

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**A DISTANT IMPLEMENTATION OF INSET: A TEACHER TRAINING
PLATFORM FOR CONTEXTUAL GRAMMAR TEACHING**

Dönercan DÖNÜK

A Ph.D. DISSERTATION

ADANA / 2012

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Advisor: Asst. Prof. Dr. Cem CAN

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ÖZET

BİR UZAKTAN HİZMETİÇİ EĞİTİMİ UYGULAMASI: BAĞLAMSAL DİLBİLGİSİ ÖĞRETİMİNDE ÖĞRETMEN EĞİTİMİ ORTAMI

Dönercan DÖNÜK

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Danışman: Yrd. Doç. Dr. Cem CAN

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Bu çalışmada, dilbilgisi öğretiminde öğretmen bilişi betimlenmiş ve dil öğretimindeki bu kesitin hizmet içi eğitim uygulamalarında kullanılabileceği yöntem ile ilgili önerilerde bulunulmuştur. Bir başka deyişle, bu çalışma öğretmen ile mesleki gelişimi bir araya getirecek bir köprü sağlayarak, iki farklı alanı birleştirmeyi amaçlamaktadır. Çalışmada karma yöntem yaklaşımı kullanılmıştır. Betimleyici araştırma kapsamına giren çalışmadaki nitel ve nicel araştırma bulgularına göre, öğretmenlerin büyük çoğunluğunun derslerinde dilbilgisi öğrettikleri ve dilbilgisi öğretiminde tümevarım tekniğini kullandıkları gözlenmiştir. Uzaktan Hizmet içi eğitim uygulaması, merkezi Hizmet içi eğitim uygulamalarını tamamlayıcı bir unsur olarak kullanılmış ve bu yolla bağlamsal dilbilgisi öğretimi için bir işbirliği ortamı sağlanmıştır. Bu işbirliği için Modüler Nesne Odaklı Dinamik Öğrenme Ortamı (Moodle) kullanılmıştır. Bu alanda gelecekte yapılacak çalışmalar konu ile ilgili daha iyi sonuçlar verecektir.

Anahtar Kelimeler: Hizmet İçi Eğitim, Bağlamsal Dilbilgisi Öğretimi, İşbirliğine Dayalı Öğrenim, Tümevarım Tekniği, Tümdengelim Tekniği, Açık Dilbilgisi Öğretimi, Örtük Dilbilgisi Öğretimi, Yapı (lar) Odaklı Öğretim, Anlam Odaklı Öğretim.

ABSTRACT**A DISTANT IMPLEMENTATION OF INSET: A TEACHER TRAINING
PLATFORM FOR CONTEXTUAL GRAMMAR TEACHING****Dönercan DÖNÜK****Ph.D. Dissertation, English Language Teaching Department****Supervisor: Asst. Prof. Dr. Cem CAN****July 2012, 236 pages**

This study has described and revealed teacher cognition of teaching grammar extensively; it has suggested courses of action to transfer this dimension in language teaching to be exploited in INSET applications. In other words, the study has combined two distinct fields, providing a bridge between grammar teaching and professional development. Mixed methods research paradigm has been used to describe the teacher cognition of teaching grammar. According to the findings of qualitative and quantitative research, it has been observed that the great majority of the teachers teach grammar in their courses, and employ inductive grammar teaching techniques. Distant INSET as the complementary tool to central INSET implementation has been used to provide a collaborative environment for teaching tips of contextual grammar. Modular Object Oriented Dynamic Learning Environment (Moodle) has been used for the implementation. Further studies to be grounded on this study will give better and more comprehensive results.

Keywords: INSET, Teaching Contextual Grammar, Collaborative Learning, Inductive Teaching, Deductive Teaching, Explicit Grammar Teaching, Implicit Grammar Input, Focus on Form(s), Focus on Meaning.

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LIST OF ABBREVIATIONS

AL	: Adult Learners
ALM	: Audio-Lingual Method
BA	: Bachelor of Arts
CBT	: Content Based Teaching
CEFR	: Common European Framework of Reference
CLT	: Communicative Language Teaching
DynEd	: Dynamic Education
EFL	: English as a foreign language
ELT	: English Language Teaching
FLA	: First Language Acquisition
FLL	: Foreign Language Learning
FonF	: Focus on Form
GTM	: Grammar Translation Method
INSET	: In Service Teacher Training
IT	: Information Technology
ITE	: Initial Teacher Education
KAL	: Knowledge about Language
KAG	: Knowledge about Grammar
MA	: Master of Arts
NS	: Native Speaker
NNS	: Non-Native Speaker
P	: Participant
PCK	: Pedagogical Content Knowledge
PPP	: Presentation, Practice and Production
SLL	: Second Language Learning
SLA	: Second Language Acquisition
TBT	: Task Based Teaching
TPR	Total Physical Response
TYL	: Teachers of Young Learners
TAL	: Teachers of Adult Learners
UG	: Universal Grammar
YL	: Young Learners

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CHAPTER 1

INTRODUCTION

1.1. Introduction

Foreign language teacher education in Turkey has gained momentum in the last few years unlike the past, when language teachers were provided from various sources. Both Initial Teacher Education (ITE) and In Service Training (INSET) programs serve for teacher education and professional development in a system on the basis of a standard. The current teacher education system within the framework determined by Higher Education Council focuses on training language teachers from two basic fields: teachers from education faculties and teachers who graduate from other language-related departments with pedagogical courses provided by education faculties.

Language teacher education requires the acquisition of basic teacher competencies. A language teacher is supposed to be equipped with pedagogical knowledge as well as content knowledge. The issue of grammar teaching as the pedagogical content knowledge (PCK), Shulman (1986) presents itself as the main concern for theoreticians and practitioners alike with the introduction of every new method or approach in English Language Teaching (ELT).

Nowadays, there is a great deal of controversy on whether grammar should be incorporated into language teaching, or not. While programs highlight the standardization of teacher education at ITE, the changing norms of personal development are felt in the field of teacher training as well as in the field of teacher education. Within this framework, the education is based on some teacher competencies in accordance with the norms in the Common European Framework of Reference (CEFR), thus incorporating courses to improve individual, constructivist aspects of the professional development. However, the already graduates of the education faculties, or those who are presently employed at schools, but do not come from teacher education faculties, are deprived of such invaluable knowledge.

This study aims to handle the issues in grammar and grammar teaching as well as giving classroom application procedures to help the language teacher in this controversial domain in the Turkish context. As a distance education tool, the model is based on Modular Object Oriented Dynamic Learning Environment (Moodle) as a

complementary organ of INSET. It aims to provide a training package for the teachers so that they can gain insight into contextual grammar teaching within universal norms in contemporary trends. It also aims to provide a collaborative and cooperative environment for the teachers in terms of the problems and experiences of foreign language teaching; particularly, grammar teaching.

1.2. Statement of the Problem

With the advent of Communicative Approach, there has been a growing tendency towards the exclusion of grammar in language classrooms in Turkey. This tendency is far from being realistic in the Turkish context. Grammar is the backbone of a language, and a language teacher feels the need for the sound, firm knowledge of grammar in order to teach the language; adapt, adopt, and develop the material through and test the language skills, relying on this basic component of a language.

After the integration of technology into language teaching, the paradigms of teacher and learner have changed over the last few years; accordingly, there arose a more need for a renovation in foreign language teaching. This renovation can be made through INSET as the only organ responsible for professional development of the foreign language teacher. However, the top down and central applications of Ministry of National Education can meet the need for professional change to a certain degree. In-Service Department Course figures between 2002 and 2012 reveal that 252 courses have been held, with 8985 teachers having participated in these courses. These programs can meet the need to a certain extent, for they are not systematized with follow-ups, they are not nation-wide and compulsory for all teachers. Under the circumstances, while there are some teachers who have not attended any single course or seminar of INSET, there are some others who have repeated the experience more than once.

