383) make a traditional distinction between knowledge and belief and the former is defined as “objective, universal, and impersonal” and the latter is used to refer as “subjective, idiosyncratic and personal. However, these distinctions are failed when we consider the term *personal practical knowledge* (Clandinin & Connolly 1987) since knowledge can be personal and reconstructed through experiences. Clandinin (1992:125) explains it as follows.

It is knowledge that reflects the individuals’ prior knowledge and acknowledges the contextual nature of that teachers’ knowledge. It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection .

For the purpose of this study, I will use Clandinin’s definition of knowledge since now teaching is recognized as “socially constructed out of experiences and classrooms of teachers as students and as teachers” (Golombek 2009:157). Besides, I will consider my own definition of knowledge throughout the study. From my point of view, teachers’ knowledge is the stuff teachers have learnt, the things they were taught and the facts they were given which are shaped through their experiences, education and social interactions over time in unique ways. Therefore, there cannot be an external sense in teaching.

When the concept of belief is considered in teaching, there are also various definitions. Kagan (1992:65) refers to beliefs as “tacit, often unconsciously held assumptions about students, classrooms, and academic material to be taught”. In the study of Basturkmen et al. (2004:244) beliefs are defined as “statements teachers made about their ideas, thoughts, and that are expressed as evaluations of what “should be done’, ‘should be the case’, and is ‘preferable’”. Similarly, Woods (1996) notes “a belief system deals not only with beliefs about the way things are, but also the way things should be”. In my opinion, more needs to be said about when defining beliefs as it is a complex area (Borg 2006). I agree with that beliefs are unconscious assumptions and teachers decide what should be or should not be done in the classroom based on their beliefs and they are tacit since they are difficult to express, but the

point is surely rather that how these are constructed. Richards (1998:66) explains teachers' belief systems as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to classroom". That implies, what teachers do in the classroom are the result of their belief systems that are all linked and shaped in time. Therefore, teachers' beliefs, their knowledge and other related constructs such as their thoughts should be considered in order to understand the pedagogic choices and practices of teachers.

The study of teachers' beliefs has been interpreted differently in various studies (see Borg 2006:47, Woods 1996:195). A number of different terms have been developed to deal with the in-depth research area. Although different terms have been assigned to define teachers' beliefs, they are identical and share some similarities. (Borg 2006). Borg (2003:81) uses the term *teacher cognition* to refer to "the unobservable cognitive dimension of teaching - what teachers know, believe and think". His definition is similar to Richard's belief systems (1998). This study will use these two terms interchangeably.

2.1.2 Importance of understanding teachers' beliefs

Research has shown that understanding teachers' beliefs is an important notion in teaching for a number of reasons (Borg 2006, Johnson 1994, Richards & Lockhart 1996, Richards 1998). It affects teachers' instructional practices, judgements and decisions (Burns 1992, Richards 1998, Fang 1996, Borg 1999a, Freeman & Richards 1996, Golombek 1998, M. Borg 2001). Borg (2003:81) points out that

Teachers are active decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs.

As teaching is now conceived of as a cognitive activity, we should look at teachers' belief systems to fully understand their classroom practices. It is also noted by Shavelson and Stern (1981) that "what teachers do is governed by what they think, and that teachers' theories and beliefs serve as a filter through

which host of instructional judgements are made” (cited in Richards 1998:66). Additionally, Pajares (1992:307) notes that “few would argue [dispute the fact] that the beliefs teachers hold influence their perceptions and judgements, which, in turn, affect their behaviour in the classroom” (cited in Basturkmen et al. 2004:245). Therefore, examining teachers’ beliefs will help us to have a better understanding of their classroom practices.

Furthermore, investigating teachers’ beliefs will also contribute to the field of professional development and it “may be the clearest measure of a teachers’ professional growth” (Kagan 1992:85). As Richards (2001:42) explains

Professional development which engages teachers in a direct exploration of their beliefs and principles may provide the opportunity for greater self-awareness through reflection and critical questioning as starting points for later adaptation.

At first, this may not be easy since “change is regarded as a major dimension of teachers’ professional lives” (Richards 2001:45) and beliefs “can be deep-rooted and resistant to change” (Almarza 1996, Pickering 2005 cited in Phiss & Borg 2009:381). However, Pajares (1992:325) notes “newly acquired beliefs are most vulnerable to change” (cited in Borg 2006:26). Thus, it is important to understand teachers’ beliefs, especially at an early stage to be aware of our classroom practices and gain self-awareness through reflection for professional development.

2.1.3 Sources of teacher cognition

Teaching is a very personal and complex activity (Richards & Lockhart 1996, Borg 2006, Hall 2011). As Richards & Lockhart (1996:29) explain, teachers face different kinds of tasks such as selecting and presenting learning activities, preparing students for new learning, giving feedback on student learning and so on. To deal with the complex atmosphere of the classroom and different tasks they confronted, teachers make decisions based on their cognitions and these cognitions are shaped by a variety of sources including a teacher’s prior experiences, school practices, professional coursework, and contextual factors (Borg 2003, Fang 1996, Farrell & Lim 2005, Hall 2011,

Richards & Lockhart 1996). The diagram below shows the relationship among these factors and how they affect teacher cognition (cited in Borg 2003:82).

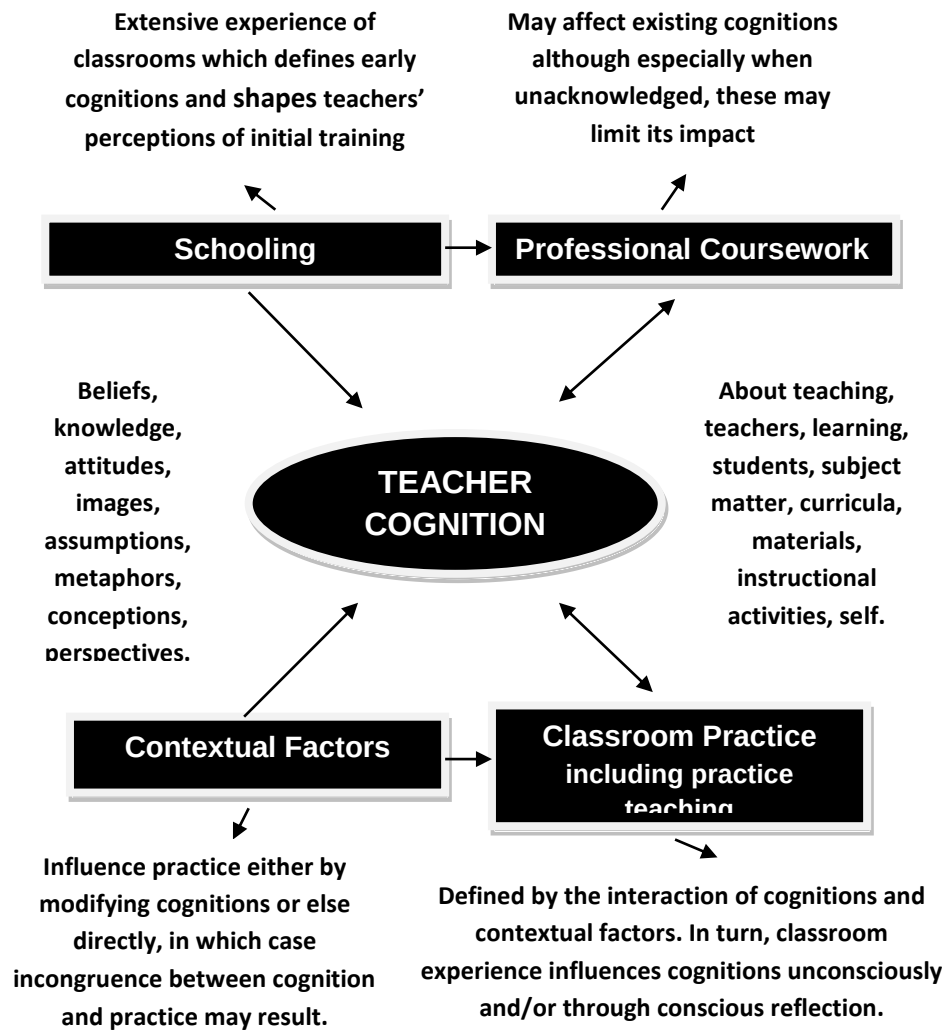


Figure 1 Teacher cognition, schooling, professional education, and classroom practice (Borg 1997)

2.1.4 Schooling- prior experiences as learners

One of the influences on teacher cognition is schooling. It could be considered as quite important if it is true that "teachers teach the way they have been taught- not the way they have been taught to teach" (Blume 1971:412). Teachers' prior experiences as learners shape their beliefs about teaching (Borg 2003, Tsui 2003) that is what Lortie (1975) calls the "apprenticeship of observation". As Kennedy (1990:17) suggests "teachers acquire seemingly

indelible imprints from their own experiences as students and these imprints are tremendously difficult to shake” (cited in Freeman & Richards 1996:11). This also shows how schooling exerts a powerful influence on teachers’ practices and how difficult to alter its effects. In the study of Ebsworth and Schweers (1997:252), one teacher notes that

My own education included very formal language study including memorization, reading, writing, and grammar. Now, I am using a communicative approach, but I won’t completely abandon the teaching that worked for me.

This argument is supported by Richards & Lockhart by saying that “all teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught” (1996:30). Golombek (1998) also provides evidence of how teachers’ prior language experience has an impact on classroom decisions. For instance, a teacher in her study explained her language learning experience as

I could talk like anything, but when she started to check my grammar... I became terrified speaking in class ‘cause I know that I was going to be corrected because I didn’t know grammar... (p:454).

Because of negative experiences of being corrected, she, as a teacher, adopted a different teaching strategy and tried to avoid correcting her students. As it seems clear from the extracts, the early learning experiences of teachers could be good or poor models of teaching. Bailey et al. (1996:14) points out

In this way, perhaps, we began to be able to learn how we should not teach, and this knowledge, too, contributed to our beliefs about the kinds of teachers we want to be.

Having looked at various studies, Borg (2003:88) summarizes the impact of schooling on teacher cognition as follows.

Teachers’ prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial

conceptualisations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives.

Therefore, it is important to raise awareness of teachers on their previous learning experiences as they could have an impact throughout their teaching careers. Besides, if want to break the cycle of teaching the way we have been taught, we should “bring our past experience to the level of conscious awareness” (Bailey et al. 1996:11). This could be done through reflecting on them and teacher education which I now move to.

2.1.5 Teacher education (professional coursework)

Another impact on the development of teachers’ cognition is teacher education (Borg 1999b, 2006, 2011). Having done some research in the field of teacher education, Borg (2011:370) notes “it is widely recognized that teacher education is more likely to impact on what teachers do if it also impacts on their beliefs”. There is also some evidence that these programmes influence teachers’ cognitions positively. For instance, Cabaroglu & Roberts (2000) examined the beliefs of student modern language teachers in a year- long postgraduate certificate of education program (PGCE) and found that out of 20 students, only one participant’s beliefs remained unchanged. Besides, these changes in their belief systems were positive as the programme raised awareness of a discrepancy conflict or coherence, strengthened of existing beliefs and reconstructed of beliefs by addition, omission and so on (p.393). Borg (2011) conducted a study in a full- time Delta (Diploma in English language teaching to adults) taught over eight weeks. He also found that the programme influenced teachers’ belief systems in a variable of ways. Consistent with this study, Phiss (2007) investigated the development of one DELTA teacher, with particular emphasis on grammar teaching. The results of his study showed that the programme “made a difference to the teacher in terms of confidence, awareness, beliefs, and classroom teaching” (p.13). The impact of teacher education on teacher beliefs is also supported by Grossman’s study (1990). Tsui (2003:63) shows the influence of teacher education in Grossman’s study by saying that

The three teachers with professional preparation shared striking similarities in their conceptions of teaching English... All three teachers attributed their conceptions to the influence of the professional coursework that they attended. By contrast, the other three teachers with no professional preparation differ considerably in their conceptions of teaching English.

Borg (2011:378) examines this issue and notes

Through teacher education teachers' beliefs can be strengthened and extended; they can be made more apparent to teachers and assume a form that can be verbalized; teachers can learn how to put their beliefs into practice and also develop links between their beliefs and theory. Teacher education can of course be the source of new beliefs for teachers.

Having looked at various studies, it is evident that teacher education is one of the powerful sources of teacher cognition as "it encourages teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice" (Richards&Farrell 2005:6).

2.1.6 Classroom practice

A third source of influence is teachers' own experience of teaching (Borg 2003, Tsui 2003). Richards & Lockhart (1996:31) note that "for many teachers experience is the primary source of beliefs about teaching". It affects their cognitions as teachers could decide on activities based on their practical knowledge that is largely derived from teachers' own classroom experience (Calderhead 1988). One teacher comments

I find that when checking answers in a whole-class situation, students respond better if given the opportunity to first review their answers with a partner (in Richards &Lockhart (1996:31).

It is clear from the example that teachers' beliefs can be reshaped by their own experience of teaching since they could be aware of what works best or not in time. Golombek (1998:459) states

The teachers' personal practical knowledge informed their practice by serving as a kind of interpretive framework through which they made sense of their classrooms as they recounted their experiences and made this knowledge explicit.

That implies, teachers reconstruct their knowledge through experience which shows the dynamic characteristics of teacher cognition. As Borg (2003:95) suggests, "cognition not only shapes what teachers do but is in turn shaped by the experiences teachers accumulate" that indicates the impact of classroom practice on teacher cognition.

2.1.7 Contextual Factors

The fourth source of teachers' beliefs is contextual factors. As Fang (1996:53) suggests, "contextual factors can have powerful influences on teachers' beliefs and, in effect, affect their classroom practice". Having conducted a study at a Turkish university, Phipps and Borg (2009) listed some contextual factors affecting teachers' beliefs and their classroom practices as prescribed curriculum, time constraints, high-stakes examinations, classroom management concerns and student expectations. One teacher expresses his belief in Phipps and Borg's (2009:384) study that "grammar should be presented in context rather than in isolation" but further discussion in the interview shows that he sometimes cannot do what he believes in the classroom because of the contextual factors such as learner preferences.

T: I'd like to move away from rule-based presentations altogether.

R: Is that what you tend to do at the moment?

T: Rule-based presentations, yes...today, for example, I just went right to the grammar...I knew it'd grab students' attention after working on a reading for three hours...they were asking, 'why aren't we doing any grammar today?'... They didn't see the grammar work we are doing with the reading because it was in context...when we did a follow up in the last lesson, completely out of context, 'here's the rules, fill in the gaps', everybody paid attention then.

In the study of Woods (1996:208), a teacher came to conclusion that

It was more efficient and motivating to base his teaching on the Japanese notion of the 'purpose' of the course -to pass the exam- than on his own notions of authentic purpose and communication.

Considering these extracts, teaching context plays an important role in shaping teachers' classroom practices which may result in divergences between what teachers believe and do in the classroom. Therefore, "contextual factors need to be part of any analysis of the relationship between teachers' beliefs and practices' (Phiss & Borg 2009:381).

2.2 Grammar

2.2.1 Grammar teaching

Grammar plays a crucial role in language teaching (Ellis 2006) and it has a considerable impact on syllabus design and classroom activities and the reason behind this as Batstone(1994:3) explains the familiar student query: "Please, what is the rule here?". This tendency of the learners may raise the question whether grammar teaching is just presenting the rules and practicing of discrete grammatical structures or not. Obviously, it is not because grammar teaching can take different forms. There could be only presentation without practice or practice without presentation and there might be no practice and presentation (see Ellis 2006:84). As there are different instructional options, we cannot say there is a best way of teaching grammar. The point here is that how the instruction can contribute to efficient grammar teaching. Therefore, I will use Ellis's definition for grammar teaching which emphasizes the effectiveness of the instruction.

Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it (2006:84).

The type of grammatical instruction within language learning has been a controversial issue for many years (Burgess& Etherington 2001). I will now consider the debate and look at some theories in SLA.

2.2.2 SLA Theories

Krashen (1981) claims acquisition and learning are separate processes. He considers them as “two distinct and independent ways of developing competence in a second language” (Krashen 1982:10). He defines language acquisition as subconscious and natural like the process children acquire their first language via communication. Krashen (1982:10) also notes

We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a “feel” for correctness”. Grammatical sentences “sound” right, or “feel” right, and errors feel wrong, even if we do not consciously know what rule was violated.