It is a fact that without the participation and cooperation of the teacher for self improvement, whatever the system may propose, it is not so easy to fill the gap and update the teacher with current professional improvements. For this reason, the crucial point is to systematize the programs provided by INSET, which are held mostly to update teacher trainers for central or local organs. If properly designed and administered, INSET programs can meet the demands of the teachers who are supposed to be aware of the new trends in the world of education. For this to happen, the INSET

programs in Turkey need to involve some other course components as well as the ones already included in the program, thus following a smooth line of operation without many fault lines in terms of teacher involvement.

Since grammar teaching is associated with the approaches and methods of a foreign language, there is not a specific course of grammar teaching at ITE and INSET programs (see Table1) despite the chaotic situation as for teacher cognition of the teaching and testing of grammar. Grammar as the most important element of a language has been the concern of language methodology in terms of ‘whom’, ‘what’, ‘how’ and ‘where’ to teach this essential component of language. As a result, it can be said that the questions of ‘whom’ and ‘where’ to teach grammar determine the language teaching policy for ‘how’ and ‘what’ to teach.

1.3. The Aim and the Scope of the Study

The study aims to provide a complementary in-service professional tool for the teachers of English as for teaching contextual grammar. It further aims to show that it is possible to spread and systematize the current INSET local and central applications by means of a web-based platform. The study assumes that through the web, it becomes easier to address to more teachers in a shorter time, with a more professional participation.

The INSET reference pack to be used as a guide in the real classroom setting aims to provide both pedagogical knowledge and content knowledge in the Moodle environment. PCK as proposed by Shulman (1986) lies in the heart of the ITE and INSET programs, for it combines both the subject matter and the pedagogy of teaching a language. As one component of PCK, the grammar subject matter is presented as contextual grammar, which is offered in this model Distant INSET implementation by comparing and contrasting Turkish and English. The point of view is that if considered from the perspective of Universal Grammar (UG) (Chomsky, 1995; Cook & Newson, 1996; Radford, 1997) as the major theory, under which other such theories as phraseology (Granger & Meunier, 2008) and corpus linguistics (Biber et al., 1998) are subsumed, the subject matter the teacher is supposed to present in the classroom is reduced to a considerable extent. The model aims to elaborate the grammar points which come out in the syntax-semantics interface as the interlanguage errors made by Turkish learners of English, and those which language teachers find as challenging

subjects to teach. Therefore, the linguistic reference pack for teaching contextual grammar has been prepared on the basis of interlanguage errors, which have been classified under basic verb-related theories of syntax-semantic interface (Grimshaw, 1990; Hale & Keyser, 1993; Levin & Rappaport-Hovav, 1995; Baker, 1997; Talmy, 2000).

Humanistic approach and cooperative learning are the accompanying constructivist approaches, which help teachers behave as self agents in their own context. The pack involving guidelines on how to teach grammar has been planned to be a map for the teachers, for it aims to equip the teacher with the right model for the teaching of grammar, which will eliminate lots of grammar clutter in the classroom. In this way, the assumption is that, as it is the common practice, the teacher does not talk about grammar, but teaches the use of grammar.

The model has been designed to be used as a web-based tool without place and time constraints as an alternative in service teacher education drip feed program for the teachers, particularly for those with a short term experience. In this way, the teacher has been able to benefit from the experience of an expert who gives the online support of PCK, as well as the experiences of the other colleagues who can share the actual classroom practices with others. Another advantage of the model is that it is based on the needs of the teachers as a bottom up application, for the most challenging areas for the teachers and interlanguage errors have been predetermined, and the PCK pack has been prepared in line with the feedback of the participant teachers in the given areas.

1.4. Research Questions

The study, involving two basic parts, tries to find answers to the questions given below:

1. What is the teacher cognition of grammar teaching?
2. Which general problems do teachers encounter while teaching English?
3. Which problematic grammar points do teachers encounter while teaching English?
4. What is the teacher perception of the complementary Distant INSET implementation in terms of professional development?

1.5. Limitations

The study is limited to the implementation of a model Distant INSET, which is planned to operate as a complementary tool to the central INSET programs. The term, ‘implementation’ is limited to the courses, forums and e-mail correspondence conducted by the researcher as the moderator of the program. The term, ‘distant’ is limited to the model web-based implementation, excluding other large-scale distance education systems. The great majority of the participants are limited to Mersin University ELT Department graduates with an IT background from the ITE program.

The term, ‘teacher cognition’ has been used to describe what teachers know, believe and think about grammar teaching in related classroom practices. Teacher knowledge has been limited to the pedagogical content knowledge of the participant teachers in terms of grammar teaching; namely, conventional facts about grammar as content subject matter knowledge and language teaching methodology to convey this knowledge; teacher belief and thought has been limited to explicitly stated thoughts about teaching grammar, mutually excluding the implicit, underlying constructs in the belief systems of teachers.

1.6. Operational Definitions

Distant INSET: In-Service Training support on a web-based platform.

Deductive Grammar Teaching: Teaching grammar by giving the rules at the beginning of the grammar course.

Discovery Learning: Student’s learning the grammatical form through the discovery of the rule.

Explicit Grammar Teaching: Teaching the grammatical form explicitly to the learner.

Implicit Grammar Input: Providing input without the conscious knowledge of the learner.

Inductive Grammar Teaching: Teaching grammar without giving the rules at the beginning of the grammar course.

Teacher belief/thought: Teacher’s explicitly stated belief of grammar teaching and related practices either through the personal observations of language learning and teaching, or through attending professional environments.

Teacher cognition: What teachers know, believe, and think in terms of grammar teaching.

Teacher knowledge: Teacher's pedagogical content knowledge

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, a brief introduction to In-Service Training (INSET) and the Turkish Context has been given, and then Moodle as an Alternative INSET tool has been presented. Finally, issues about grammar teaching and related schools of thought have been discussed.

2.2. In-Service Training (INSET) and the Turkish Context

Teacher training implies that teachers should be given certain instructions so that they can deal with predictable events, also making the distinction that training can be managed and introduced by others; on the other hand, development is something that can be done only by and for oneself (Widdowson, 1997, p. 121). The needs for training can continue after ITE either due to shortcomings in training programs, or due to organization wide curriculum changes that require teaching routines (Kennedy, 1995, as cited in Roberts, 1998). To meet professional needs, INSET is designed to provide support for the teacher development and the improvement of autonomous decisions. Roberts (1998) states that as the level of policy, INSET as a state system can be organized at four levels: national, regional, local and institutional.

In Turkey, professional development is provided by the ministry of education and language teachers are trained in different fields of language teaching. The recent applications involve local and institutional levels as well, which means more teacher involvement in INSET. According to Roberts (1998), thanks to effective INSET, teachers can have significant and valuable knowledge of practice; learning is used to adjust to another type of behavior, and teacher learning is long-term and non-linear. Moreover, the collaborative atmosphere provides, facilitates and promotes professional and individual sharing. As Richards and Farrell (2005) point out, collaboration increases individual learning, and it can be useful as it can serve for the collective aims of the institutions.