Considering his explanation above, language acquisition could also be defined as implicit learning as it takes place “without intention to learn and without awareness of what has been learned” (Williams 2005:269). On the other hand, Krashen (1982:10) refers to learning as

conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is ‘knowing about’ a language, known to most people as ‘grammar’, or ‘rules’.

He also offers some synonyms such as “formal knowledge of a language, or explicit learning”. According to Krashen’s the acquisition and learning hypothesis, acquisition and learning are seen as distinct and learning cannot become acquisition. In other words, explicit knowledge cannot be converted into implicit knowledge. This is known as “no-interface position” (Krashen 1981). That is, “what is consciously learned - through the presentation of rules and explanations of grammar- does not become the basis of acquisition of the target language” (McLaughlin 1987:21). Krashen (1981) claims that natural communication, where learners focus on the messages of their utterances not on the forms of them, plays a crucial role to acquire a second language and neither explicit teaching of rules nor error correction contributes to acquisition.

The argument of focusing on meaning and communication when developing competence in a language is also supported by Prabhu (1987). In his project,

Competence in a language was seen as consisting primarily of an ability to conform automatically to grammatical norms, and communication as a matter of understanding, arriving at, or conveying meaning (Prabhu 1987:1).

However, Krashen's non-interface position is also severely criticized. McLaughlin (1987:20) states

This contrasts with the language learning situation in which error detection and correction are central, as is typically the case in classroom settings, where formal rules and feedback provide the basis for language instruction.

McLaughlin (1987) also points out that Krashen's non-interface position is not based on any evidence and the terms he provided such as "conscious" and "subconscious " need more clarification. Kevin Gregg (1984) also notes "such a claim runs counter to the intuitive belief of many second-language learners, for whom it seems obvious that at least some rule can be acquired through learning" (cited in McLaughlin 1987:21).

It seems clear that the acquisition/learning distinction leads to implicit and explicit instruction in language teaching which I now move to.

2.2.3 Explicit and Implicit Instruction

It is a contentious issue whether grammar instruction should be taught explicitly or implicitly in the fields of SLA and applied linguistics (Ur 1996, Ellis 1997, 2006). In the former, learners are supplied with a rule which they then practice it whereas in the latter they are expected to induce rules from examples given to them (Ellis 1994, 1997). The purpose of explicit grammar teaching is "to teach about grammar so that learners construct some kind of conscious, cognitive representation which, if asked they can articulate" (Ellis 1997:84). Therefore, Ellis (1997:84) refers to explicit grammar teaching as "consciousness-raising" that "helps the learner by drawing attention to features of second language" (Cook 1996:33). On the other hand, implicit instruction

aims to “provide learners with experience of specific exemplars of a rule or pattern while they are not attempting to learn it” (Ellis 2009:16). As a result, they learn the rule without being aware of it. In other words implicit learning “takes place naturally, simply and without conscious operations” (N. Ellis 1994:1). In Table 2, the key characteristics of the terms “explicit” and “implicit” are shown.

EXPLICIT	IMPLICIT
- conscious learning - explicit knowledge - cognitive learning through explanation, conceptualisation, observation - monitoring output through conscious rules	- subconscious learning - belief that language is too complex to be fully described and understood in conscious way - behaviourist learning - exposure to language in use

Table 1 Dichotomies and continua in language teaching (Adapted from Ellis, 1994; Stern, 1992 cited in Burgess&Etherington 2002:428).

The dichotomies of explicit and implicit instruction can be equated with inductive and deductive teaching methods (Burgees&Etherington 2002). Ellis (2006:97) explains these teaching methods as follows:

In deductive teaching, a grammatical structure is presented initially and then practiced in one way or another; this is the first P in the present-practise-produce sequence. In inductive teaching, learners are first exposed to exemplars of the grammatical structure and are asked to arrive at a metalinguistic generalisation on their own; there may be or may not be explicit statement of the rule.

It seems clear that these teaching methods are part of an explicit and implicit instruction and the definitions above may raise the question whether grammar should be taught or students should discover the rules themselves. We should teach grammar if does help and facilitate language learning. Ur (1996:77)

notes that grammar teaching helps “provided it is taught consistently as a means to improving mastery of the language, not as an end in itself” that means grammar teaching should not be an aim, It should be a part of language teaching to develop the learners’ skills in the language. I also believe that explicit instruction is needed to form a basis of knowledge, especially with low level students whose interlanguage system (a transitional system reflecting the learners’ second language knowledge) is being constructed. However, I do not want to be misunderstood. This does not imply teachers should teach explicitly entirely as a deductive approach “encourages the belief that learning a language is simply a case of knowing the rules” (Thornbury 1999:47) and the students may get used to spoonfeeding as they do not make any effort to learn the language. Therefore, teachers should first try to make students discover the rules by eliciting them, teaching them in context or any other discovery work and encourage learners to work rules out themselves to make them “more meaningful, memorable, and serviceable” (Thornbury 1999:54).

Overall, the inductive approach seems more efficient for language learners, but we cannot underestimate the value of the deductive approach if it facilitates language learning. Richards & Rodgers (2001) note the importance of the role of contextual factors when trying to apply approaches or methods. Factors such as the learners’ proficiency level and teaching context need to be considered carefully before making a decision. As every classroom has a unique atmosphere, we cannot say whether method x works best or not , but we may have methodological preferences based on our beliefs, intuitions and subjective understandings of grammar teaching in our own context that is what Prabhu (1990:172) calls as the teacher’s “sense of plausibility”.

2.2.4 The Use of Grammatical Terminology

Thornbury (1997: x) explains language awareness as “explicit knowledge about language”. In other words, it is the declarative knowledge and “often anomalous knowledge of the phonological, lexical, grammatical, pragmatic and socio-critical features of an L2 together with the metalanguage for labelling this knowledge” (Ellis 2004, cited in Ellis 2005). According to Ellis (2005), there is a

distinction between explicit knowledge as analysed knowledge and as metalingual explanation.

The former entails a conscious awareness of a structural feature works while the latter consists of knowledge of grammatical metalanguage and the ability to understand explanations of rules (Ellis 2005:214).

However, metalanguage (language used to explain grammatical terms) and explicit knowledge are highly related (Ellis 2009). For instance, the error in the sentence “The policeman explained Wong the law” (Ellis 2009:11) can be explained in two ways. First, it can be taught nontechnically as “you can’t say explain “explain Wong”. You’ve got to say “to Wong” after “explain””. Or, it could be explained by using the metalanguage by saying that “in the case of dative alternation, there are some verbs like “explain” that require the indirect object to be realized as a prepositional phrase rather than a noun phrase” (James and Garnett 1992, cited in Ellis 2009:13). It is clear from the example that using grammatical terminology is one of the tenets of teaching explicit knowledge of grammar.

Andrews (1999) also suggests explicit knowledge of grammar and grammar terminology is one of the characteristics of teacher metalinguistic awareness (TMA). He also makes a hypothesis that “the explicit knowledge of grammar and grammatical terminology of non-native-speakers is significantly greater than that of native-speakers” (Andrews 1999:148) that came true at the end of his study. Turkish teachers, non-native speakers (NNS), also tend to use grammatical terminology a lot when teaching grammar. NNS teachers’ attitude to teaching about the language is also supported by Medgyes (1994). According to him, native-speaker (NS) teachers teach about the language whereas NNS teachers teach the language. For Turkish teachers, It may be in part due to their high metalinguistic awareness resulted from their early learning experience of English and educational backgrounds. The English language is generally taught explicitly and their grammatical names are mostly emphasized. Therefore, Turkish teachers tend to teach about the language such as grammar, rules and tenses. This may lead to using the terminology a lot although they believe in different teaching methodologies.

According to Burgess&Etherington (2002:444),

The use of grammatical terminology in the classroom could be understood as a necessary part of an explicit approach to teaching: when teachers and students talk about grammar they need terminology. Indeed, metalinguistic discussion is seen by Stern (1992:327) as one of the characteristics of explicit language teaching.

It seems clear that if a teacher says “I believe in implicit grammar instruction and use grammar terminology a lot”, s/he contradicts herself/himself as using the grammatical terminology is a part of an explicit instruction.

2.2.5 Reasons for decisions in grammar teaching

As we discussed in the previous chapter, teachers’ cognitions are shaped by a variety of sources. They also exert an influence when “teachers operate in classrooms where they need to make instantaneous decisions regarding what and how to teach” (Ellis 1998:39). The decisions made by them are the result of a wide range of factors. As mentioned earlier, contextual factors such as learner preferences, syllabus, time constraints and exams have an impact on their choices and classroom practices. Besides, teachers’ prior experiences of being a student, teacher education programs, the experience teachers have gained in time, materials used in the classroom, class observations, feedback from tutors, talking with a colleague might affect the way teachers teach grammar.

A considerable amount of research has shown that most students expect grammar rules to be presented explicitly (Borg 1999a, Burgess & Etherington 2002, Richards & Lockhart 1996, Phipps & Borg 2009). The students’ preference of explicit instruction is also familiar to many Turkish teachers. The reasons behind this may be various but for Turkish learners it is probably because their cognitions may have developed from their early learning experience where deductive approaches were used. Considering my teaching experiences at the university, another tendency of Turkish learners is expecting first language (L1) equivalents of grammar structures and vocabulary. To meet the learner expectations, Turkish teachers might change

their grammar instruction. Besides, teachers who are working at preparatory classes in Turkey are dealing with time constraints and prescribed syllabuses, especially before the exams. As Borg (2012:91) points out, “there are teachers who say it is important to get learners to discover grammar for themselves but it is also important for me to cover the curriculum quickly”. Golombek (1998:458) also notes that her participant, Sonya,

saw the syllabus as a kind of contract between the teacher and students as thus believed she had to cover what was on the syllabus because students needed to have clear expectations about what the class entailed.

This is also what Turkish students expect from the teachers as they are exam-oriented. Therefore, teachers in preparatory classes may feel the pressure of covering everything in a limited time. In the study of Farrell & Lim (2005:9), one teacher reported that she adopted a deductive approach rather than an inductive approach “not because of a lack of confidence in the effectiveness of the latter, but because I feel that the deductive approach is more straightforward” and so “required less time for her to implement” (Farrell & Lim 2005:10). It seems clear that contextual factors have an impact on teachers’ decisions and could result in incongruent practices with their stated beliefs.

Teachers’ decisions in grammar teaching are also influenced by their own language learning (Borg 1998, 1999b, 2003; Woods 1996). In the study of Farrell (1999:7), a teacher who was bored and passive as a student adopted an inductive approach to teaching grammar. The teacher explained the reasons as follows.

I chose to conduct my lesson using the inductive approach because a deductive approach leads to passive learning; an inductive approach encourages the students to think for themselves. I don’t deny this is partly due to my past experience.

A similar finding was reported by Farrell & Lim (2005:6). His participant, Daphne, emphasized that

Her belief in using grammar drills originated from her own experience as a student because she said she realized that she had benefited from these drills by her English teacher.

Besides, teachers' own teaching experience influences the way teachers teach grammar as they could realize what works best or not in the classroom or take into consideration affective factors like students' motivation and engagement. For instance,

One teacher who had been originally trained to avoid explicit talk about grammar had come to understand that students often wanted and felt comfortable with such information... (cited in Borg 1999b:27).

Therefore, he modified his teaching. Another factor affecting teachers' classroom practices is "principles derived from an approach or method" (Richards&Lockhart 1996:31). Teachers may believe in one approach and try to adopt it when teaching. For instance, one teacher reports that

I believe in communicative language teaching. I try to make communicative use of the language the focus of every class I teach (cited in Richards&Lockhart 1996:31).

Teacher education programmes such as CELTA (Certificate in English Language Teaching) also influence teachers' beliefs and their practices (Borg 1998, 2006). They could also affect teachers' decisions in grammar teaching. In the study of Borg (1998:17), one teacher who took CTEFLA (now CELTA) comments

...The CTEFLA was the greatest learning experience I've ever had in my life... It helped me to change my concept of what a teacher should be doing in the classroom. Inductive teaching was a revelation to me, and it really excited me.

Furthermore, Teachers' decisions are affected by professional development tools such as peer observation and in-service trainings. As Richards and Farrell (2005:86) note, "a teacher might discover that a colleague has effective

teaching strategies that the observer has never tried". Observations are also a means of building collegiality in the institution which can be a way of collecting information about teaching (Richards&Farrell 2005). Thus, information exchange between colleagues and tutors can shape the way teachers teach grammar. Teachers might be affected what their tutors say and other colleagues do and so try to implement their strategies in the classroom. Apart from them, following social media tools such as teaching blogs or readings teachers have done might affect their decisions as they may give innovative ideas about grammar teaching.

2.3 Teaching context

2.3.1 Higher education - preparatory classes-

The university system in Turkey is governed by the Higher Educational Council (YOK). There are 103 state and 66 private foundation universities in Turkey (Wikipedia 2013). Most of them offer compulsory one year of intensive preparatory programmes for students who do not pass an English proficiency exam that the university conducted or an internationally recognized one. The goal of these programmes is to bring all students up to an intermediate Level of English Proficiency corresponding to CEFR Level B2. However, this is difficult to achieve as Turkish learners have poor command of English and their proficiency level is low (English Proficiency Index 2012). When recruiting teachers, universities require a bachelor's degree that can be from any English related department such as English literature, interpretation and translation. Pedagogical formation or any other special training are not sought for the departments that their major is not English Language Teaching (ELT). Students are taught 25-28 hours of English depending on their level and they are mostly aged 18-22. There are about 25 students per class, but this number could be a bit less in private universities.

Each preparatory school has its own syllabus and coursebooks determined by the head of foreign language schools and lesson coordinators. Teachers are expected to follow them since students are tested in the same way. They are tested on skills (reading, writing, listening and speaking) and language (grammar and vocabulary). Although the percentage of skills and language

exams do not vary greatly, the students give much more attention to grammar lessons. It may be because they have rules to study before the exam and something solid in their notebooks. Exams are prepared by an exam committee and teachers cannot see them before the exam. Therefore, the teachers might have the pressure of covering everything on the coursebook before the exams.

According to Kachru's (1985) model of World Englishes, Turkey belongs to the expanding circle where English is learnt as a foreign language (EFL). That implies, Turkish students do not have immediate communication needs and therefore they have little opportunity to practice it outside the classroom that may make the learners unmotivated to learn the language. Considering my four years teaching experience in preparatory classes, I could say that most students are unwilling to learn English as it is not their choice. Their aim is to pass the preparatory class and go to their departments which make them focus on exams and mechanical exercises rather than participate in the communicative activities. As Turkish students are exam-oriented, they tend to memorize rules and expect grammar lessons to be full of explanation of them

2.4 Conclusion

In the first part of this section, I have examined teachers' beliefs in detail. I have first considered the definition of beliefs and the importance of understanding them. Then, I have looked at the sources of teacher cognition. In the second part, I have first discussed what grammar teaching is and considered the theories in SLA. Having looked at them, I have looked at explicit and implicit grammar instruction and outlined the use of grammatical terminology. Finally, I have examined the reasons affecting teachers' decisions and classroom practices in grammar teaching and the participants' teaching context. Here are the main conclusions which I draw from this chapter:

- In this study, teachers' beliefs systems and teacher cognition are used interchangeably. The study focuses on the concept of teacher cognition since teachers' knowledge, beliefs and thoughts are all related (Borg 2003).

- The study of teachers' beliefs is crucial to understanding classroom practices and for professional development.
- Teachers' cognitions are constructed in time and shaped by a variety of sources.
- The type of grammatical instruction has been a controversial issue for many years.
- The use of grammatical terminology is a part of an explicit instruction.
- The decisions made by teachers regarding grammar teaching are the result of a wide range of factors and are directly related with the sources of teacher cognition.

Chapter 3: Research Design

The purpose of this chapter is to provide a detailed account on the research methodology employed in the study. I will first briefly look at my research questions and describe in detail my choice of a qualitative study. Then, I will look at the pilot study. Having outlined them, I will examine the method used in the study and consider the ethical issues. Finally, I will look at the steps I followed during the data analysis.

3.1 Methodology

This study adopted a qualitative approach in terms of the method used, and aimed to address two research questions as follows.

- What beliefs do Turkish university teachers hold about the approach of teaching grammar?
- How do Turkish university teachers make pedagogic choices? / What seems to influence them?