However, despite many positive aspects, according to voices from the world, INSET applications have some shortcomings. This could be explained by some reasons Roberts (1998) gives, pointing out that INSET subjects are often determined by other people whom the programs are not planned for, and there is no theoretical foundation for the scheduling and growth of INSET programs. Moreover, evaluation of INSET by considering its effect on schools and its impact on teachers hardly ever takes place (Roberts, 1998; Yiğit, 2008). According to Dilaver (1994, as cited in Yiğit, 2008), most primary school teachers think that the length of the courses do not meet their professional needs. Başaran (1993, as cited in Yiğit, 2008) gives an account of the major problems of INSET as follows:

- Activities of INSET are very limited for the majority of teaching staff at schools.
- The fund allocated for INSET is certainly limited.
- INSET is expensive, and travel fees are not paid to participant teachers.
- Teachers aren't awarded or presented with a diploma after finishing the courses successfully.
- INSET is generally theory based, and it is not enough for the development of professional skills and education of the teachers (Başaran, 1993, as cited in Yiğit, 2008, p. 71).

Currently, in the last few years, INSET has been improved to a certain extent, and teachers are provided with practice-based courses, statistical information as regards participants is provided through various, large-scale questionnaires; however, the lack of follow-up still remains as a problem, and this requires the renovation of INSET as a web-based tool. Waters (2006) highlights the importance of follow-up in INSET courses, and states that design variables are required to be comprehended more for this reason. As Waters (2006) points out, "INSET stands or falls on the basis of its potential for effecting meaningful follow-up."

Roberts (1998) states that professional learning should be linked to curriculum development based on schools. As a result, it can be said that INSET programs basically aim to cover the gap between the underlying teacher competency and the new education system. Overall, the general focus of INSET programs fulfils the function of INSET; however, both the frequency of these courses and the range of topics to be covered as well as the participation of the language teachers reveal the need for a renovation. It is

clear that this renovation will bring about a more effective INSET program, involving more teachers in number and more variety in topics.

Byrd (2005) remarks that classroom teachers have little or no relation with the profession, and that they rarely go to professional meetings where other possible ways of dealing with grammar instruction can be found. Additionally, most of the English teachers try to provide their knowledge of grammar from English as a second language (ESL) or English as a foreign language (EFL) grammar textbooks, which makes the teacher think that grammar is a set of grammatical structures arranged in structural sets. Azar (1999, as cited in Byrd, 2005) states that the great majority of the handouts in a course were taken from the grammar textbooks and resource books no matter what the course type was. This leads to the fact that INSET in its broader sense needs to kindle the wish of the teacher for professional development and maintain this from a constructivist perspective. The social constructivist view of teacher learning puts forward that new information will be individualized, developed and construed by the teachers who are open to learn, and then examined against first-hand experience and social exchanges (Roberts, 1998).

As stated above, INSET programs should be optional and teachers should feel the need for professional development as constructivist practitioners and should focus on self-agency and personal change; such a change is not directed by others and emerges as a reaction as opposed to dominant positive approaches in the field of psychology and psychoanalysis (Roberts, 1998, p. 18). Roberts (1998, p. 19) offers a common metaphor for the growth and fruition in humanistic approach, stating that if regard and a sense of value are absent, the development of a person is inhibited, which is supported best through the emotional atmosphere and nourishment required for professional development.

The values of humanistic psychology (Rogers, 1961; Maslow, 1968, as cited in Roberts, 1998) have affected teacher education in ELT; besides, a common deficiency of INSET by the providers has increased teacher groups and the expectation of self-directed learning, for which humanistic theory offers a good skeleton. Smith and Erdoğan (2008) differentiate between professional action as a label for teaching, and professional development as a label for teacher learning. In that sense, if professional action is self-directed, teaching is self directed, too. That is to say, the teacher's capacity for self directed professional action is an example of teacher autonomy. Therefore, effective INSET programs need to consider the teachers as agents, and teacher learning

can be improved through INSET programs. The key task for the INSET provider is to address both, and to negotiate between system-wide and personal needs (Roberts, 1998). If teachers as self agents need to keep up with new trends and put these innovations into practice, reflect on their performance, have a sense of cooperation, anticipate and prepare for change (Yiğit, 2008), the inspiration for life-long learning and professional development should be given to them by the providers. As a suggestion, Tziava (2003) gives a brief summary of motivating factors for EFL teachers:

1. The greater the opportunities to earn economic rewards, the greater will be EFL teachers' motivation.
2. The greater the opportunities to gain honorific rewards, the greater will be EFL teachers' motivation.
3. The greater the opportunities for the teachers to be included in the decision making of teaching, the greater will be their motivation.
4. The greater the opportunity to gain intrinsic rewards (sense of achievement etc.), the greater will be EFL teachers' motivation.
5. The greater the opportunity for the teachers to work in a friendly environment, the more their motivation will be enhanced.
6. The greater opportunities to get trained, the greater will be EFL teachers' motivation.
7. The greater the support provided to the teachers, the greater will be their motivation (Tziava, 2003, p. 84-85).

As a result, it can be seen that INSET programs aim to cover the gap between the underlying teacher competency and the new education system. Overall, the general focus of INSET programs fulfils the function of INSET; however, both the frequency of these courses and the range of topics to be covered as well as the participation of the language teachers reveal the need for a renovation. It is clear that this renovation will bring about a more effective INSET program, involving more teachers in number and more variety in topics. As mentioned before in this study, the Distant INSET implementation has been started by focusing on the available INSET programs that have been conducted so far in Turkey. The overall distribution of the figures between the years 2002-2012 (Ministry of National Education Statistics), and the main courses are given at Table 1, the information having been provided from the website (see the References).

Table 1

The distribution of INSET courses between 2002 and 2012 according to the main focus

name of the course years and participants	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Online E. Mentor Course								1/ 60			
Online E. Approaches and Methods Course							2/ 65				
Dynamic Education (DynEd) Seminars					2/ 320	3/ 352	3/ 320	4/ 480	1/ 85	2/ 441	1/ 120
E. Mentor Course	1/ 30	1/ 70					2/ 50				
E. Coursebook Evaluation Seminar				2/ 110							
E. Coursebook Preparation Seminar		1/ 43									
E. Coursebook Introduction Seminar					1/ 100			1/ 150			
E. Material Development Seminar		1/ 20								1/ 60	
E. Mentor Training Seminar					1/ 50						
E. Mentor Education Seminar	1/ 35										
Foreign Language Activities Seminar		1/ 120									
E. Mentor Course (2 nd grade)				1/ 71							
E. First Grade Introduction and Approaches and Methods Seminar							1/ 25		4/ 166		
E. Approaches and Methods Seminar							3/ 215	1/ 100	1/ 200		
E. Approaches and Methods and Testing and Evaluation Seminar							1/ 13				
E. Methods and Techniques Seminar					1/ 102				1/ 200		
E. Education Methods Seminar	13/ 590	13/ 677	19/ NG	15/ 100+ NG	14 / 152+ NG	9/ 520	7/ 350	8/ 380			
Practical English Conversation Methods and Techniques Mentor Training Seminar						2/ 81					
Practical English Conversation Methods and Techniques						4/ 400					

(Table 1. Continued)

Mentor Training Course											
Classroom English Seminar								40			
Foreign Language Program Evaluation Seminar					1/100					1/100	
Project design Techniques Seminar										2/140	
Web-based Content Development Course First Grade									1/60		1/40
Web-based Content Development Course Second Grade									1/60		2/20
SADS (P. Student Achievement Determination Seminar -2008 Report Sharing										1/100	
SADS (S. Student Achievement Determination Seminar -2009 Report Sharing										1/100	
Program Introduction Seminar									1/200	1/72	
Techniques for Assessment and Evaluation Seminar										1/100	
ESP Methodology Course										2/60	
English Teacher Training Evaluation Seminar										1/360	
TOTAL	15/655	17/930	1/19+N G	18/281+ NG	20/824+ NG	18/1353	19/1038	16/1210	11/971	13/1543	4/180

NG: Not given C: Course E: English

According to the figures given in Table 1 (total 252 courses and seminars with 8985 participants), it can be inferred that current INSET organizations can meet the professional needs of the teachers in Turkey to some extent, and that teachers readily working in the field do not get trained on a regular basis; follow-up procedures introduced in the INSET practice rarely takes place (Roberts, 1998). Moreover, illustrating the panorama in Turkey, Özdemir (1998) underlines the conditions and INSET needs of the study group of her research in Turkey as follows:

The teachers claim that they would like to take part in summer in-service training courses, national training programs offered by the Ministry of Education, and most importantly, regular training courses including workshops, lectures or seminars in their own working environment. Therefore, the teachers' awareness and desire for professional development

necessitates the existence of a regular in-service teacher training or teacher development program in their own school. In this way, the needs of the school are identified, and also the teachers' needs can be met in their own working environment (Özdemir, 1998, p. 68).