I used a qualitative approach as the nature of my investigation, teacher cognition, is an in-depth and complex area (Borg 2006) since teachers' cognitions are internalized unconsciously, vary from individual to individual and are deeply held (Woods 1996:186) and they are also psychological constructs (Borg 2003). The fact that all individuals interpret events differently, adopting a qualitative approach would be more appropriate as it "aims to broaden the repertoire of possible interpretations of human experience" (Dörnyei 2007:40)

and gives the researcher opportunity to view events through the eyes of the people being studied (Bryman 2008).

It would be so difficult to elicit them in a quantitative study by using questionnaires where the researcher has no opportunity to clarify issues (Kumar 2011) and use probes to get rich data. Phipps&Borg (2009:388) also point out that

Studies which employ qualitative strategies to explore language teachers' actual practices and beliefs will be more productive (than, for example, questionnaires about what teachers do and believe) in advancing our understanding of the complex relationships between these phenomena.

The relationship between teachers' beliefs and practices is complex because they generally result in tensions between what teachers believe and do (Phiss&Borg 2009). In other words, teachers' cognitive system is complicated because it is shaped by many factors and teachers' cognitions have an impact on their classroom practices, but what teachers do in the classroom do not always reflect their stated beliefs (Borg 2006). Thus, a qualitative study would be more appropriate as it is flexible, answers 'why' questions and most importantly, makes sense of complexity (Dörnyei 2007).

3.2 Pilot study

Interview questions were piloted by a face-to-face interview with the help of a Turkish teacher who is currently doing a MA in TESOL in the UK and has two years teaching experience in preparatory classes, Turkey. As the respondent is highly relevant to my research area, the responses were also used in the study. Nunan (1992:151) states the importance of piloting the interview questions by saying that "this gives the researcher the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the interviewee". Doing a pilot study made me realize the feasibility of my interview questions. For instance, the question I asked "considering the curriculum of the preparatory classes, do you think extra emphasis is given to grammar teaching?" was not

addressed in the actual interviews because the interviewee had difficulty in answering it. The reason could be that it was too broad as the knowledge of all curriculum including skills lessons was required to be able to answer this question. Having realized its unfeasibility, I revisited my other questions and tried to formulate more simple ones. As Dörnyei (2007:75) notes, doing a research study is like theatre performances, it “needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context.

3.3 Method

Semi-structured interviews were conducted to elicit information about Turkish teachers’ cognitions about grammar teaching and the factors affecting their pedagogical choices. The reason why I chose the interview as a research method is that it provides access to “what is inside a person’s head” (Tuckman 1972, cited in Cohen et al. 2000:268). Therefore, I had the opportunity to examine their knowledge, beliefs and thoughts. Since teachers’ cognitions are often tacit and unobservable (Borg 2006, 2012), semi-structured interviewing would be more appropriate because “it allows the researcher to explore tacit and unobservable aspects of participants’ lives” (Glesne and Peshkin 1992, cited in Borg 2006:203). It would not be possible to examine them with a quantitative approach like questionnaires as they work with numbers not words (Cohen et al. 2000:272). Besides, questionnaires average out responses and “by working with concepts of averages it is impossible to do justice to the subjective variety of an individual life” (Dörnyei 2007:34). For these reasons, questionnaires would not be able to answer my research questions. Considering the nature of my investigation, it is crucial to understand different perspectives, thoughts and beliefs people hold which could be done by interviews since they “enable participants to discuss their interpretations of the world which they live, and to express how they regard situations from their own point of view” (Cohen et al. 2000:267).

The format of semi-structured interviews is open-ended, but it has some themes to be covered in an exploratory way (Dörnyei 2007, Kvale 2007). As I used semi-structured interviews to gather data, I did not have a list of

predetermined questions (Nunan 1992), but I had some questions that were addressed to each participant to shape the outline of the interview (see Appendix 1) and elicit some information regarding my research questions. Bearing in mind that none of the participants had to know the name of the approaches or methods, interview questions were prepared as simple as possible.

As technological innovations continue at such a pace, different opportunities are being opened up for other forms of data collection that complements interviewing. (May 2011:154)

Interviews were conducted through Facebook *Chat*. The reason why I chose this social media tool is to try an innovative way of collecting data and give some insight to other researchers. It had both pros and cons. As May (2011:154) points out, it was advantageous in terms of transcription, expenses and access to the participants. I think the interviewees also felt comfortable as it was not face-to-face, had time to think about whilst writing and it was quicker than other means of media such as mailing. Therefore, I could have instant replies. On the other hand, I also took the disadvantage of having quick replies as the interviewees made a lot of punctuation mistakes and typing errors which were inevitable through chat. However, when transcribing the data, these mistakes were not corrected to avoid any kind of misinterpretation.

Before the interviews, participants were asked to send a drawing of their position in the classroom when teaching grammar (see Appendix 3). However, one participant could not send the drawing before the interview. I also wanted to use a visual strategy because “getting teachers to draw pictures, that is an indirect way of trying to access their beliefs” (Borg 2012:89). Another reason is that “a study of images or one that incorporates images in the creation or collection of data might be able to reveal some sociological insight that is not accessible by any other means” (Banks 2007:4). For instance, there were times that I tried hard to elicit their cognitions because they were vague. The visuals they sent helped me a lot to elicit their beliefs and they made them more clear. Besides, some of them reflected the mismatch between what they believe and do in the classroom which would be difficult to find out by only

asking questions as “teachers may not very often be able to articulate their views in such a direct way” (Borg 2012:89). I first conducted five interviews. Having coded the data, I did two more interviews to draw valid conclusions. The participants were seven experienced Turkish EFL teachers who taught or are currently teaching at the preparatory school of a university. Their experience of English Language Teaching (ELT) ranged from 2 to 28 years. The ones whose major are not ELT have either pedagogical formation or CELTA. The main characteristics of the participants are outlined in the table below.

TEACHER	MAJOR	QUALIFICATIONS	EXPERIENCE
Deniz	English Language and Literature	CELTA	2,5 years
Merve	American Culture and Literature	Pedagogical Formation	7 years
Funda	English Language Teaching	No	20 years
Pelin	English Language and Literature	Pedagogical Formation	28 years
Eda	American Culture and Literature	Pedagogical Formation	5 years
Cem	English Language and Literature	Pedagogical Formation	2 years
Burcu	English Language and Literature	CELTA + Pedagogical Formation	3,5 years

Table 2 The main characteristics of the participants

3.4 Ethical issues

As social research concerns people and qualitative study “is inherently interested in people’s personal views and often targets sensitive or intimate matters” (Dörnyei 2007:64), it is important to take ethical issues into consideration to protect their rights and interests. To make the participants aware of them, participant consent form was sent (see Appendix 4) before conducting the interviews and they were all informed about the nature and purpose of the study (Kumar 2011). Another issue to be considered was the participants’ anonymity and confidentiality (Bryman 2008; Cohen et. al 2000). They were all reassured that their identity would be private and treated with utmost confidence. As Kumar (2011) suggests, when transcribing the data their identifiers such as the names of the participants and institutions were deleted and pseudo names were given to participants to maintain confidentiality.

3.5 Data analysis

As mentioned earlier, I see teachers’ cognitions as a personal construct that are shaped by many factors. In order to understand the relationship between them, an ontological (constructivism) and epistemological (interpretivism) stance (Bryman 2008) was taken because this research could be considered as an account of interpreting human action by understanding socially constructed tenets of teachers’ knowledge, beliefs and thoughts. Therefore, an exploratory-interpretative paradigm (Grotjahn 1987) was adopted to analyze them. Within this paradigm “data analysis is often carried out exclusively by means of interpretative procedures (such as text interpretation or qualitative content analysis” (Grotjahn 1987:56). I first fully transcribed the pilot study which had been digitally recorded and then the actual interviews conducted through *Facebook Chat* (see Appendix 2). Then, I read them several times and noted down my thoughts that is what Dörnyei (2007:250) calls “pre-coding”. Afterwards, I did topic coding that implies “labelling text according to its subject” (Richards 2005:88). Recurrent labels such as teacher education, early learning experience and classroom practice were listed. Finally, the most important and hardest one analytical coding was realized. This kind of coding

“comes from interpretation and reflection on meaning” (Richards 2005:94). As Bryman (2008:16) notes,

Social reality has a meaning for human beings and therefore human action is meaningful- that is, it has a meaning for them and they act on the basis of the meanings that they attribute to their acts and to the acts of others.

Therefore, analytical coding was required to understand them. I considered the meanings in Turkish context, reflected on them and compared the data with the visuals. As qualitative analysis is an iterative process (Dörnyei 2007), I revisited the data several times. At some points, I realized that I had difficulty in interpreting the meanings and drawing conclusions. Therefore, I conducted two more interviews and asked follow-up questions to some of the previous interviewees. I constantly checked the data until main categories emerged. As expected, the data did not come under one theme (see Figure 2) since teachers’ decisions were affected by a variety of sources. However, I realized that classroom practice was noted by all the participants. Although this is a qualitative research, “numbers can also be used” (Dörnyei 2007:292). The figure below shows the emergent themes in this study and the number of teachers corresponding to each category.

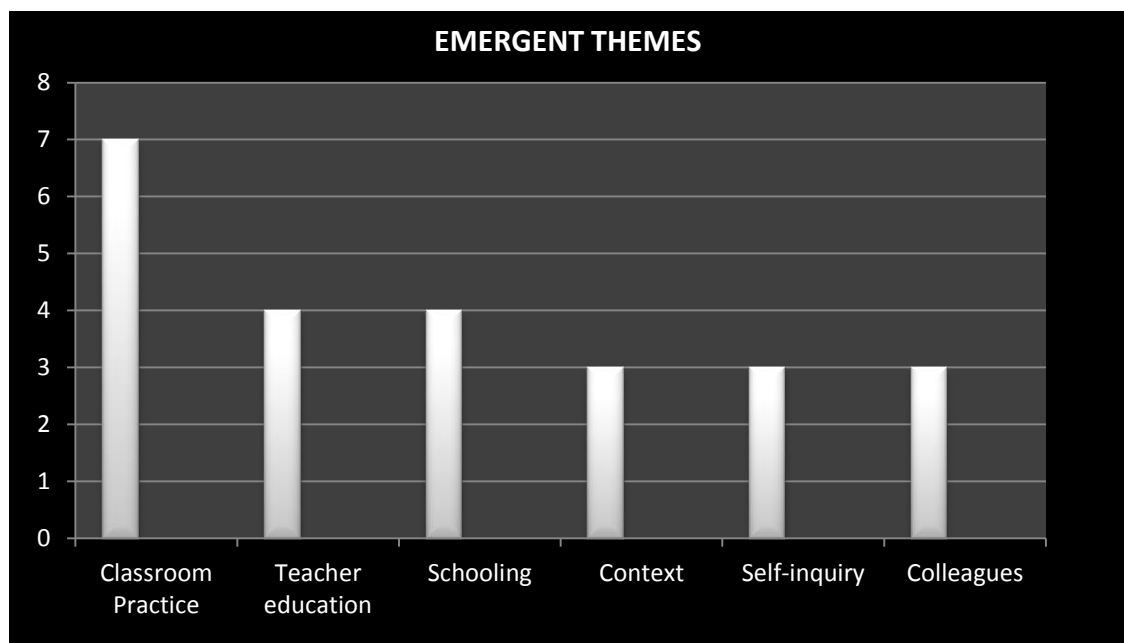


Figure 2 Emergent themes

Having coded salient themes, I formulated the data display table (Table 3) to facilitate the interpretation of the findings. The table helped me to notice the similarities and differences among the responses of the participants and find out the mismatch between their stated beliefs and practices. In the table below, the second column shows the Turkish teachers' beliefs about grammar instruction and the underlying reasons behind their choices. The third column illustrates where their knowledge comes from. Other columns, the use of grammatical terminology and the teachers' position when teaching grammar, show the mismatch between the teachers' stated beliefs and practices.

TEACHERS	BELIEFS	KNOWLEDGE	TERMINOLOGY	VISUALS	MISMATCH
Deniz	Inductive engaging	CELTA, schooling (S), classroom practice (CP)	uses terminology (T)	stands in front of the board	Yes
Merve	Inductive memorable	CP , colleagues, observation, pedagogical formation	uses T	does not stand still	Yes (T) No (visual)
Funda	Inductive achieve better by giving effort	teacher education, CP , colleagues, learner profile and context	just for testing purposes	does not stand still	No

Pelin	Inductive helps learning, more fun	S, colleagues, CP , trainings, observations	just for testing purposes	does not stand still	No
Eda	Inductive & deductive different learning abilities	Principles derived from a method, learner profile, CP	uses T	stands in front of the board	No
Cem	Inductive effort	colleagues, schooling, context, CP	uses T	does not stand still	Yes (T) No (V)
Burcu	Inductive learn better, memorable	CP , professional aims, CELTA, S, context	uses T	stands in front of the board	Yes

Table 3 Data display table

I have considered a detailed account on the research design employed in the study. This study adopted a qualitative methodology where semi-structured interviews were conducted. The analysis of data consisted of three phases; pre-coding (transcription of data), topic coding (labelling text according to its subject), and analytical coding (interpretation and reflection on meaning).

I first considered why this methodology and method would be appropriate for the nature of my investigation. Then, I have examined them in detail. Having looked at them, I have outlined the ethical issues. Finally, I have considered the steps I followed during the cyclical and iterative process of the data analysis where constructivist and interpretive stance was taken. I will now present the findings.

Chapter 4: Findings

This chapter presents seven Turkish university teachers' cognitions about grammar teaching and the influences on their pedagogic choices. It is important to note that I am not going to characterize Turkish teachers' cognitions and the reasons affecting their choices in grammar teaching generally. The insights provided here are based on the study of these (seven) teachers. The results are reported in three parts: grammar instruction, influences on pedagogic choices and congruent and incongruent cognitions. I also aim to discuss the important outcomes of the study in relation to the educational literature on teacher cognition and grammar teaching.

4. 1 Grammar instruction

Six teachers in this study believe that grammar should be taught implicitly and students should be encouraged to discover the rules themselves. The reasons why they prefer the inductive teaching approach are resulted from their cognitions. According to them, inductive teaching is more permanent as students give effort and labour. Thus, it makes easier for them to remember in the long term. Students also feel a sense of achievement and learn better if they try hard. It is engaging and more fun for students. The extract below shows why Burcu prefers the inductive approach.

If everything is presented to them, this makes them lazy. Additionally, they learn better if they try hard. This can also prevent the process of forgetting the things learnt.

Contrary to other interviewees, Eda adopts mixed methodologies in the classroom. Although she prefers students to discover the rules themselves, she does not always implement this kind of teaching as she believes it is sometimes essential to present the rules for beginner levels since discovery work can be hard for them. She also believes there are different students with different learning abilities. Therefore, she implements both explicit and implicit instruction when teaching grammar.

It seems clear that Turkish university teachers generally prefer implicit grammar instruction for a variety of reasons. However, further responses in the

study show that some teachers cannot always adopt this kind of teaching and the reasons would be further discussed when considering the contextual factors. I now move to the influences on Turkish teachers' pedagogic choices.

4.2 Influences on Turkish Teachers' Pedagogic Choices

4.2.1 Teacher education

Burcu, Deniz, Funda, and Merve remark that teacher education has an impact on the way they teach grammar. For Deniz and Merve, it has the greatest influence on their choice of implicit grammar instruction and Deniz explains how her experience in CELTA affected her current views about teaching grammar.

Well, when I was teaching at the university before CELTA, I always thought I should teach my students what the rules are beforehand and then practice. But, my experience in CELTA changed my views on this because I have witnessed other trainees doing lots of different things. I realized that it is more engaging for students, it keeps them alert and I mean when you don't present it beforehand and when you ask them to discover. It is like trying to find something out and so I see teachers do that I did myself, as well. I presented something in context and focused on some points and then we worked on the grammar points afterwards.

Similarly, Merve reports that pedagogical formation was the greatest experience for her as she was both on the job and a student. Thus, she could have the opportunity to see "DOs and DONTs" in the classroom. Funda also notes teacher education is one of the reasons why she prefers implicit teaching because she was taught at the university when she was learning how to teach. However, although Burcu has both CELTA and a pedagogical formation, teacher education does not seem to exert a powerful influence on her practices.