When considered in the current conditions, local or institutional INSET programs are still rare; moreover, in terms of the PCK, programs do not cover a wide range of topics. For example, some most needed issues such as classroom management, testing etc. do not take place in the program of INSET, but more specified fields seem to have taken place as courses (e.g. mentor course). Under these circumstances, with the introduction of DynEd to the new education system, it seems that INSET in Turkey has changed course towards preparing the teachers for the new system. The effects of the lack of sub components of the professional development in INSET programs can be felt in the classroom contexts, in which teachers are still traditionally in the centre and captains of the class. However, with the changing needs of our age, which lays emphasis on the self and constructivism, the learning styles and strategies of the learner requires an opportunity, thus placing the teacher at an impassive role, while making the learner come to the foreground.

With the changing conditions of our age and its reflections onto education, teacher paradigms have also changed. Godfrey (2009) illustrates the thought modes in teacher development as “techno-rationalist, reflective practitioner and critical emancipatory thinker” The teacher, once accommodated in a central position between the classroom and the student, has shifted position towards more subtle places, and the changing needs of the learners and the various sources of instruction other than the uni-dimensional classroom input have all contributed to this new dimension in the profession.

Consequently, the new trend in education theories and the constructivist learning issues have introduced other teacher paradigms. Zeichner (1983) classifies teachers in behavioristic, individualistic, traditional, and inquiry standards; however, Wallace (1991) underlines different paradigms of teachers in craft, applied science, and reflective model norms. Moreover, Wallace (1991) makes another distinction, and states that when the teacher cognition and the teacher are combined with the profession, a life-long process, based on constructivism emerges on the agenda of the language teacher.

The changing perspectives towards teachers in the teaching methodology also bring about the issue of teacher learning: model based person focused, reflective-

experiential and social constructivist learning types. Crandall (2000) states that there is a transfer from product based theories to constructivist tendencies of learning and teaching. Traditional approaches claim that the best practice realizes through the imitation, and considers teachers as passive recipients of the knowledge transferred to them instead of being active participants in the process of learning through construction. This top-down approach does not take the teachers as decision makers. However, this study aims to prepare socio-constructivist teachers who are ready to determine and update their PCK on the spot of the need.

The ultimate aim of this study is to produce process-oriented teachers, who can develop their sense of teaching through continuous reflections, ‘professional artistry to describe the kinds of competence practitioners display in unique, uncertain and conflicted situations of practice’ on their practice teaching and their interaction with the class (Schön, 1987). Currently, teachers are considered as active givers rather than passive takers, which opens space for a permanent and continual change, thus allowing for constructivist learning. To Smith and Erdoğan (2008), professional action is a label for teaching, while professional development is a label for teacher learning. In that sense, if professional action is self-directed, teaching is self directed, too. That is to say, the teacher's capacity for self directed professional action is an example of teacher autonomy. In line with this view, it can be said that teacher autonomy in the classroom is already available for the teachers; however, professional development could be improved through INSET programs.

This study has implemented a Distant INSET design as an example for macro scale INSET applications to show that it is possible to solve the problems that emerge due to time and place constraints in the current INSET programs. The INSET course design also aims to help teachers gain constructivist attitudes towards the profession by attending the drip-feed programs through Distant INSET. Crandall (2000) remarks that there is a growing tendency to view teaching as a career in terms of the role of the teachers in developing theory and changing the direction of their professional development by means of co-operative tasks such as teacher observation, research and investigation as well as long-term in-service programs rather than short term workshops or training programs.

Such a process also means to facilitate teacher reflection on the teaching practices. Therefore, the design of this study aims to be a complementary INSET program by keeping in touch with the participants on the Moodle platform at any

available time and place without placing constraints. The other distinctive feature of the program is that, unlike top-down INSET program designs, which determine the course contents without participant feedback, this program elicits participant teacher demographic profile as well as the knowledge, thought, belief, and related practice in terms of Teaching Grammar (TG). As an important component of INSET programs, teacher reflection as a follow-up is also on the agenda of this model. Roberts (1998) summarizes reflection in terms of purpose, context and ‘parent theory’, and offers a wide range of reflections, and the accompanying purposes are as follows:

1. To raise awareness of personal image of teaching,
 2. To raise awareness of one’s personal theories, rules and beliefs,
 3. To reflect on one’s own language learning style,
 4. To raise awareness of one’s current performance as a learner,
 5. To develop ability to analyze teaching situations,
 6. To recall and analyze new and recent learning experiences,
 7. To review and assess your own actions in class,
 8. To raise awareness of one’s routines and their rationale,
 9. To test the consistency between classroom events and educational theories,
 10. To become able to reframe interpretations of one’s practice,
 11. To become aware of the social and political significance of one’s work
- (Roberts, 1998, p. 55-57).

Types of reflection as proposed by Roberts (1998) serves as the basis for our INSET Moodle implementation, and each purpose has been used as a forum question to the participants. The aim is to raise awareness of the self and mirror onto the cognition of the teacher: belief, knowledge, and practice. As an essential requirement of constructivism, this study also aims to trigger teacher reflection on action some time after or before it has taken place. In this way, it becomes possible for the teachers to use this type of reflection before teaching when they plan their teaching along with the anticipated problems and solutions to them. Moreover, teachers reflect on their practices during their class (Loughran, 1996), and after they have had their class, they will think about possible problems and weaknesses of the lesson, and take some decisions for the classes to be held in the future (Schön, 1987). Crandall (2000) suggests that one of the most effective ways of triggering the mechanism of the belief system of teachers is to

let teachers narrate their own experiences and talk about their cases. Crandall (2000) also states that case studies and stories provide a bridge between theory and practice, also showing how complex teaching as a profession is.

Consequently, on the one hand, the program aims to trigger teacher reflection on the teaching practice; on the other hand, it serves as an INSET tool for PCK that serves as a more specific field, knowledge about language (KAL). It is a fact that, to be able to reflect on a language component, a teacher needs PCK, and KAL courses help teachers learn the way to reflect on their own KAL. The Distant INSET program has facilitated such a process by arranging forums with the teachers in the Moodle environments, asking questions that have initiated their reflective practices, also asking for self-evaluation practices in the forms of teacher self-reports.

2.3. Moodle as a Complementary INSET Tool: Key Features

As it has been stated above, the changing views to education have brought about the need for a complementary system that can work as a medium for the teachers as drip-feed, long-term facilities. This could be possible by means of distant web-based systems, in which synchronous and asynchronous studies can be conducted. The model this study exploits relies on constructivism and collaboration as the philosophy of the INSET design, which offers life-long learning. Furthermore, the model uses Moodle, which serves as an ideal environment for the teachers to satisfy their needs of collaboration as well as offering a remedial solution for the timing of INSET at their workplace.

The basic definition of Moodle is that it is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). Moodle, which also allows for the socio-constructivist exchanges, facilitates platforms for teachers to become both the student and the teacher of their own learning processes (Bonk & Pan, 2007). Stanford (2008) states that independent learning pathways and access to resources via the web are only some of the reasons for using Moodle as a course management system.

The socio-constructivist feature of Moodle allows teachers to update themselves with the latest improvements in education as well as inspiring them for planning action research during their practices. These plans can be put into practice in INSET environments regardless of its being central or web-based platforms. Proietta (2010)

states that there should be opportunities to combine teaching and learning together, but for this to happen, a coordination with the academic communities is necessary. Fortunately, distant INSET designs for professional development have been introduced to Turkey in an academic environment recently. An innovative project, by which this implementation has also been inspired, is ‘English Language Teachers’ Self-evaluation of ICT Skills, Use and Pedagogical Content Knowledge in an Electronic In-Service Training (e-INSET) Program’ by Çakmak and Arap (2010). This project as the first example and others to follow are sure to create opportunities for new designs and initiatives of INSET programs to be conducted on web-based platforms.

Moodle can be used optionally, because it is modular, which allows the course creator to design course management systems in synchronic and asynchronic ways. The core modules allow for creating courses, organizing forums, evaluating and assessing the student performance by giving quizzes, grading the results, chatting, arranging workshops and using the multimedia.

The Course Management Module uses the online teaching for specific purposes; however, the modules other than courses and forums are not utilized as learning opportunities in this implementation. Moreover, another facility, the forum module enables the participants to have a collaborative atmosphere for the sharing of the professional ideas and the problems they encounter during their instructional practices. The topics of forums, pre-selected and announced to the participants, give the chance for the participants’ mental preparations. The course creator as the moderator and the admin and participant teachers discuss on the forum topic in synchronous and asynchronous ways. As a socio-constructivist tool, the forums and chat rooms also serve as the virtual environments for people who can share ideas, materials, and work opportunities to each other synchronously. Since the chat room relies on book print, additional online or multimedia tools can be used for more effective communication. Besides, the period allocated for each lesson and the automatic control system of each participant are the other advantages of the system. The automatic log reports (Brandl, 2005) of each participant in the program clearly displays the attendance to the program, therefore informing the course creator in case of any absence.

Moodle makes a perfect tool for professional development as for teacher competencies. When used in the blended form, both online and face-to face learning (Stanford, 2008), it meets the need of INSET without time and place limitations. Since a language teacher needs to have pedagogical knowledge (Shulman,1986) as well as

content knowledge, the issues related to these two basic fields of competency can be discussed, and a great deal of information can be shared also supported with examples in such dynamic sharing environments. Moreover, as the platform facilitates the customization of the modules, it becomes possible for the course creator to design courses for different fields, in our platform, issues on grammar teaching.

2.4. Issues on Grammar Teaching

Grammar as a key factor in language teaching has its extensions to many related fields although they may seem different from one another at first sight.

2.4.1. Types of Grammar

Grammar which occupies language teaching domain in many aspects as a controversial field has many definitions, one of which is given by The Longman Dictionary of Applied Linguistics (Richards et al., 1985): “a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language”. Moreover, Ur (1988) defines grammar as the way a language controls and connects the words to form larger items of meaning. She also remarks that a learner who knows grammar is the one who has mastered the language and can transfer the rules to express in a way that is regarded to be acceptable language forms. These general definitions of grammar as an umbrella term places grammar under three headings: first language (L1), second language (L2) and foreign language (FL) grammar, which should be made distinct according to its purpose.

First Language (L1) Grammar

This is the grammar that is as the implicit knowledge of the language; in other words, the speaker of one language may not overtly say the rule of the grammar of his language despite the functional mastery of the same rules. Grammar is defined as a resource for the adaptation of lexis, and a device for pointing out most common and recurrent aspects of meaning. The implicit knowledge of the language system is named as linguistic competence by Chomsky (1995), who states all human beings are endowed with a linguistic system when they are born. This knowledge is common to all

languages, and can be used once the child-environment interaction has been facilitated. This inborn linguistic device helps the language speaker acquire and use the universal principles of the language system.

Beside the linguistic competence as proposed by Chomsky, the social aspect also comes to the foreground with communicative competence (Hymes, 1992), and it is considered to be important in terms of social language functions. Communicative competence can be defined as the proper use of a language function in an environment such as eating at a restaurant, saying goodbye to someone, asking for a cup of tea, etc., also watching the context of situation, in which there are participants of that context as well as the other environmental factors. The other component of L1 grammar, which is not solely restricted to the communicative competence, is pragmatic competence, which embodies all language functions as well as communication.

As a conclusion, with its mental and social components, language competence is the underlying layer of the grammaticality, the conformity of a sentence or part of a sentence to the rules defined by a particular grammar of the language (Crystal, 1992). These rules exist as implicit knowledge (Widdowson, 1990) in L1, unlike Second Language (L2)/ Foreign Language (FL) in which they exist as explicitly stated rules.

Second Language (L2)/ Foreign Language (FL) / Pedagogic Grammar

This is the grammar that is formally and explicitly taught, raised to the consciousness level of the learner, and needs the careful observation of the use of the rules. Watkins (2005) makes a distinction, saying that grammatical descriptions prepared for teaching and learning purposes are called ‘pedagogic’ grammars. Such grammars (these can be named as reference grammars) lack the detail of some linguistic descriptions, and may make quite broad generalizations, but are often helpful in the context of learning a language. Westney (1994) makes the distinction between the grammar as a ‘codified product’ and the grammar as ‘explicit and conscious knowledge’. Robins (1997; as cited in Fotos, 2005) mentions an early grammar by Dionysius, (BC) who emphasized the connection between grammar and literature, identified and defined eight parts of speech in Greek. Moreover, Odlin (1994, as cited in Fotos, 2005) states that Dionysius’s work was regarded to be one of the first pedagogical grammars.

Moreover, Burns (2009) classifies grammar into three parts as three major theoretical approaches that have affected practice in ELT. The first one is traditional grammar that considers language as a set of rules that were taken from the classical languages, and the unit of analysis in the grammar of the traditional sense is the sentence; moreover, the learner's role is to be able to categorize the words into the part of speech they are subsumed under. The second is formal grammar that considers language from the cognitive perspective and is associated with the Chomskyan theories. The third one is functional grammar that considers the language which is used beyond the level of the sentence, mostly, a text.

Nunan (1999) describes grammar as an analysis of the structure of the language, either as encountered in a corpus of speech or writing (a performance grammar), or as predictive of a speaker's knowledge (a competence grammar). Grammar requires the accuracy of use in terms of syntax, semantics, and lexicon. While this accuracy is achieved by the unconscious reference to the language system in the mother tongue, the same precision can be achieved in foreign language through some interference by raising some rules to the consciousness level of the learner.

Fotos (2001) suggests that the concept of pedagogical grammars is important, because it emphasizes on the various communicative roles, which a specific grammar point can serve within the natural environment. Pedagogical grammars differ from linguistic grammars, because teachers choose grammar points according to the communicative needs of the students. Recently, there has been a common tendency towards the use of authentic materials in contrast to simplified material that can be used by ESL-EFL students. Moreover, Mitchell (2000, as cited in Fotos, 2001) underlines the fact that grammar teaching and learning research has not yet decided which model language acquisition is in line with: pedagogical grammar, how forms of grammar should be chosen an organized, the extent of necessity for students to know the rules of grammar in its most general sense, and the type of corrective feedback.