4.2.2 Schooling – prior experiences as learners

Deniz and Pelin report that their own experiences as a student influence their classroom practices. Pelin expresses the influence on her current views about grammar teaching by saying that

My learning English and my aquisition of English. I always try to establish empathy with my sts. Would I like to learn only structure or would I like to use them in real language so that I can use them effectively? And I always keep in mind that what I would like to be exposed so that I would not get bored and I would have fun besides learning. Because I know that being in the classroom is not always fun and we as teachers have to make it as bearable and fun as possible. This does not happen by giving rules.

Deniz also states that her own experiences as a student has an impact on classroom practices because what she prefers or likes as a student, she does in the class now. The extract below shows how schooling affects her choices.

I always tend to write a lot on the board because as I student I always want to see the information on the board so that I can write it down or visualize it.

Although Cem did not overtly state that his previous learning experiences influence him, the picture he drew helped me to find out that his classroom practices are also affected by his schooling which will be further discussed when examining the visuals.

4.2.3 Contextual factors

The findings show that contextual factors such as syllabus, learner profile, student expectations, the level of students, class materials and equipments have an impact on the classroom practices of all participants except for Pelin. Although these teachers believe in implicit grammar instruction, they cannot always adopt this kind of teaching because of the factors listed above. Thus, contextual factors sometimes cause incongruence between what Turkish teachers believe and do.

Almost every teacher notes that Turkish students expect explicit grammar instruction. Deniz, Eda and Funda believe that this is mainly resulted from the Turkish education system where students get used to memorizing rules. Funda remarks that

Well, Turkish students are a little lazy. This comes mainly from the education system at primary and high school. You know the education system at school basically based on memorization so they want to learn in an easy learn...

Eda expresses that Turkish students' preferences affect her grammar instruction as she cannot ignore them. Deniz and Merve also note another tendency of Turkish learners that is expecting explanations in the first language. They both admit that even if they believe it is not the right way of teaching, they tended to switch to Turkish when they were explaining the rules and giving examples. On the contrary, Burcu and Pelin believe that teachers can deal with the student expectations if they insist on teaching implicitly. I asked Pelin whether Turkish learners' preferences affect her way of teaching or not and she replies

No I think it just depends on how you start. If you start by using the language naturally in the class, if you carry on the way you teach, helping them discover then they naturally accept it as it is. Because even if they expect grammar as rules they have the notion that this is university and this is how they teach language here which is different from high school.

Turkish teachers' classroom practices are also affected by syllabus. Merve, who believes in implicit teaching, remarks that

Sometimes at school, we have to catch up with the schedule. Yes, especially before the exams. At these times, we do not have enough time to wait for the students to discover everything by themselves.

Funda also expresses the impact of syllabus on her practices. She adds "we mostly depend on the materials we chose. And the exams are forcing us to this". Another contextual factor affecting Funda is the profile of Turkish university students. She believes that their ages are a bit late to acquire a language and they have prejudice from their own experiences at school. She also characterizes them as unmotivated. She, 20 years experienced teacher,

thinks that learner profile affects her most since “they are human and the others are all hand made by human”.

4.2.4 Classroom practice

The findings so far have shown that Turkish teachers’ pedagogic choices are affected by a variety of factors. However, they meet on a common ground that is experience. The degree of its impact changes, it affects some teachers more and others less. However, every teacher remarks that classroom practice has an impact on their pedagogic choices.

Deniz believes experience inevitably affects her practices as she could realize what works better and gives an idea what she should do or should not do in the class. Similarly, Burcu expresses that it is one of biggest influences on her practices and she thinks teachers find different and better ways in time and exemplifies

Experience gives a teacher live lesson samples. I mean which way works better or not. For instance; every time I teach the same subject, I remember my previous time and shape my lesson according to this.

The findings have demonstrated that classroom practice exerts a powerful influence on Turkish teachers’ pedagogic choices.

4.2.5 Other factors

The findings have also indicated that there are other factors affecting Turkish teachers’ cognitions about grammar teaching. These are professional development tools, self-inquiry (readings and research teachers have done), collaboration with a colleague and professional aims.

Professional development tools such as observations and in-service trainings have an impact on Turkish teachers’ practices. Merve finds observations very useful as it allows teachers to see a different classroom atmosphere. Similarly, Pelin notes her way of teaching is shaped through observations and in-service trainings. She remarks that

I started teaching Eng in the first year of my university at ... and we had many in service trainings and in the meantime I used my instincts as well. Being a teacher starts with your own personality. I read a lot, researched a lot. I tried to gain from everyone around me. I observed many classes. I learned what to do and what not to do...

Self-inquiry also exerts an influence on Turkish teachers' cognitions. Similar to Pelin, Eda is also affected by the readings she has done. She has read about different techniques where human behaviour and nature are searched. She believes there are different students with different learning abilities and so she adopts mixed methodologies in the classroom. Besides, it is noted by Funda that searching new publishing books to use in class affects her cognitions about grammar teaching.

Another factor noted by Funda, Pelin and Cem is collobarating with a colleague. For Cem, it exerts a powerful influence which is clear in the extract.

I can say that it is my colleagues and the tactics they give me from their experiences have the biggest impact on shaping my teaching grammar.

Similarly, Funda states

Well, following new teaching materials through conferences or some blogs and discussing the problems with other colleagues are all built up the way we teach...

Apart from them, Burcu notes that her professional aims, the success of her students, and cooperation in the classroom affect her pedagogical choices as seen clear in the extract.

Firstly, the results. I mean like every teacher I wanted to see my students speak and use English. Secondly, my professional aims. I did not feel well when I gave every details. Thirdly, if the teacher and students cooperate, the classroom becomes a much more enjoyable place. These are the points leading my methodological preferences.

4.3 Congruent and incongruent beliefs

This section will compare the findings of Turkish teachers' stated beliefs with the use of grammatical terminology and visuals, pointing out both congruences and incongruences.

4.3.1 The use of grammatical terminology

As discussed earlier, the use of grammatical terminology is seen as a part of explicit instruction. Regarding the stated beliefs of Deniz, Merve, Cem and Burcu, incongruent practices are found in terms of using the terminology. Although these teachers strongly believe in implicit teaching, they use grammatical terminology a lot. The reasons they noted are various. Deniz believes that it is useful for students as "they now what they are working on". Merve, on the other hand, remarks "if you do not use the terminology, they do not get used to the idea L2 is something different". Burcu also teaches in a terminological way as she believes it can facilitate things for students. Cem exemplifies the reason behind this as

For example, once students learn what is auxiliary verbs, this term can be used nearly most of the grammar subjects such as present continuous tense, past or present tense...

On the other hand, Eda, Funda, Pelin are consistent about using the grammatical terminology. Eda appears to be consistent in her beliefs as she prefers both explicit and implicit teaching. Funda and Pelin who believe in implicit teaching only use terminology for instructional purposes. Pelin explains her belief as follows.

For testing purposes if necessary yes. Because sometimes instructions include them so sts should be aware of that. Mostly I tell sts that these are their grammatical names. They are called this and that but that is all. I generally do not ask them their names. If they use them correctly, why bother them with their names unless of course sts are going to teach eng.

Funda also expresses that she never uses terminology while teaching but later explains to make students familiar with the instructions. She expresses that she has witnessed so many students, who are good at grammar, are answering questions correct if the teaching is done instinctually through dialogues etc. and she adds “if the opposite is in charge sts can do more mistakes and learn less. This finding also shows she is affected by her classroom practices.

4.3.2 Visuals

A striking finding is noted when examining the pictures teachers sent. Considering the teachers’ stated beliefs, two inconsistencies are found in terms of the position they choose whilst teaching grammar. Deniz and Burcu who both have CELTA and believe in implicit teaching stand in front of the board when presenting the rules. Deniz, who considers CELTA has the biggest impact on her beliefs and classroom practices, explains the reason of her position as follows.

Yeah, It is because I feel I have to write. Even if I am not writing, what we did in CELTA was to prepare powerpoint slides where you present the context and students find things out but still I have been there showing them what is going on. And maybe we are underlining, maybe they come to the board to point something out. Of course I sometimes go and see what they are doing as well. But at the stage of, before practice I mean that is where I stand.

She previously states she tends to write a lot on the board as she prefers it as a student. The visual shows that teacher education does not influence her as much as she thinks. It could rather be said she is affected by her schooling experience. Similarly, Burcu remarks

Feel that I need to catch my students' attention. It cannot be the best way, but this is also the way we were taught like this.

I addressed a follow-up question to find out whether CELTA has an impact or not and asked her if anything about like where to stand was mentioned in the CELTA course. She answers

I don't remember. However, our tutors used to go around, sometimes sit in the middle of us. They also stood in front of the board, but not always.

It seems clear from the extracts that rather than teacher education, her schooling exerts an influence on her practices when teaching grammar. Other participants' beliefs and practices are consistent regarding their position in the class. They do not stand still for a variety of reasons. For instance, Merve illustrates

...when I am presenting "this-that-these-those", I prefer standing by a student's desk and using his objects. It is more catchy because they are in it...

Cem also believes that he can easily grab the students' attention. When he explains more, it is seen that he is affected by his early learning experience which he has not mentioned before.

... and i also have to admit that none of my teachers were standing still type. They all were active in the classroom. When i had a teacher who sits behind the table or stands still on the board, that lesson was pretty boring for me yet when i had a teacher who walks around all the time, i felt more energetic as a student.

The findings have shown that Turkish teachers' cognitions come from different sources and various factors affect their pedagogic choices in the classroom. Apparent inconsistencies are also realized. For instance, Deniz who strongly believes in implicit teaching tends to write a lot on the board. The question I addressed them regarding the use of terminology and visuals helped me validate the congruent and incongruent beliefs they hold.

Chapter 5: Discussion

This chapter discusses the important outcomes of the study in relation to the research questions, existing knowledge of grammar teaching and teacher cognition. It also outlines implications for teacher education and suggestions for further inquiry. The chapter ends with a conclusion by pointing out some limitations and contributions of the study.

5.1 Discussion and Implications

Although the type of grammar instruction whether to teach implicitly or explicitly has been a controversial issue for many years (Burgess & Etherington 2002, Ellis 2006), Turkish university teachers expressed very definite and similar beliefs about the issue. Thus, the first research question regarding the way of grammar instruction showed consistencies among the teachers. They mostly believe that grammar should be taught implicitly and in a number of respects their thoughts behind this choice were the same. For instance, they believe an inductive approach is more engaging, fun and memorable. Similarly, Thornbury (1999:54) notes “rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented” and so it ensures memorability. The findings have also illustrated that the teachers’ decisions about how to present grammar, whether explicitly or implicitly, are affected by a range of sources such as student expectations, time constraints and catching up with the schedule. For instance, Deniz, who strongly believes in implicit teaching, explains grammar in the first language when students do not understand and expect her to do so. This would suggest that teacher-decision making is flexible and teachers’ cognitions are dynamic. The flexibility of teachers’ reasoning is also supported by Richards (1998). He suggests that teachers could reshape their teaching when a problem arises or students do not understand or participate in the lesson. The findings also confirm Borgs’ (1999a) study that teachers teach grammar for a wide range of reasons.

Additionally, Turkish teachers’ beliefs are affected by their knowledge that comes from different sources such as teacher education, classroom practice and schooling. In contrast to M. Borg’s definition of knowledge (2001), findings

have shown that there cannot be an external sense in teaching. For example, although Deniz and Burcu believe in implicit teaching and they have quite similar backgrounds (CELTA), they said different things whilst explaining the reasons behind their pedagogic choices. This shows why teacher cognition is a complex research area because “you can talk to ten teachers even if they are working in the same school and you are going to get ten different puzzles” (Borg 2012:92) which also makes this research area interesting. It seems also clear that Turkish teachers’ beliefs, thoughts and knowledge are closely related which justify my choice of the term *teacher cognition* when examining the complexity of relationships among them. Although I tried to make a distinction between them (see Table 3), there could be times it is a belief, thought or knowledge affecting teachers’ classroom practices which could be difficult to elicit since cognitive processes of decision-making are examined.

The second research question addressed to find out the influences on their pedagogic choices demonstrates a variety of sources affecting Turkish teachers’ cognitions and classroom practices. The first one is classroom practice. Although the degree of its impact changes, all teachers remark that they are affected by their classroom experiences. This might show that the sources of teacher cognition exert different degrees of power on teachers. The role of teachers’ experience has also emphasized in studies of teacher cognition (Borg 2006, Woods 1996). Borg (2006:40) points out that “classroom experience has been shown to have a powerful influence on teachers’ practical knowledge and hence to shape teachers’ actions”. This study also confirms Phipps & Borg’ study (2009) conducted at a Turkish university. Their study seems to indicate that classroom experience is one of the most powerful influences on teachers’ work. The second impact on Turkish teachers’ cognitions regarding grammar teaching is teacher education which is similar to Borg’s (2011) study. The findings also illustrate that teacher education programmes such as the CELTA course influence trainees cognitions differently. For Deniz, it has the biggest impact on her practices whereas Burcu seems not to be affected much. As Borg (2006:71) suggests, “Individual trainees make sense of and are affected by training programmes in different and unique ways”.

Another influence noted by Deniz, Pelin, Cem and Burcu is schooling. What my findings have illustrated is that except for Pelin, the others are the least experienced teachers affected by schooling (see table 2). “The apprenticeship of observation” (Lortie 1975) might exert a powerful influence on teachers’ cognitions and practices in the early stages of their teaching careers until they develop schemata for teaching. In other words, the influence of schooling on the teachers’ cognitions would have been different if they had been teaching for a long time. My suggestion for further inquiry would be to conduct a longitudinal study to examine novice teachers’ cognitions and observe changes (if any) in relation to their cognitions. This kind of study would enable us to understand the impact of time and experience on teacher cognition. The fourth influence affecting Turkish teachers’ cognitions is contextual factors that will be further discussed when examining incongruences between cognitions and practices. Although the first four of them are nothing new (see Borg 2003, 2006), there are other factors emerged in this study. These are self inquiry, collaboration with a colleague, professional development tools and professional aims (see Figure 3).

All the teachers in this study believe in implicit teaching except for Eda. However, the data demonstrated inconsistencies in their stated cognitions (many, but not all). My little diagram (see Table 3) turned up to be quite useful and innovative to find out them. The data I have discussed there indicate that what they believe and know compared to what they actually do reveal a mismatch. This is similar to tensions between teachers’ grammar teaching beliefs and practices found by Phipps and Borg (2009). The findings have shown that these inconsistencies are generally resulted from the contextual factors such as learner preferences (Phipps & Borg 2009, Burgess & Etherington 2002), syllabus and time constraints (Golombek 1998, Farrell & Lim 2005). There might also be other factors leading Turkish teachers’ way of teaching contrary to their cognitions and practices. Thus, this study suggests possible further research questions as follows.

- What are the underlying reasons of the inconsistencies between what Turkish university teachers say and do in teaching grammar?

- How do Turkish teachers deal with them?

The visuals and the question regarding the use of terminology helped me a lot to elicit these inconsistencies. For instance, although Deniz, Merve, Cem and Burcu believe in implicit teaching, they use grammatical terminology a lot when teaching grammar (see Table 3). Another suggestion would be that there could be a relationship between frequent use of grammatical terminology and TMA since Turkish teachers possess a good level of explicit knowledge of grammar resulted from their educational backgrounds. Therefore, further research could measure the metalinguage recognition of Turkish teachers with tests (see Andrews 1999) and then investigate the relationship between them. This connection between TMA and the use of grammatical terminology would be an interesting avenue for further inquiry. Thus, this study suggests other possible research questions as follows.

- Why do Turkish teachers tend to use grammatical terminology a lot?
- Is there any relationship between the frequent use of grammatical terminology and their TMA?

What my findings have also discovered is that the more teachers are experienced, the more likely to be consistent their cognitions are (see Table 2&3). For instance, Funda and Pelin, the most experienced of the other teachers, seemed to hold consistent cognitions with their practices. However, Deniz, one of the least experienced ones, appeared to be inconsistent in her cognitions about grammar instruction. Similar finding was also noted by Basturkmen et. al (2004). In their study, Rick, the least experienced teacher, “was also the most inconsistent” (pp.267). This might be what professional growth is and less experienced teachers may need time to develop their cognitive systems and have more congruent cognitions. However, Richards & Lockhart (1996:4) note that “while experience is a key component of teacher development, in itself it may be insufficient as a basis for professional growth” since many experienced teachers teach automatically without conscious thought or reflection (Richards & Lockhart 1996). Thus, it is important for teachers to be aware of their cognitions and practices for their professional growth. My suggestion would be that teacher education programs and

institutions should encourage teachers for reflection and so their experience would play a more productive role. Besides, they would gain self-awareness through reflection and this would make them discover their often tacit cognitions and incongruent practices. Thus, this study suggests another research question as follows.

- How can realizing the relationship between practices and cognitions raise awareness for professional development?

Overall, the outcomes of this study have clear implications which could shed light on teacher cognition research for further inquiry. Although Borg's diagram (see page 8) is a good model, the findings have shown that it is inadequate and does not exactly fit for the Turkish context. Here is my own diagram regarding the influences on Turkish university teachers' cognitions about grammar teaching.

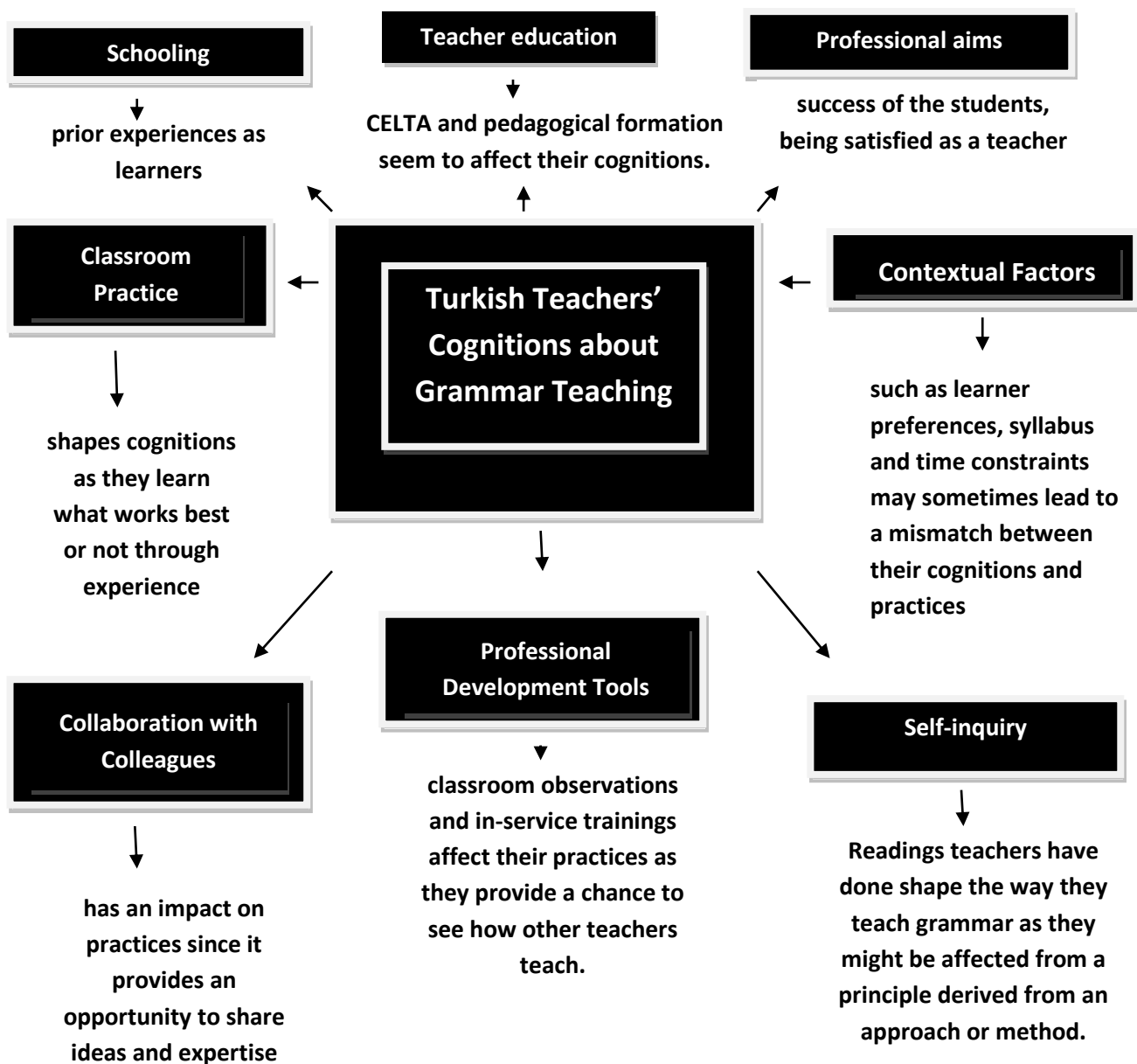


Figure 3 Turkish Teachers' Cognitions about Grammar Teaching

5.2 Conclusion

This exploratory study examined seven Turkish university teachers' cognitions with regards to grammar teaching and the influences on their pedagogic choices. It also developed a model of teacher cognition for the Turkish context. The research has indicated that Turkish teachers mostly favour implicit grammar instruction and their cognitions are affected by a wide range of sources. However, all of the teachers expressed that they are affected by their classroom practices as they could see what works best or not in time. The findings have also discovered that their cognitions are not always reflected in their practices (most, but not all). Thus, there seems to be a mismatch between their cognitions and actual classroom practices. In view of the findings, a further avenue which would be worthy of research would be to investigate the underlying reasons behind these inconsistencies.

As for the limitations of this study, the findings cannot be characterized because of the nature of the qualitative research. The small number of the participants may not represent university teachers in Turkey. Besides, it cannot be generalized in other contexts because every teaching context has specific characteristics. Therefore, similar exploratory studies of teacher cognition should be conducted with different participants and contexts to develop a broader understanding of teacher cognition. As the data came from the interviews and visuals, the study is also limited to teacher honesty in response to interview questions. In order to verify the data and highlight the inconsistencies emerged from the visuals, classroom observations should be conducted for further inquiry. As Dörnyei (2007:185) points out, "the main merit of observational data is that it allows researchers to see directly what people do without having to rely on what they say and do". Furthermore, teachers' cognitions are difficult to elicit since they may be subconscious and teachers might have difficulty in articulating them. (Donaghue 2003). Thus, classroom observations are required since "observation is versatile and can be used with participants with weak verbal skills" (Dörnyei 2007:185). Observations would also provide opportunities for future researchers to see whether there is any evidence of the cognitions stated in teachers' actual practices or not as "it provides evidence of what happens in the classroom" (Borg 2006:247).

One last word related to contributions of this study is that it could extend our understandings of classroom practices and advance the quality of grammar instruction since teachers could become more aware of their pedagogic choices and practices when they reflect on their cognitions. It could also contribute to professional development by providing opportunities for self-awareness through reflection. As Beattie (1995:65) suggests such studies have “the potential to bring new meaning to teacher education and to the continuous experiences of change, of growth and of professional development in a teacher’s life” (cited in Fang 1996:60). Teacher education programs should encourage teachers to reflect on their practices and thereby teachers could make their tacit cognitions explicit. Most importantly, this study has contributed to my professional development as a novice researcher. It has extended my understanding of grammar teaching and made me realize a wide range of sources affecting Turkish teachers’ pedagogic choices. I would now be more aware of what I do in the classroom by reflecting on my cognitions since the study of teacher cognition “has demonstrated its potential for deepening our understandings of what it means to become and to be a teacher” (Borg 2006:2).

Word Count: 14,676

Appendices

Appendix 1: Interview Questions

Personal Questions

- 1) Which department did you graduate from?
- 2) Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?
- 3) How long have you been teaching English at a university?

Questions Regarding Turkish Teachers' Cognitions about Grammar Teaching

- 1) What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?
- 2) What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?
- 3) Do use a lot grammar terminology? Do you feel that the use of terminology has role to play in L2 acquisition?
- 4) In the picture you drew, I could see that (you are in front of the board or you don't stand still) when teaching grammar. What is the underlying reason behind it?

Appendix 2: Interview Transcripts

Pilot Teacher- Deniz

Hi, I'm...

Before we start, I would like to inform you that I will record this interview and use the responses for my research study. Please be sure that this recording and your identity will be confidential. There is no right or wrong answer for the questions that I will address to you. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

Interviewer (I): Which department did you graduate from?

Deniz: English Language and Literature

I: Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?

Deniz: I got CELTA and I am currently a masters student in TESOL.

I: How long have you been teaching English?

Deniz: Well, I taught for a total of 2,5 half years.

I: And you have university experience, as well?

Deniz: Yes, I worked at a university for 2 years and I worked for a language school for 6 months.

I: Thank you for this information.

Deniz: You are welcome.

I: I would like to ask a few questions about grammar teaching. What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Deniz: Well, I think students should discover the rules themselves.

I: Any reason for this? Your teaching experience? or why do you think so?

Deniz: well, When I was teaching at the university before CELTA, I always thought I should teach my students what the rules are beforehand and then practice. But, My experience in CELTA changed my views on this because I have witnessed other trainees doing lots of different things. I realized that it is more engaging for students, it keeps them alert and I mean when you don't present it beforehand and when you ask them to discover. It is like trying to find something out and so I see teachers do that I did myself, as well. I presented something in context and focused on some points and then we worked on the grammar points afterwards.

I: You found out that it is much more useful.

Deniz: Yes, I have.

I: Do use a lot grammar terminology when teaching?

Deniz: Yes, I do.

I: Why do you feel that the use of terminology has role to play in L2 acquisition? For example, while teaching the present perfect tense, do you teach students like this is auxiliary, this is past participle? Do you use terminology a lot?

Deniz: Well, not in great detail like saying this is auxiliary but I do tell them what the verb is, what the name of the tense is because I think it is useful that they know what they are working on. And it is also helpful when they go home, maybe some of them didn't understand what we did or maybe they want to practice. If they know the name of the topic or what we did, they can search for it on the internet and practice but if they don't know, it will be really hard for them to find it.

I: When we think about the Turkish context, Considering the curriculum of the preparatory classes, do you think extra emphasis is given to grammar teaching compared to other lessons like skills lessons?

Deniz: Well, It is hard to answer cos I think the syllabus is like the course book mainly. Actually, the course book doesn't focus a lot on grammar, maybe but when we are in the classroom and when we skip some of the exercises or the students are not willing to do them like speaking or don't know something else, it becomes the focus of the lesson.

I: Can we say that Turkish students give much importance to grammar?

Deniz: They definitely do I think because it feels like it is something concrete or solid and they see it and they feel like oh yes, now we are learning something or this is something to memorize. It is like formulas in mathematics.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Deniz: I think, the greatest influence has been CELTA cos if I read about this or that you should do this, you should do that somewhere, it would be just I don't know just information. But when I witnessed how you can change things, what you can do and it is basically there when I was watching my other friends, peers and trainees. I felt like I was one of the students. I was all the time thinking Am I interested? Or Is this a nice way of doing this lesson?, Am I getting bored?, Are the students getting bored?, Are we engaged?

I: Any other influence that comes to your mind? CELTA has the biggest one.

Deniz: Yeah, two things, actually. One of them is my own experiences as a student. Probably because it is what I prefer or what I like that I do in class. It is really hard to see what the students like cos each one of them maybe prefer something else, so for example, I always tend to write a lot on the board because as I student I always want to see the information on the board so that I can write it down or I can visualize it. I mean it is there already and the second thing is I think the Turkish way of I don't know teaching grammar or the fact that grammar is really important or it is focused on a lot is because of the way we learn Turkish at school. When we have Turkish lessons although we know the language, we focus a lot on details, on grammar, on what is this, what is that?, so we are always aware of the I don't know the language of

linguistics and everything. So I think because of that tradition, students look for the same thing when they are learning English that's why teachers tend to do the same.

I: I see, then CELTA and your early learning experiences has an impact on the way you teach grammar.

Deniz: Yes, definitely.

I: In the picture you drew I could see that you stand in front of the board. Is it because you were taught like that or do you think is it the best way of teaching grammar?

Deniz: Yeah, It is because I feel I have to write. Even if I am not writing, what we did in CELTA was to prepare powerpoint slides where you present the context and students find things out but still I have been there showing them what is going on. And maybe we are underlining, maybe they come to the board to point something out. Of course I sometimes go and see what they are doing as well. But At the stage of, before practice I mean that is where I stand.

I: When presenting the rules, especially you stand in front of the board. And while checking them, you walk around.

Deniz: Yeah, when they are practicing or doing an exercise.

I: Are you aware of any changes to the way you teach grammar since you started teaching? Your experiences as a teacher has any influence? You told that you have two years teaching experience at the university.

Deniz: Well, of course inevitably it does because you just realize what works better, what you should do or shouldn't do, it gives you an idea. For example, using the board effectively and making sure things are not jumbled up or mixed up. And yeah I think those kinds of things.

I: Do you also think Turkish students expect a particular type of grammar instruction?

Deniz: Well, at the university they always wanted explanations in the first language , in Turkish I mean. Because I think they feel secure when they hear the explanations in their own language. Also, they always look for something they can relate to in Turkish. For example, if I am teaching I don't know simple present, they want to hear what that is in Turkish. They want to know so that they can say oh yeah this is that this is this.

I: Does it affect your grammar instruction, their preferences?

Deniz: Yeah, I think it does because I don't feel well if half the classroom understands what we are doing but the other half is clueless so I always tend to I think which is not good I know, I always tend to make sure everyone knows what is going on, so what we are doing. It was of course before CELTA but I always tended to switch to first language.

I: Thank you for your valuable comments and sharing your time

Deniz: Thank you it was my pleasure.

Merve

Interviewer (I): First of all, thank you for sharing your valuable time.

Merve: You are welcome.

I: Before we start our interview, I would like to inform you that I will save the interview and use the responses for my research study. Please be sure that your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views

Merve: Ok, I am ready.

I: Which department did you graduate from?

Merve: American Culture and Literature.

I: Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?

Merve: I have a pedagogical formation.

I: How long have you been teaching English?

Merve: For about seven years.

I: Thank you for answering these personal questions. I now want to learn about grammar instruction in Turkey.

What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Merve: When students discover them themselves, it is better. It is easy for them to remember in the long term.

I: Then in the classroom, you try to make them discover the rules?

Merve: Yes.

I: What are your students' reactions? Do they expect a particular grammar instruction?

Merve: if I do not have to catch up, mostly Turkish students wait for the teacher to present them every detail. They do not want to struggle at first but if you don't give up, I mean if you do resist against them watching you, they understand and try to do something by themselves. It is up to you. How much you stand against it. I mean, being passive listeners.

I: Previously, you said If I don't have to catch up. Can you tell more about it, what do you mean? You meant, you changed your grammar instruction when the time is limited?

Merve: Sometimes at school, we have to catch up with the schedule. Yes, especially before the exams. At these times, we do not have enough time to wait for the students to discover everything by themselves.

I: I see. You have deal with intense programme and syllabus.

Merve: Yes, because sometimes we have unexpected things which prevent us catching up the pacing.

I: Do use a lot grammar terminology? Do you feel that the use of terminology has role to play in L2 acquisition? For example, when teaching present perfect, do you teach like this is auxiliary, this is past participle.

Merve: Always. If you do not use the terminology, they do not get used to the idea that L2 is something different.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Merve: Experience in time.

I: When you reflect back and think about your first year as a teacher, has your grammar instruction changed in time?

Merve: Yes, at first I was trying to do what my students want even if it is not right to do.

I: Do your students want presenting the rules?

Merve: For example when my student want a turkish equivalent, I was giving some examples. Yes sometimes I presented the rules. It was very inductive and it doesn't work. It works just at that time but then they are not succesful. The easiest way does not work. I always say this to my students.

I: Then you see what works best or not in time.

Merve: Exactly.

I: Can we say your experience has a teacher has the biggest impact on your grammar instruction? Any other influence that comes to your mind?

Merve: Mostly.

I: Your experience is a teacher 😊

Merve: ☺ and of course sharing ideas with my colleagues, colleagues.

Merve: Or sometimes observing them, it also works because you see a different classroom atmosphere.

I: Do you also think your observations as a student has any influence?

Merve: Of course I got my pedagogical formation when I was working as a teacher. It was the best experience for me because I was in the job and also I was a student it was a great experience for me because I could see DOs and DONTs.