2.4.2. Teacher Cognition of Grammar Teaching

Grammar as an essential component of language teaching has three actors: the teacher, the learner, and the teaching. The lead actor as the determinant of the 'trio' is the teacher; for this reason, the cognition of the teacher plays a key role in this process. The definition of grammar also reveals its reflections in the language teaching. Cobbett

(1819) accommodates the traditional way it was considered at those times with the following sentences:

Grammar, as I observed to you, before teaches us how to make use of words; that is to say, it teaches us how to make use of them in the proper manner, as I used to teach you how to sow and plant the beds in the garden; for you could have thrown about seeds and stuck in plants of some sort or other, in some way or other, without any teaching of mine; and so can anybody, without rules or instructions, put masses of words upon paper; but to be able to choose the words which ought to be employed, and to place them where they ought to be placed, we must become acquainted with certain principles and rules; and these principles and rules constitute what is called grammar (Cobbett, 1819, Letter II: Lines 5-17).

From that time onwards, there has been an obvious shift in the point of view towards grammar, and the concept of grammar and how it should be dealt with have become the focus of many researchers. Bowen and Marks (1994) point to the different answers of a group of teachers to the question, “What is grammar?”, and they state that almost all of the descriptions include one specific word: ‘rule(s)’. For example, one respondent describes grammar as rules and patterns, which have to be obeyed in order to be communicative and interactive in a given language. Despite the lapse of time of almost two centuries after Cobbett (1819), the notion of grammar as a set of rules does not seem to have changed; practitioners and theoreticians alike mainly adopt the view that grammar is rule-based. Such a view of grammar also determines the nature of the classroom practice and the cognitions of the teachers involved in this practice. The definition of grammar and how it is perceived by theoreticians and practitioners seems to have changed throughout the history of ELT. Within approaches and methods in ELT, grammar teaching has changed place either as the most important focus of the teaching itself (e.g. Grammar Translation) or as an element that should be incorporated into the teaching without primary focus (e.g. Communicative Language Teaching).

Borg (2003) uses the term, ‘teacher cognition’ to refer to the unseen, cognitive aspect of teaching: what teachers know, believe, and think. As a later research, Borg (2006) focuses on language teacher cognition and its relationship to instructional decisions with significant implications: teachers’ declarative knowledge about grammar and their stated beliefs about teaching grammar. Many studies have been conducted in L2 and FL contexts to elicit teacher cognition of grammar teaching; however, despite the extensive research in L2 teaching in the last 30 years, not much has been covered in

terms of the actual practices of grammar teaching as it is perceived by the teachers (Borg, 1999, p. 19).

There are numerous studies related to teacher cognition in the most general sense: the cognitions of pre-service language teachers (Bigelow & Ranney, 2005; Ellis, 2006; Mattheoudakis, 2007; Busch, 2010), and the cognitions and practices of in-service language teachers (Basyurt Tuzel & Akcan, 2009; Ellis, 2009; Kömür, 2010; Coady et al., 2011; Tseng et al., 2011). However, Borg (2006) focuses on teacher cognition and language education from a larger spectrum, and classifies teacher cognition as the cognitions of novice language teachers, the cognitions of reported practices of in-service language teachers, the cognitions and actual practices of in-service language teachers, cognitive change in in-service teachers and comparisons of the cognitions of the expert and novice teachers (p. 75). Besides the wide array of research mentioned above, teacher cognition in its broader sense also includes studies of personal theories in the form of implicit and explicit constructs (Sendan & Roberts, 1998), which can be associated with the fact that classroom practices of language teachers are linked to their underlying beliefs that they have formed through various sources (Blyth, 1997).

Teacher knowledge and awareness

The first component of teacher cognition is teacher knowledge. The discussion of knowledge and belief by Calderhead (1996, cited in Borg, 2006) includes: subject knowledge, craft knowledge, personal practice knowledge, case knowledge, theoretical knowledge and metaphors and images. Teacher content knowledge as the more specified form of teacher knowledge has been organized under seven headings in Borg (2006): subject matter content knowledge, pedagogical content knowledge, curricular knowledge, general pedagogical knowledge, knowledge of learners and their characteristics, knowledge of education contexts and knowledge of educational ends (p. 19). More specifically, PCK out of these seven headings implies that teachers change and turn their knowledge of the subject matter into a part that can be used for teaching and learning.

As an extension to teacher knowledge, Borg (2005, p. 325) identifies the term, 'knowledge base' as the concept that refers to more than teachers' KAL; rather, as a concern for what teachers know and believe about language and how this concern

leaves an impact on their classroom application (Andrews, 1999; Andrews, 2001). However, in practice, it is a fact that teachers rarely have chances to reflect on and develop their KAL, and before becoming teachers, they are not encouraged to consider KAL from a pedagogical point of view (Borg, 2005, p. 338). Besides, language and methodology are considered as separate fields during the preparation for the profession. Therefore, teacher knowledge as a general term could have many extensions; however, in this study the term will be used equal to KAL, or teacher knowledge of grammar (KAG).

KAG as regards its basic and general property as a notion having been left intact, the more detailed insight into grammar has been realized through a great deal of research. The studies conducted under the heading of teacher knowledge of grammar (Cameron, 1997; Andrews, 2002; Haim et al., 2008) all refer to the pre-service teachers' declarative, grammatical knowledge of language, only Andrews (1999a, as cited in Borg, 2006) checking the knowledge of the in-service teachers as well as those in the pre-service education. Out of these studies, Andrews (1999a, as cited in Borg, 2006) compares the explicit knowledge of grammar and grammatical terminology of four groups (non-native speaker teachers of English, non-native speaker prospective teachers of English, English native speaker prospective teachers with a background in English studies, and native speaker prospective teachers of modern languages) (Borg, 2006). Through the overall comparison of NS and NNS, Andrews has found out that the NNS outperformed the NS at the test; an implication, which reveals the low levels of KAL and the need for the revision of the ITE programs at teacher education centers.

Borg (1998) states that research on the teaching systems, which the classroom practice of grammar teaching is grounded on, has a lot to offer to the field of L2 teaching. Such research may contribute to the collection of the data about real practical applications of the teachers, and it can supply a detailed picture for the teacher to think over the grammar teaching practice. As a sample in terms of teacher knowledge made by Borg (1998), the research conducted by Andrews and McNeill (2005, p. 174) has revealed gaps in the subject matter knowledge of the participants according to their test performance. These gaps were followed to have an impact on the procedural aspect of the teacher language awareness. On the other hand, the study has also revealed a number of features of language awareness behavior that could be assumed to be general in terms of language awareness of good language teachers in the globe: willingness and ability to deal with and reflect on issues of language, awareness of the self and of the

learner, and a love for the language. The subjects of the research all acknowledge the individual need for more subject-matter knowledge.

Another study by Hadjioannou and Hutchison (2010) underline the fact that pre-service teachers start education at certification programs with important gaps in their knowledge of grammar according to results of a great deal of research. They add that findings from the study they conducted are consistent with the other research findings, and highlight the growing concern for the missing formal knowledge about English grammar and the pedagogical skills in the teachers.