I: In the picture you drew, I could see that you don't stand still when teaching grammar. What is the underlying reason behind it? Is it because you were taught like that or do you think it is the best way of teaching grammar?

Merve: I exactly wasn't taught like that that is the reason because it is so boring to see a teacher standing still, a teacher should move, role play, act...

I: What makes you think like that?

Merve: When you do not move, for a student it is not different from watching a video at home but if you move, you can interact with the students, it is easier. Sometimes you need to touch the objects, a student's personal belongings (not too personal of course) or sometimes the students himself. For example when I am presenting "this-that-these-those", I prefer standing by a student's desk and using his objects. It is more catchy because they are in it. I think engaging the students to the process makes the lesson or teaching points more catchy.

I: And do you think Turkish students are more interested in grammar lessons compared to skills lessons?

Merve: And of course if we move, they do not sleep :)

Merve: yes.

I: What can be the reason of it?

Merve: They think that if they know the grammar rules, they can do everything.

I: It may make your job difficult they may ask you the rules everytime.

Merve: however they do not realise that they need to learn the skills to achieve.

Yes the rules are everything for them they do not understand that writing something has also some rules or need some skills. You may know every rule but if you do not know how to use it, those rules are useless. The students should be aware of it and that is what we do in skills lessons but most of the students still resist they underestimate the skills lessons.

I: Thank you for your valuable comments and sharing your time.

Merve: You are welcome and its my pleasure i hope it works :)

I: yes, definetely. Thank you.

Follow-up interview

I: First of all, I would like to thank you for answering one more question. You have mentioned that the experience you have gained in time has an influence on your pedagogic choices. Can you tell a bit more and give an example?

Merve: Yes, 6-year-experience is enough long to guess which student likes which method, who gets bored, who gets delighted, who can cope with the language or method you use... I think a teacher should be able to see which student learns best in which way. it is about Multiple Intelligences and I strongly rely on this theory. for example if a student is a kinesthetic learner, I prefer making him act in the classroom while learning. i.e. getting him to the board to write sentences or pairing him with a student on the other corner of the classroom are some ways to do this. or I don't expect a musical-rhythmic student to write everything I say or write. I know he can do it just by listening to me. these are some kind of individual examples. If I need to give more general examples, I can tell you how classroom atmosphere affects the way I teach. for example if the classroom atmosphere is positive, I can teach by getting examples from students' personal experiences and maybe using them in a

funny way. and we have fun as a classroom and the points become more memorable. I like teaching in a friend-like way. (in our situation this usually happens in the first half of the year as it is the very beginning of each student's university years and they are excited and away from some negative feelings). on the other hand, if the atmosphere is not so positive, the students might be aloof. in this case, I become a more classical teacher. (in our situation this usually happens in the second half of the year, you know, when we mingle students from different classrooms).

Funda

Interviewer (I): Hi

Funda: Hi

I: I would like to thank you for sharing your valuable time.

I: Before we start our interview, I would like to inform you that I will save this interview and use the responses for my research study. Please be sure that your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

Funda: Yes, i've read all of that i accept your conditions andd i am voluntair to support you if i can:)

I: Thank you First of all, I would like to ask a few personal questions. Which department did you graduate from?

Funda: English teaching.

I: And how long have you been teaching English?

Funda: About 20 years. first i started in Turkish Am. assosiation then a private high school. then i've been teaching here at university about 18 years and the following yerar i'm going to retire.

I: Considering your experiences, What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Funda: The second one of course! There are many reasons for this. First this is what was taught me at un. when I was learning how to teach. And I also discovered this true when I was teaching eng. If one gives effort for something, it makes everything more meaningful actually. By giving anything effort and labour, we achieve better I think effort and labour, we achieve better I think.

I: When you adopt a discovery approach, what are your students' reactions? Do Turkish students expect a particular grammar instruction?

Funda: But giving them the passage or the material that includes the target grammar and making find them what they are later we can discuss and practice but they should find first by themselves.

Funda: Well, Turkish students are a little lazy. This comes mainly from the education system at primary and high school. You know the education at school basically based on memorization so they want to learn in an easy learn. They are used to getting grammar rules like math formulas. And the system are so far away from reading and writing. So they avoid those skills.

Funda: By saying discovery approach do you mean something else? I don't know if I understood the question? Let me warn you:) I've forgotten most names of teaching materials:)

I: You are completely correct. I understood that Turkish students give much more importance to grammar compared to skills lesson and they tend to memorize rules. Do they affect the way you teach grammar?

Funda: Yes of course! Time is limited. The students are unmotivated and have prejudice from their own experience at previous schools. Their ages are little bit late to start to learn or acquire a language. This all I've seen among university

students. Only if the students come from private schools and if they are very in to the languages personally, of course this makes everything better.

Funda: so this affect the way i teach exactly.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences? I mean you told me your education at the university has an impact on how you teach and I could see that your learner profile, as well. Any other influence that comes to your mind?

Funda: But as teachers our duty is to break their prejudice and resistance against the learning lang.

Funda: well, following new teaching materials through conferences or some blogs and discussing the problems with other colleagues are all built up the way we teach. Searching new publishings to use in class. Even in daily life some common experineces in family or etc can develop our methohts. they all affect me how to teach. But basicly the class material i've been using in class.

I: The class material I don't know if it is a coursebook or not, Does it promote a way of grammar teaching?

Funda: As i mentioned in previous text. syllabus affect us deeply. we mostly depend on the materials we chose. And the exams are forcing us to do this. And also it's easier to follow class materials for teachers as well. If you're exprienced and to have thie righ instinct and if you know your own students well, you may or must adopt some more things to meet the demands of your students acording to the kinds and needs of the students.

I: Where do you stand when you teach grammar? Do you have a specific position?

Funda: Class material means course book and theya are supposed to promote the way of teaching but in many cases they fail because of many reasons i've mentioned previously.

I: I see. Where do you stand when you teach grammar? Do you have a specific position?

Funda: well, very close to the students. Sometimes in the center sometimes walking among them but of course ver close to the computer as well.

I: Is it because you were taught like that or do you think it is the best way of teaching grammar considering your experiences? Have you realized that walking around works well?

Funda: This is true for our departmet in small class. But i've been teaching medicine sts. for two years (vocational eng) their classroom are so big (amfi) and it is impossible to wlk around them so i always go to the class with my flsh disk and to use it i am usulally near the computer in order to attract them what i prepared.

Funda: well wait a secnd i've been thinking the last clever question:)

I: Ok ☺

Funda: well, my own experience also the same what i was taught at un. Touching the students, eye contact and expressing loving both them and the work you're doing ll makes sense. Even knowing their names addressing them by their names and having idea about their private or family inf. are all good senses to contact with the students and to motivate them in a positiev way.

Funda: Of course this can be only happen with small size classes:(

I: But at the university, ,class are small right? I mean in prep classes.

Funda: yes yes in prep classes are small comparing to othe servis (vocatioanal) eng classes. But anyway not small enough!

I: I think so, especially when compared to language schools. Nearly, how many students are there in prep classes?

Funda: But in spite of being not small enough (prep classes) you can achive what i told you above (touching... eye contact,,, knowing them well) well, it

was about 25 I think. I left prep class 2 years ago but then I'll start again next year. I'm really looking for this:) I'll just phone a friend to learn.

I: really? that's very kind of you.

Funda: well , she says 25 in the first semester then in the 2nd 21. it's good but not the ideal number:)

I: I see. Thank you for sharing your experiences and valuable time.

Funda: is that all?

I: yes that' all :)

I: My last question, what affects you most when you think about the factors you had already mentioned (your own education, learner profile, coursebook, syllabus, class size)

Funda: the answer is clear! learner profile! as we're experienced teachers we may easily shift the cases according to the profiles of the students. We may adopt necessary changes to the sts thx to our experiences. when there is a problematic stnt profile but learning becomes best if the a stnt is ready to learn. A good teacher has to do best to motivate his stdnt at max. The love of teaching and sts are the secret! Even we - experienced one- always have to prepare before the class!!!! Of course the other factors are also imp. as well:)

I: Thank you so much.

Funda: learner profile is imp and affect me most just because they are human the others are all hand made by human:))

I: Do you use a lot grammar terminology? For example, when teaching present perfect tense do you teach like this is auxiliary, this is past participle?

Funda: no never while teaching but later for Eng instructions in exam to make the sts comfortable and familiar with the wording yes but after a while. I've witnessed that so many students who are good at grammer are answering questions corect if the teaching is done instinctually (if they were learnt the

points through authentic reading list. dialogues etc) (non grammar focused) if the opposite is in charge sts can do more mistakes and learn less.

I: Thanks a lot for your support and sharing your experiences. They are really valuable.

Follow-up interview

I: First of all, I would like to thank you for answering one more question. You have mentioned that the profile of Turkish learners affects you most when teaching grammar? How does it exert an influence on your classroom practices?

Funda: It depends. Sometimes sts with prejudice and the unmotivated ones may demoralize or demotivate me. But as a teacher we should never give up. If the st insists and feels that grammatical explanation is better, why not to budge from some principles? When you attract the st, then you may put your own rules. If you are sure what is right, you may adopt the necessary changes. My biggest complain is the time. When i'm limited with the time, when an axam is approaching and everyone is in rush, this is so bad. Sometimes you may do something you regret:(

Pelin

Interviewer (I): Before we start , I would like to inform you that I will record this interview and use the responses for my research study. Please be sure that this recording and your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

I: Sorry for the blog link, it is not related with this interview

Pelin: I think their main concern is teaching grammar. By the way I am talking about them but this does not reflect my view. They think language can be taught only by grammar and if main grammatical points are given they think sts will learn the lang. the new lang course books are deisgned to make sts be

exposed to real lang but teachers tend to skip some parts in order to introduce grammatical structures.

I: What can be the underlying reason behind this? Why do Turkish teachers see language learning as grammar teaching? Is it because they were taught like that or any other reason?

Pelin: It is easier. You do not have to be creative. You do not have to worry about the feelings of the students because when you try to make them talk, when you teach them how to read and how to communicate you have to use many resources and of course you have to develop yourself so that you can keep up with their popular culture, their tendencies so on.

Pelin: I would not say they were taught like that . I am sure they are taught the latest methods and other ways of teaching but grammar is something concrete so sts are satisfied bec they have something solid in their notebooks, sth to study.

I: Thank you for giving me general impression about what Turkish teachers think. Before, asking your views about grammar teaching I'd like to address a few personal questions.

Pelin: You are welcome. Waiting for them.

I: Which department did you graduate from?

Pelin: English Language and Literature.

I: Have you attended a teacher education program like CELTA or do you have a pedagogical formation?

Pelin: have attended many short courses but not CELTA and yes I have a pedagogical formation and I have given pedagogical course as well.

I: How long have you been teaching at the university?

Pelin: For 26 years at Ege University and for two years at the University of Economics.

I: Thank you for these information.

What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Pelin: Teachers should help sts elicit the rules and then if not clear enough, give more examples. With real life examples and situations they should try to make sts use the structure.

I: When teachers adopt this kind of teaching, what are students' reactions? Do you think Turkish students expect a particular grammar instruction?

Pelin: No I think it just depends on how you start. If you start by using the language naturally in the class, if you carry on the way you teach, helping them discover then they naturally accept it as it is. Because even if they expect grammar as rules they have the notion that this is university and this is how they teach language here which is different from high school.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Pelin: My learning English and my acquisition of English. I always try to establish empathy with my sts. Would I like to learn only structure or would I like to use them in real language so that I can use them effectively? And I always keep in mind that what would I like to be exposed so that I would not get bored and I would have fun besides learning. Because I know that being in the classroom is not always fun and we as teachers have to make it as bearable and fun as possible. This does not happen by giving rules.

I: Do contextual factors like syllabus, time constraints at the university affect the way you teach grammar? Is it possible to adopt discovery work everytime in the classroom?

Pelin: I think coursebook writers do know something and when they allocate time for each unit, they mostly consider the needed time for each task. And of course discovery work takes time but I do not mean that until every st

discovers the grammar structure you will give them endless time. The task is generally fit for the st and level thus should be chosen accordingly. If the part to be introduced is fit for the level then time will not be an issue. Discovery work helps learning, repetition later on makes it better. Teaching is a gradual process, presentation of one rule will not be acquired immediately so time should always be used wisely. So syllabus should be made by taking all these into consideration.

I: You mentioned that your own education as student has had an impact on teaching grammar? Any other influence that comes to your mind ?

Pelin: A few of my colleagues and of course my own experience with sts. I started teaching Eng in the first year of my university at Turkish American Association and we had many in service trainings and in the meantime I used my instincts as well. Being a teacher starts with your own personality. I read a lot, researched a lot. I tried to gain from everyone around me. I observed many classes. I learned what to do and what not to do. I tried to understand sts as people not objects to be given rules. When I am in the classroom I forget everything outside, I try not to lose a student. I value their time and my time. These are the influences that shaped my way of teaching

Pelin: And I was observed a lot and got many feedbacks as well. I always tried to learn from them.

I: Do you use a lot terminology when teaching grammar? For example, when teaching the present perfect tense, do you emphasize this is auxiliary, past participle etc..

Pelin: for testing purposes if necessary yes. Because sometimes instructions include them so sts should be aware of that. Mostly I tell sts that these are their grammatical names. They are called this and that but that is all. I generally do not ask them their names. if they use them correctly, why bother them with their names unless of course sts are going to teach eng.

I: In the picture you drew, I could see that you don't stand still when teaching grammar. What is the underlying reason behind it? Is it because you were taught like that or have you experienced that it works well?

Pelin: wasn't taught like that on the contrary my teachers used to stand still by the black board and write the rules on the board. However, it is monotonous and boring. Of course I do not mean that I never write on the board and I jump up and down in the classroom. I try to approach the sts and try to make them use the pattern in the classroom making sure that the least skilled ones use the pattern correctly. Thus I have experienced that it works well.

I: Thank you for your valuable comments and time.

Pelin: You are most welcome.

Eda

Interviewer (I): Before we start our interview , I would like to inform you that I will save this interview and use the responses for my research study. Please be sure that your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

Eda: oki im ready

I: First of all, I would like to ask a few personal questions.

Which department did you graduate from?

Eda: literature, American Culture and Literature

I: Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?

Eda: just a pedagogical formation

I: How long have you been teaching at the university?

Eda: since 2008

I: Thank you for answering these questions. Now, I would like to learn about grammar teaching at Turkish universities.

What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Eda: i prefer students to discover them but it can be hard for the beginner levels so sometimes its essential to use presenting the rules for these levels

I: Do your students expect a particular grammar instruction?

Eda: indeed they like tables, showing the rules in short ways drawing some clues to the board

I: Do their preferences affect your grammar instruction?

Eda: yes sure, i can not ignore them ☺

I: ☺ Have you ever tried teaching in the way that you want or believe?

what are their reactions?

Eda: hm i dont think that i make my students startled

:) i think i prefer normal ways

I: Why do you prefer traditional teaching, I mean drawing tables, teaching by explaining things? Is it only because your learners prefer it or any other reasons?

Eda: or maybe this is just the way i assume teaching its not anything for my satisfaction

hmm it changes because there are different students having different learning abilities so i think we should mix

I: Do use a lot grammar terminology? Do you feel that the use of terminology has role to play in L2 acquisition? For example, when you teach present perfect tense, do you teach like it is auxiliary, past participle?

Eda: yes but this is not because they are so crucial but i want my student also be aware of whats going on maybe just knowing the titles of any word

I: I see

What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Eda: being practical

Real

I: what do you mean?

Eda: practical in real life

Eda: what i do in the class i think should help students in real life

so the methods that help me to do so like use of dialogues, role plays

I: understood that You want to develop your students' communicative competence. What makes you think like that? You told me you have pedagogical formation. Is it because you learnt it there or any other thing influences you?

T5: yes i think communication is really helpful to learn a language

but its not about formation its about life itself as a baby, we have no teacher

but communicating with environment, we begin to learn its the natural way

I: Then you see first language and second language acquisition similar

Eda: to learn a language yes in some way same, but not easier

but i prefer the natural way if i want to teach

I: Do contextual factors, I mean the university environment, affect the way you teach grammar? Can you do communicative activities a lot?

Eda: yes i think so mostly i prefer communicative activities

and i can do them a lot university environment is not an obstacle for our teaching

I: then the programme or the syllabus at the university allows you do them

Eda: yes maybe sometimes i have limited time

but i have some space too

I: Do Turkish students give much more importance to grammar compared to skills lessons?

Eda: yes they love learning grammar:)

maybe because they think that is really important

I: 😊

Eda: maybe our system make them think that way because in general our lessons begin with grammar rules mostly in high schools they have these backgrounds

I: What about the exams? Are they grammar-oriented?

Eda: university?

I: in general and university, are they different?

Eda: in our university its different from my highschool, as an example i can talk about it but i dont have a lot of experiences about high schools in general

in our exams, we have different parts like listening reading or writing

sure they are skill based

I: The percentage of grammar in the exams, is it higher or the same with skills lessons

Eda: not higher

I: yes maybe because it's easy for them to study and mostly they think like 'i cannot write' or 'i cannot understand the text i read' so

they begin to cling to grammar

in my opinion

I: In the picture you drew, I could see that you are in front of the board and near a desk? When do you stand in front of the board and walk around?

Eda: when i need to use the board, i am near the desk or in front of it

the presentation part maybe but when it's time to practice i prefer walking

, while presenting something, i don't want to move a lot, because i want them to focus

i feel like that

I: Is it because you were taught like that or do you think it is the best way of teaching grammar or your five years experience as a teacher affects your view

Eda: :) enlightenment :)

i have never thought about it because i were taught that way

but maybe

but also i feel comfortable that way

I: Thank you for your valuable comments and sharing your time

Eda: i thank you

:)

its also helpful for me to think again about what i am doing

I: I am happy to hear that

Eda: i have questions right now:)

and i think they will help me in some ways

I: Hope they help, thanks again.

Eda: youre welcome:)

Follow-up interview

I: Hi

Eda: Hi

I: First of all, I'd like to thank you for accepting a follow-up interview

Eda: im ready:)

I: You've mentioned before that you use both discovery work and explaining rules in the classroom? Why do you adopt mixed approaches? What influences have promoted the development of your current views?

Eda: i like reading about techniques in teaching

and as we know, in these techniques human behaviour and nature also are searched

i read that and later many times i met same idea

I: What was the idea?

Eda: mixed approach

that you asked 😊

I: 😊 For what reasons, mixed approaches are encouraged? Can you tell a bit more? What do you mean by human behaviour and nature?

Eda: some people learn better bu visuals some by writing

they need to take notes which are written on board some by hearing

etc

I: Did you notice them only with the readings you've done or any other thing makes you think like that?

Eda: yes sure i observe through the lessons indeed its really simple

I: can we also say that you adopt your approaches according to your learner profile?

Eda: when your students get bored or sleepy, they begin to yawning, its something like that

yes

sure

because i teach them, i need to know that

I: I have one more question. You've also mentioned that being practical in real life affects your views regarding grammar teaching? can you tell a bit more?

Eda: yes the more they practise , the more they learn

I: by saying practical you meant practising?

Eda: nope

I: no?

Eda: no pardon

I: ok ☺ what do you mean by practical?

Eda: i need a good example

time please

I: ok time is yours 😊

Eda: oki for example,instead of emphasizing rhetorical rules in teaching, i support the idea that its better to teach things they will need while talking to a salesman

I: I see, you want to develop their communication abilities?

T5: yes

I: ok

thank you for your valuable comments and time

T5: i thank you 😊

Cem

Interviewer (I): Hi

Cem: Hello

I: Before we start , I would like to inform you that I will record this interview and use the responses for my research study. Please be sure that this recording and your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

I: if you do not have any questions, shall we start?

Cem: yes of course

I: which department did you graduate from?

Cem: English Language and Literature

I: Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?

Cem: No i did not attend any teacher education programme but i have a pedagogical formation.

I: How long have you been teaching English at a university?

Cem: for 2 years

I: Thank you for answering these personal questions.

Cem: you're very welcome

I: What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Cem: believe that it should be challenging and students should discover these grammar rules themselves.

I: What makes you think like that? Can you explain in more detail why you think students should discover rules themselves?

Cem: Sure, if you are given the prepared information, it will be easier to forget, but if you make an effort to discover this information, it will be more permanent. It is like buying a cake and baking a cake. The latter is more delicious and satisfying.

I: Can you always adopt discovery approach when teaching grammar?

Cem: most of the time, but eventually i have to give some information directly.

I: When do you need to explain the information?

Cem: when it is really hard to explain the information in English. For example, we do not have "present perfect" tense in Turkish so it is really hard for students to understand them and place it in a time line. Or sometimes, while teaching a word, it can be really confusing for students to understand the meaning. That is when i have to do the explaining.

I: Do you think Turkish students expect a particular grammar instruction?

Cem: I do not think so, universal teaching English methods are suitable for Turkish students too.

I: For example, what are their reactions when you adopt discovery work or when you explain things? Which one do they prefer? Do they ask you to teach in a particular way?

Cem: They always prefer me doing the explanation because they think that it is easier for them. However, some of them feel themselves better when they discover the rule on their own. I think they feel successful.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Cem: Nearly all the elements. Which book I am teaching, which level of students I have, which lesson I am teaching, reading, writing or grammar and also class environment, the number of students, class equipments, they are all affect my teaching methods.

I: For instance, the coursebook you are teaching. How does it affect the way you teach grammar? Does it promote any kind of teaching?

Cem: Of course, now we are using a new book which focuses on not directly grammar but using grammar in daily life, in reading and writing. It is not detailed in teaching grammar rules but using them on skills.

I: Can you also explain the other factors you mentioned - Learner level, classroom atmosphere, number of students- Could you tell me the University environment in Turkey?

Cem: I have to say that these factors are not really pleasant in Turkey. First of all, class rooms are too crowded. Sometimes I have more than 20 students in one classroom and it is really hard to deal with. Also in our university, students' English levels are not determined properly, in the same classroom, we have both beginner students and pre-intermediate students. It makes teachers' job really difficult. Moreover, I do not believe that we do not have proper

classroom equipments such as computers or tablets for every students, interactive whiteboard or good listening equipments. For example in the exams, we do the reading part for listening exam and i really do not approve this situation. Just this year, we have started using a computer and projection. This combination enhanced our teaching level. Yet we still have a long way to go.

I: You told me that you have a pedagogical formation. Does it have an impact on how you teach grammar?

Cem: Not really, i believe that it is just a piece of paper in Turkey because i did not learn anything about teaching in that course. I improved myself by teaching. It is more like learning by experience and also help of my colleagues.

I: So far, You mentioned that contextual factors like materials, learner profile and your classroom experience and talking with your colleagues affect the way you teach grammar. If you think about them, which one do you think has the biggest impact and shapes your grammar instruction?

Cem: I can say that it is my colleagues and the tactics they give me from their experiences have the biggest impact on shaping my teaching grammar.

I: Do you use a lot grammar terminology when teaching? For example, when teaching the present perfect tense do you teach like this is auxiliary, past participle?

Cem: Yes, i believe students should get used to this kind of terminology because they are essential in every part of grammar.

I: What do you mean by saying essential?

Cem: for example, once students learn what is auxiliary verbs, this term can be used nearly most of the grammar subjects such as present continuous tense, past or present tense. The situation is same for many other words so that students should know these terminology by heart.

I: In the picture, you drew I could see that you don't stand still when teaching grammar. What is the underlying reason behind it? Is it because you were taught like that or have you experienced that it works well?

Cem: think it is in my nature. I cannot stand still in one place. And also i believe that when i walk around the classroom, i can easily grab students attention. It makes it easier for me to control students too. I can see who is doing the exercise or listening to me much better. and i also have to admit that none of my teachers were standing still type. They all were active in the classroom. When i had a teacher who sits behind the table or stands still on the board, that lesson was pretty boring for me yet when i had a teacher who walks around all the time, i felt more energetic as a student.

I: Then, can we say that your early learning experience as a student has also an impact on how you teach grammar?

Cem: I believe we can say that. We all have a role model in our lives.

I: Thank you for your valuable comments and time.

Cem: you are welcome.

Burcu

I: Before we start our interview , I would like to inform you that I will record this interview and use the responses for my research study. Please be sure that your identity will be confidential. There is no right or wrong answer for the questions that I will address to you that's why I'm doing this research. I just want to learn about what Turkish university teachers think about grammar teaching and what influences their current views.

Burcu: got it :)

I: If you are ready shall we start?

Burcu: Yes, we can.

I: Which department did you graduate from?

Burcu: English Language and Literature

I: Have you attended a teacher education programme like CELTA or do you have a pedagogical formation?

Burcu: I have pedagogical formation and CELTA.

I: How long have you been teaching English at a university?

Burcu: 3.5 years

I: Thank you for answering these personal questions.

Burcu: My pleasure.

I: What do you think about the presentation of grammar rules? Should teachers present the rules to the students or students discover them themselves?

Burcu: I think students should try to discover the rules themselves.

I: What makes you think like that? Any reason?

Burcu: If everything is presented to them, this makes them lazy. Additionally, they learn better if they try hard. This can also prevent the process of forgetting the things learnt.

I: Can you adopt discovery work all the time?

Burcu: Unfortunately no. There are some moments the students need help desperately. It should not be very often, but the teacher can present the rules. However, I think discovery works most of the time.

I: Do Turkish students expect a particular grammar instruction?

Burcu: Yes, generally they do.

I: What do they expect discovery work or explaining rules?

Burcu: Explaining rules. However, if you insist on teaching them discovery work, they get used to it.

I: Their expectations, do they affect the way you teach grammar?

Burcu: Yes, very rarely.

I: What influences have promoted the development of your current views about grammar teaching? In other words, what affects your methodological preferences?

Burcu: Firstly, the results. I mean like every teacher I wanted to see my students speak and use English. Secondly, my professional aims. I did not feel well when I gave every details. Thirdly, if the teacher and students cooperate, the classroom becomes a much more enjoyable place. These are the points leading my methodological preferences.

I: You mentioned that you have attended a CELTA course . Do you feel that it has an impact on teaching grammar?

and also pedagogical formation

Do you think they shape your views regarding grammar teaching?

Burcu: CELTA was a nice and beneficial experience. Of course it affected the way I teach grammar.

Pedagogical formation just gives some general ideas about teaching. That's all.

I: Does the CELTA course promote any kind of teaching?

Burcu: If you find the right opportunities, yes it does.

I: In the picture you drew, I could see that you stand in front of the board when teaching grammar. What is the underlying reason behind it? Is it because you were taught like that or do you think it is the best way of teaching grammar?

Burcu: feel that I need to catch my students' attention. It can not be the best way, but this is also the way we were taught like this.

I: In the CELTA course, did they mention anything about like where to stand?

Burcu: I don't remember. However, our tutors used to go around, sometimes sit in the middle of us. They also stood in front of the board, but not always.

I: What do you think about the contextual factors like syllabus, learner proficiency level or any other? Do they affect the way you teach grammar?

Burcu: Yes, they do. If you need to catch up with a schedule or you prepare your students for an exam, you focus on different things. It also affects the pace of your teaching.

I: Are you aware of any changes to the way you teach grammar since you started teaching?

In other words, do you think your experience of teaching has an impact on teaching grammar?

Burcu: From a teacher oriented way to a student centered one...

I believe teachers find different and most probably better ways in time. I changed, but I am still changing.

I: So far you've mentioned that students' engagement in the classroom and their success, your professional aims, Celta, your early learning experience and experience in time affect the way you teach grammar. When you consider them, can you say sth like this affects me most or it has a great impact on the way I teach grammar?

Burcu: I can not put them in an order. Honestly, experience and my professional aims affected me most yet.

I: What are your professional aims? can you explain a bit more?

Burcu: To be a more effective teacher and personally to feel more satisfied.

I: Do use a lot grammar terminology? Do you feel that the use of terminology has role to play in L2 acquisition? For instance, when teaching the present perfect tense do you teach like this is auxiliary, past participle?

Burcu: I try to teach in a terminologic way. I think these can make things easier for students, like solving a puzzle. L1 is not the right way to explain them.

I: Regarding your professional aims, what kind of grammar instruction makes you satisfied and you feel effective as a teacher?

Burcu: The ones which can lead the students clearly.

I: can you tell a bit more?

Burcu: If the instructions are complicated for the learners, this makes everything much more difficult, sometimes impossible.

They should be clear, short and practical.

I: Thank you for sharing your valuable time and comments.

Burcu: My pleasure. Good luck with your studies and thesis.

I: Thanks a lot.

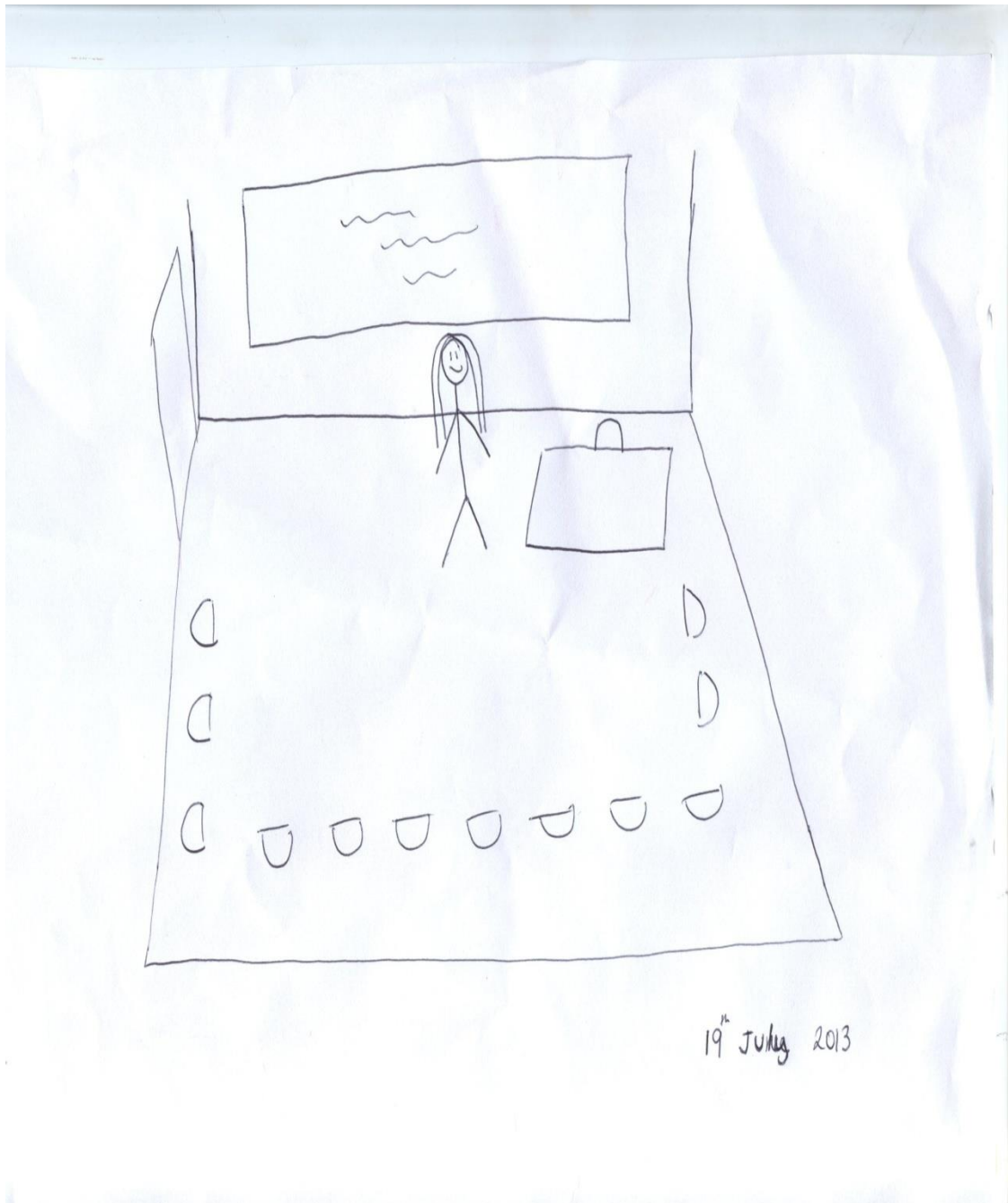
Follow-up interview

I: First of all,, I would like to thank you for answering one more question. You have mentioned that experience exerts a powerful influence on your pedagogic choices when teaching grammar. Can you tell a bit more and give an example?