The second component of teacher cognition is teacher awareness. Andrews and McNeill (2005) point out that teacher awareness includes awareness of the language from the learner's point of view, and awareness of the learner's interlanguage, not only its current situation, but also its possible route of improvement. They also state that their main concern is not limited to declarative aspect of teacher language awareness, (e.g. the nature, the extent of the teacher knowledge, beliefs and awareness of the language systems), but it also encompasses the procedural aspect (e.g. the way teachers' knowledge, beliefs and awareness of the language systems have their effects on their pedagogical expertise in the classroom). In line with this view, Borg (1999, p. 26) found out that teachers' instructional decisions of grammar teaching were affected by their clashing cognitions about language in general terms, which means grammar teaching often reflects the resolution of conflicts among the cognitions of the teachers. He gives an example to clarify the point of a teacher who believed that it was important for students to learn grammar, but he had very rare grammar courses because of the insecurity he felt about his knowledge.

Teacher beliefs and thoughts

Teacher belief as a determinant factor of teacher practice can emerge and remain in different situations. Blyth (1997) clarifies that most foreign language teachers collect their beliefs about teaching grammar through eclectic ways: either through their personal observations of language learning and teaching, or through attending professional environments such as teacher education courses, workshops or other collaborative activities with their colleagues. To Blyth (1997), teachers learn these experiences in many cases; however, there are times when they are 'picked up' or 'constructed' during the professional development. On the other hand, Borg (2006)

states that beliefs are discussed under many headings: beliefs about learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach and beliefs about self and the teaching role. Farrell and Lim (2005) underline that teachers have a set of complex belief systems which sometimes do not take place in their classroom practices for some reasons, some of which can be attributed to the teaching environment directly. They also state that language teachers can learn a lot about the significance of having access to their belief systems, and make a comparison between their beliefs and classroom practices.

Related research on teacher beliefs about teaching has gained momentum recently, and there has been an interest in the degree where teachers' stated beliefs are in line with their classroom practices (Phipps & Borg, 2009). As an example from the Turkish context, the research by Phipps and Borg (2009) discusses findings on the beliefs of the three language teachers working in Turkey by drawing on the distinction between the core and peripheral beliefs, and it further discusses that teachers' peripheral beliefs in teaching grammar were different from their classroom practices. On the other hand, these same practices were parallel to a more generic set of beliefs about learning, which constituted the teachers' core beliefs and played an important role in determining pedagogical decisions. The study (Phipps & Borg, 2009) also points out that language teacher cognition research needs to find out, accept and understand the reasons that lie under such tensions; e.g. discrepancies between the beliefs and the observed actual practices of the language teachers. It is clear that teachers do not make up their beliefs instantly; on the contrary, it takes time and it is formed gradually. Whether aware of this fact or not, teachers are affected by this during ITE and INSET programs, and later, during their classroom practices.

There are also studies that imply the change in the belief systems of teachers. For instance, a study by Richards and Pennington (1998, as cited in Borg, 2006) reveals that at the beginning of the first year, the teachers raised a belief in the principles of ideal teaching conditions; however, during the year, their practices changed direction and was diverged from communicative principles onto the two basic themes; setting their role and establishing relations with students as well as covering the required material and preparing for the exams.

Assuming that classroom practices of language teachers are not independent of their belief systems, one can perceive the multi-dimensionality of teacher cognition, which leads to the requirement for the combination and sameness of teachers' beliefs

and practices. As one essential component of the teacher cognition, what teachers believe and how it reflects onto their practice of grammar teaching, and its reasons for it, most of which are suggested by d'Eloia (1981, as cited in Weaver, 1996) are enlisted below:

1. Teachers might assume that teaching grammar naturally improves reading and writing.
2. They do not believe in the findings of research, and think that if the teachers had taught grammar the way they did, they would certainly have been more successful.
3. They believe that grammar is interesting, and for that reason the teachers are comprised of the people who are interested in it, and of those who have an inquisitive mind for grammar.
4. They assume that grammar is necessary for reading and writing effectively, and it must be known consciously.
5. They are aware that some students as good readers and writers find grammar study easy.
6. They teach grammar, because assigning exercises and grading them referring to the answer key is easier than leading students to produce effective pieces of writing.
7. They believe that grammar study gives no harm, and feel that is the easy way out to teach grammar in line with the book.
8. Their school or school systems require them to teach the grammar and they feel they have neither the energy to change the system, nor the knowledge to teach the more selected sides of grammar as more effective ways.
9. They are afraid that if they don't teach grammar, something might be missing for both teachers and students.
10. They have to obey pressure from parents and other people from the community who are not aware of latest research, but think that grammar will improve their children's use of English mastery.
11. They believe that student writing will make use of an explicit study of grammar. Teachers often think that "grammar helps me, so it's bound to help some of my students, too.", and they are willing to teach grammar to the whole class for the use of at least some students.
12. They think that grammar is valuable for writing practices, but quite possibly they are not aware of the research showing that grammatical concepts can be used without formal grammar knowledge (d'Eloia, 1981; as cited in Weaver, 1996, p. 23-25).

The full account of the reasons for a teacher's reverting to grammar can be valid for all contexts of foreign language teaching. The reasons, 8, 9, and 10 are particularly parallel to the problems that teachers encounter while teaching a foreign language (see Table 34), which emerged as 'external factors' theme as the emerging recurrent code.

Borg (2006) makes a summary of the studies related to potential and practicing language teachers' beliefs about grammar teaching with the following implications:

1. There is no suggestion in any of these studies that formal instruction is becoming less prevalent in language classrooms. Teachers (mostly in L2 and FL contexts) generally reported that attention to grammar was something they valued and promoted in their work.
2. In reporting their beliefs about grammar teaching, teachers commonly refer to impact on their views of their prior language learning experiences: there is evidence that this may exert a more significant impact on teacher's views than the results of formal research into grammar teaching.
3. Teachers' and students' views about aspects of grammar teaching may differ considerably, and though there is no evidence to support this claim, it is suggested that such differences can be detrimental to the effectiveness of the formal instruction teachers provide (Borg, 2006, p. 116).

Borg (2006) also states that the comparison of teacher and student views about aspects of formal instruction point out some discrepancies, particularly between the positive attitude of students towards the formal instruction and regular, explicit error correction and less favorable attitude of teachers to these sides of language teaching. The other significant interpretation made is that teachers' belief about grammar teaching and the foundations of these beliefs point to the role of teachers' own experiences as learners on their understanding of grammar and grammar teaching.

Additionally, Borg (2006) underlines that studies based on classroom practices have revealed in detail the teacher thinking and teacher knowledge in which teachers' understanding of components of teaching (e.g. language, pedagogy and learners, etc.) interact with large scale and small scale factors in their instructional decisions and practices in formal instruction. The research findings also throw light upon actual classroom practices of teachers, which are acknowledged, as the main source unlike SLA studies, whose basic focus is on the learner and learner outcomes. Additionally, Blyth (1997) states that many foreign language teachers have classical beliefs about explicit grammar teaching and refuse learner centered approaches towards learning. These teachers believe that meta-linguistic awareness and communicative skills can be taught by the explanation of grammar rules and mechanical drills are followed by a rare communicative exercise.

2.4.3. The Place of L1 in Language Teaching

Since they establish the foundation of second language acquisition (SLA) and foreign language learning (FLL), issues in first language acquisition (FLA) are

important reference points for educators as signposts for the course of action while teaching a second or foreign language. Although a great deal of research on FLA is conducted at the departments of psychology, SLA takes place in applied linguistics (Pica, 2005). SLA relies on the universal cross linguistic features of FLA research as common FLA and SLA theories (Bloomfield, 1933; Skinner, 1957; Chomsky, 1964; Brown, 1973; Dulay & Burt, 1974; Aksu-Koç & Slobin, 1985, Mitchell & Myles, 1998).