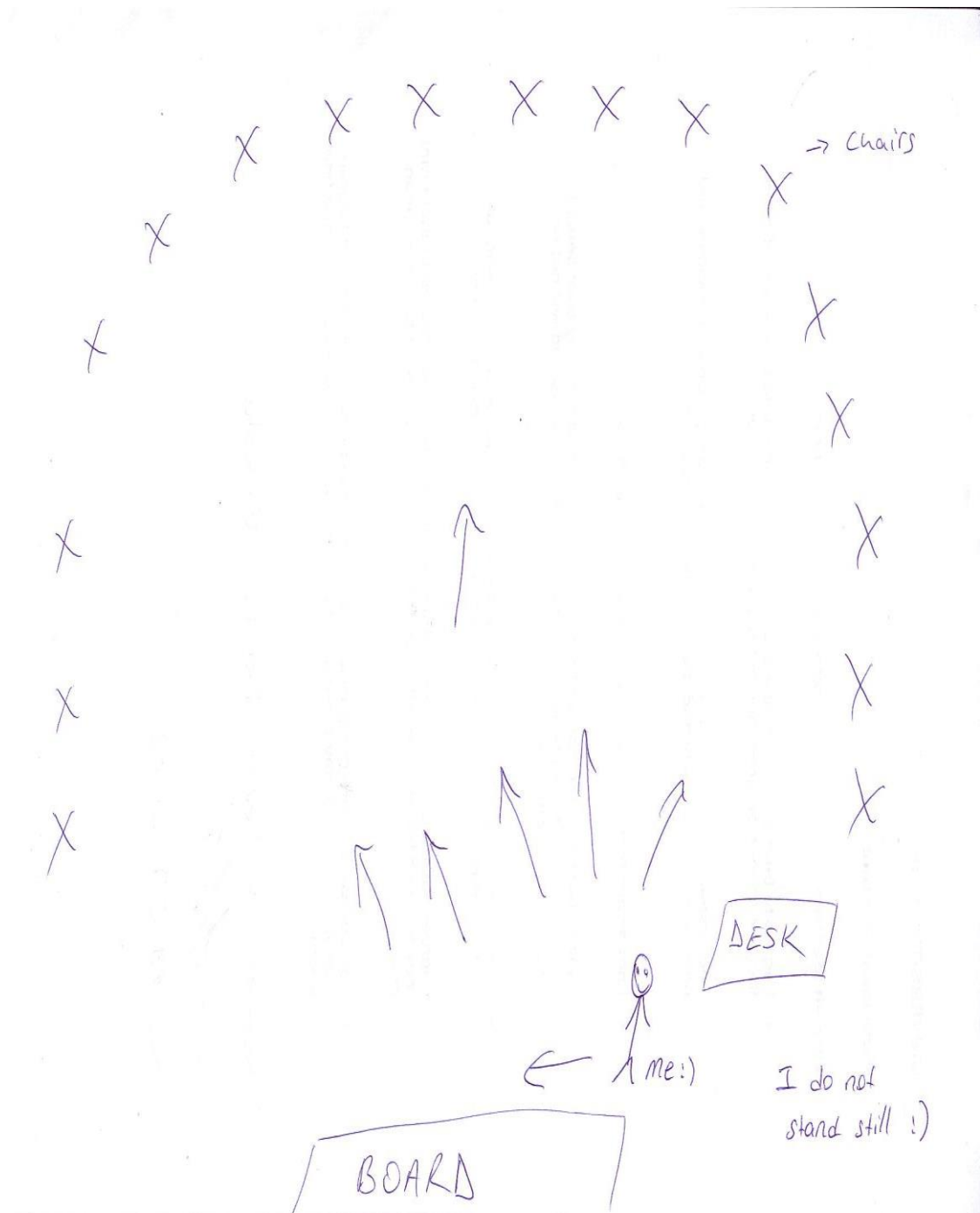
Burcu: Experience gives a teacher live lesson samples. I mean which way works better or not. For instance; every time I teach the same subject, I remember my previous time and shape my lesson according to this.

Appendix 3: Visuals

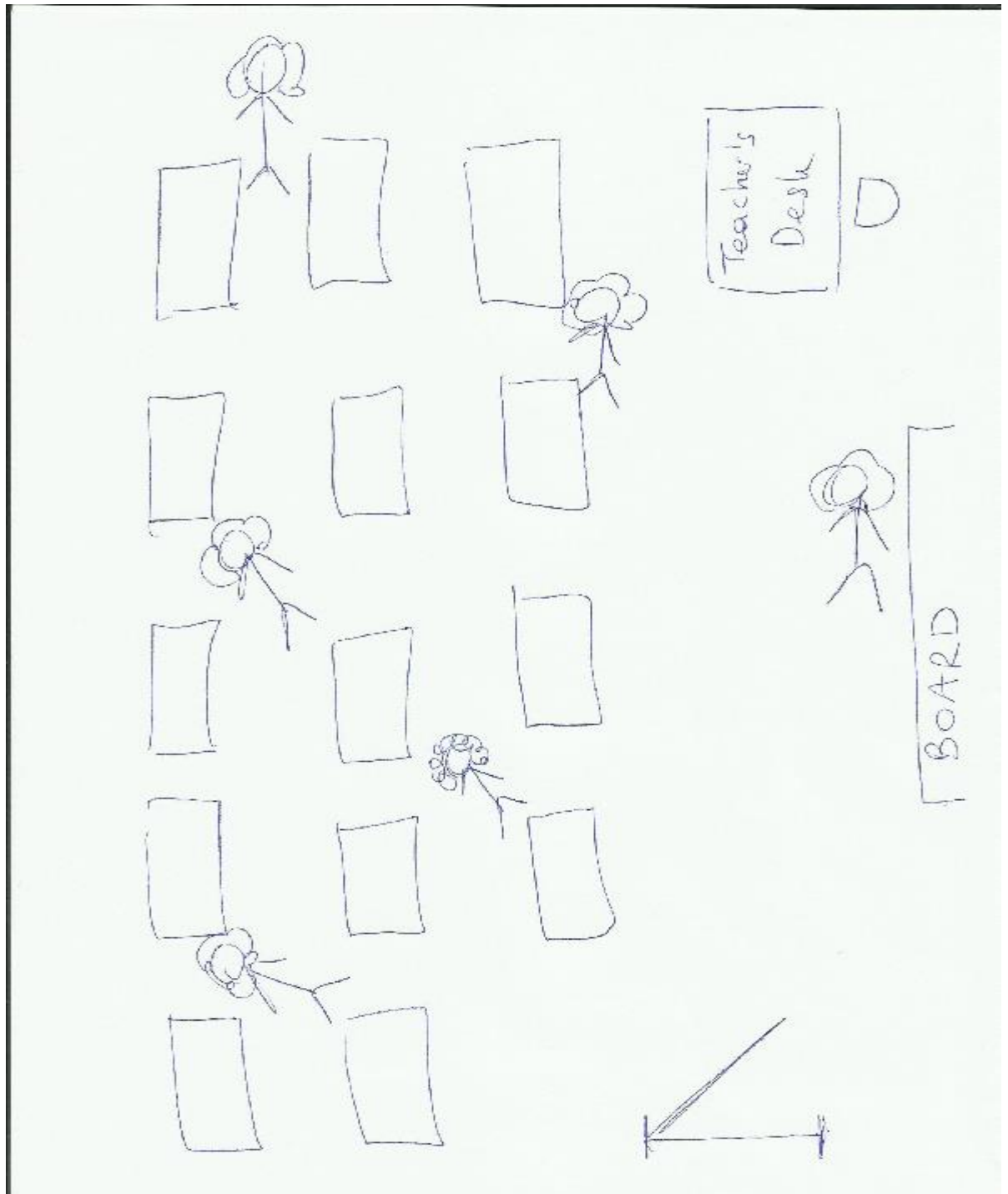
Visual 1 Deniz



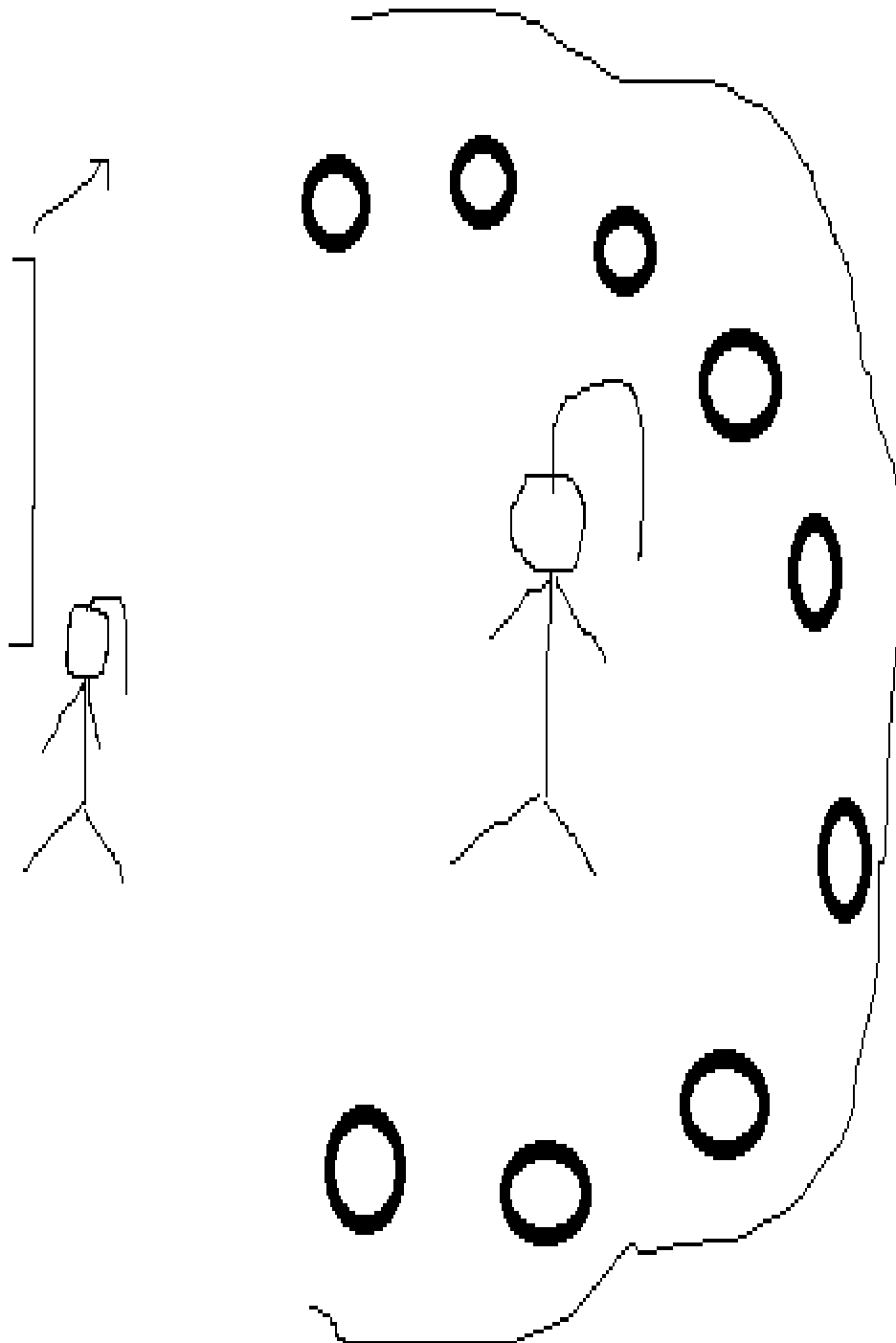
Visual 2 Merve



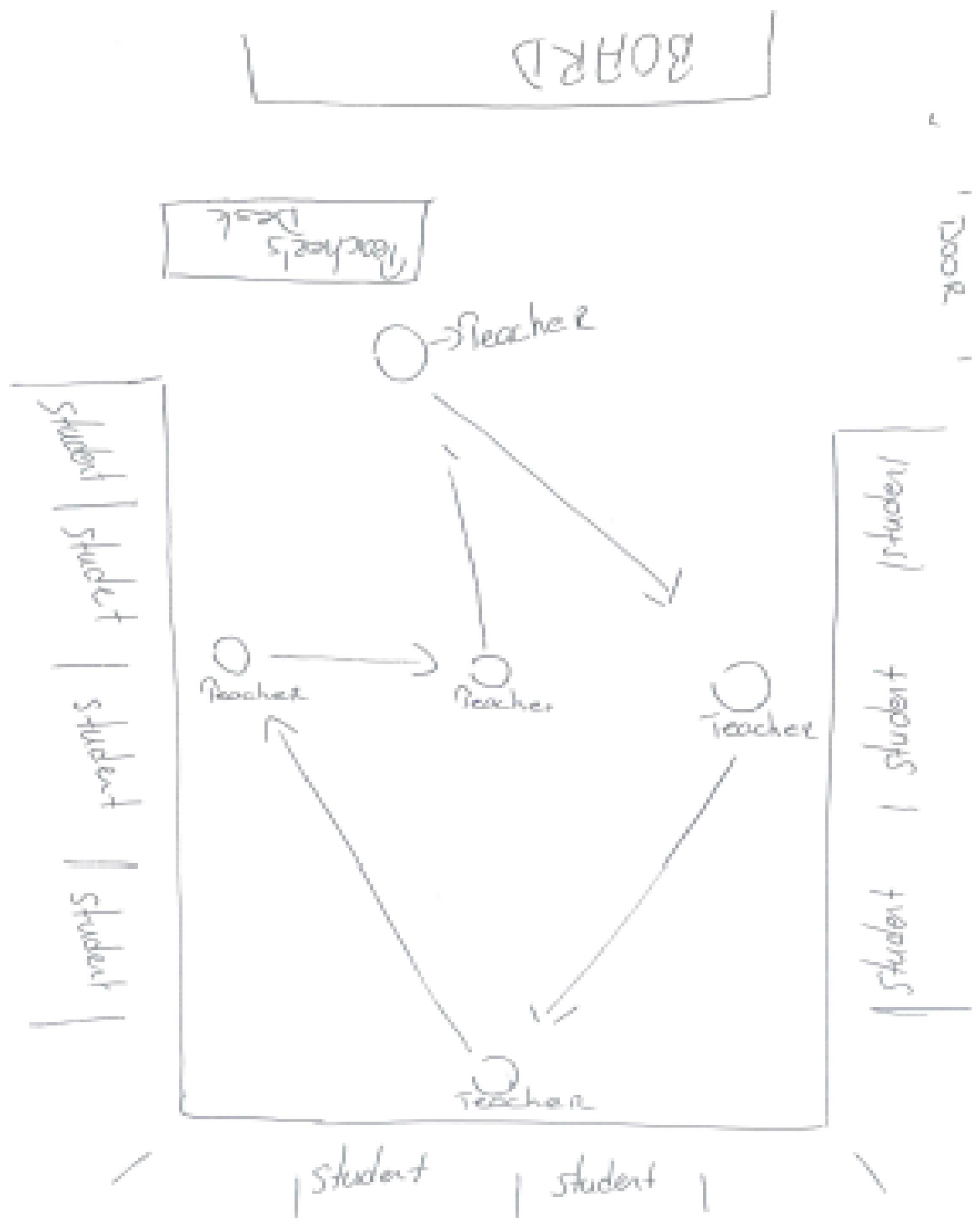
Visual 3 Pelin



Visual 4 Eda



Visual 5 Cem



Visual 6 Burcu



Appendix 4: Consent Form

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Participant Consent Form

Turkish teachers' beliefs with regard to teaching grammar

- ◆ I agree to take part in this research which is to explore teachers' beliefs and their influences on grammar instruction through interviews.
- ◆ The researcher has explained to my satisfaction the purpose, principles and procedures of the study and the possible risks involved.
- ◆ I am aware that I will be required to answer questions.
- ◆ I understand how the data collected will be used, and that any confidential information will normally be seen only by the researchers and will not be revealed to anyone else.
- ◆ I understand that I am free to withdraw from the study at any time without giving a reason and without incurring consequences from doing so.
- ◆ I agree that should I withdraw from the study, the data collected up to that point may be used by the researcher for the purposes described in the information sheet.
- ◆ For use where there is a possibility that data may be reused or shared I agree that data collected may subsequently be archived and used by other bona fide researchers.

Name (please print)

Signed

.....

Date

.....

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