Although SLA is comprised of researchers whose basic interests take place in different disciplines, the field is mostly connected to applied linguistics, which attempts to find solutions by referring to and applying linguistic theories (Pica, 2005). These theoretical perspectives in FLA and SLA have their implications for ESL, which also establishes the ground for EFL (Ellis, 1995; Larsen-Freeman & Long, 1991; Aydın, 2001). Therefore, basic arguments that take place on the agenda of ESL/EFL naturally take their roots in the theories of FLA/SLA. Moreover, the application of new findings from SLA research to educational settings has informed and maintained arguments about the role of learner's consciousness in the process of SLA as well as the feature of the input needs and requirements of the language learners (Pica, 2005).

As stated above, all natural languages work on the same general principles of design, which can be mainly called 'Universal Grammar' (Chomsky, 1986). The existence of such grammar helps one to understand and reshape the language system for other language learning processes. The implications of research highlight the existence of an inherent and universal linguistic competence, Universal Grammar (UG) as proposed by Chomsky (1986). UG makes the distinction between the core parts of the linguistic competence, which maintains that all human beings inherently have a universal set, comprised of principles and parameters. The principles are the unvarying, shared components that exist across all languages and they are transferred positively; on the other hand, parameters are open values emerging as differences from the cross-linguistic perspective. They lead to negative transfer between languages, thus forming the fossilized interlanguage grammar unless they are dealt with as the objects of a grammar class.

A further involvement in the language learning and teaching brings about the term, 'knowledge' which emerges as an important concept. As it was successfully differentiated, knowledge about language and knowledge of language concepts are distinct terms (Dilaçar, 1971; Chomsky, 1986; Borg, 1999). Chomsky (1986), making

the distinction between language competence and performance on the basis of UG asks three important questions: “What constitutes knowledge of language?”, “How is knowledge of language acquired?” and “How is knowledge of language put to use?” These questions famously clarify the concepts of competence (the tacit, implicitly acquired and encoded knowledge of language that is inherent in the individual across all languages) and performance (the emergence of the language acquired or learnt in the form of production). Therefore, our study takes UG as an umbrella term, and mostly focuses on the concept of knowledge since how knowledge is provided gains vitality, which works as a determinant for the place of grammar knowledge and its incorporation into language teaching. Moreover, the study makes a distinction between knowledge of language (covert, implicit knowledge in the form of UG) and knowledge about language (overt, explicit, meta-linguistic knowledge) while accommodating the nature of grammar instruction in L2.

McDonough (2002) states that if a special natural acquisition process exists, and if there is a ‘language acquisition device’ (Chomsky, 1986), this raises such important concerns for second language learning about the way they operate, the duration they are available, access to them, and their interaction with the conscious and instructional processes. UG, which exists in four logical possibilities in the human mind is also indirectly related to second language learning (SLL) according to SLA research : Full access to UG (Flynn, 1996), No Access to UG (Meisel, 1997), Partial access to UG (White, 2000), Indirect access to UG (Schacter, 1996). These differing views as to the availability of UG in second language learning seems to have changed course towards a more modular view of sub modules of UG rather than its availability (Mitchell & Myles, 1998; Sharwood-Smith, 1994). When it comes to Turkish, research findings point to the existence of access to UG (Bulut, 1996; Can, 2000; Aydın, 2001).

During SLA, the transfer of the first language features to these areas brings about the notion of interlanguage (Selinker, 1992), the learner language as a unique, idiosyncratic and incomplete language in itself comes out. Interlanguage comes out as a key issue in SLA research, the most important ones being the accuracy order as determined in English morphology, the developmental sequences of English verb phrase and negation, and question formation and relative clauses (Pica, 2005). Interlanguage gives evidence to the fact that learners do not learn only what are they taught, but that they sometimes make the target language grammar, which is between the grammar of their native language and that of the target language.

The contributions of FLA to SLA are also observed in the approaches and methods towards the teaching of grammar, which seem to have changed in theory throughout the history of ELT. While theories of structuralism and those of behaviorist psychology guided the field of applied linguistics (Pica, 2005) and language was considered to be a habit formation, where pieces of language were accumulated for language mastery, more recent approaches almost ignored grammar, claiming that grammar can be implicitly acquired through receptive sources, in a context in the same way as it happens in L1 acquisition.

Therefore, following the same path as in FLA, SLA researchers focused on input as an essential component of language learning. Corder (1967, as cited in Pica, 2005) made a distinction between the input available to L2 learners and the input, which L2 learners can actually use as intake in order to build interlanguage grammar. On the other hand, with the advent of cognitive psychology, input has prompted some controversy: some proponents such as Krashen (1977) and Dulay and Burt (1974) put forward that since language is acquired through innate, cognitive means, a teacher should expose the student to a rich source of comprehensible input, while others (e.g. Ausubel, 1963) think that teachers should focus on the rules with a deductive framework since adults are endowed with a cognitive network as analytical learners. The point of view that for the input to become intake, it must be interesting, comprehensible and meaningful (Krashen, 1985; Sharwood-Smith, 1993) has changed the order, the quality, and the amount of input exposure. However, the lack of a systematic input has proved to get the learner nowhere; input has not turned to intake and full interaction (Gass, 1997) though communicative practice seemed to improve.

Recent research findings have underlined the importance of FLA and have redefined the learning practice as a learner centered, knowledge based activity, and the role of corrective feedback has been attached importance once more (Pica, 2005). The implications of FLA research are used as guidelines for preparing a second/foreign language syllabus as there are some common principles that are shared by all language users though this knowledge is not available to their conscious awareness. There are also basic differences that can be named as parameters, which need the careful attention for the redesign of a language syllabus. In this study, to avoid any possible terminological confusion, L1 will be used for first language related terminology and L2 for second language related terminology disciplines and the concepts of

acquisition/learning will be used interchangeably depending on the focus of argument, the basic domain remaining teaching.

As a conclusion, as stated before, the concept of 'knowledge' determines the type of instruction in grammar teaching. If L2 learning is similar to the course of L1 acquisition in terms of learner variable, course settings, course material, etc., this means that learners will be provided with knowledge of language in UG 'principles' norms, without reverting to any overt grammar. However, if knowledge of L1 can only make the ground for knowledge about L2, this should be handled as the guideline for deciding on the basic principles for teaching L2 grammar as an object of study through formal instruction.

2.4.4. Instructed Second and Foreign Language Teaching

Instructed learning takes place in a classroom or in a self-access place. Unlike naturalistic learning, which uses everyday context of language where the medium of communication is L2, instruction is a kind of attempt to intervene in the process of language learning either directly or indirectly (Ellis, 2005). In the first one, instruction's purpose is to make conditions in which experiential learning can be facilitated in terms of communicative learning through a series of tasks. In the second one, indirect intervention aims to integrate getting skills into using skills, the two skills taking place at the same time. The instruction is embodied in the teaching of grammar in most cases, when teaching a language is conceived as teaching grammar. Thus, instructed teaching involves formal grammar; namely, explicit pedagogic grammar, which has undergone a great deal of controversy; however, Weaver (1996) gives a number of reasons offered for teaching formal grammar, some of which are given below:

1. The study of grammar is important simply because language is a supreme human achievement that deserves to be studied as such.
2. The study of grammar can be an important vehicle for learning to study something the way a scientist does.
3. The study of grammar will help form the mind by promoting 'mental discipline'.
4. The study of grammar will help students score better on standardized tests that include grammar, usage, and punctuation.

5. The study of grammar will help people master another language more readily.
6. The study of grammar will help master the socially prestigious conventions of spoken and/or written usage.
7. The study of grammar will help people become better users of the language, that is, more effective as listeners and speakers, and especially as readers and writers (Weaver, 1996, p. 7-8).

Moreover, Ellis (2005) underlines the fact that a great deal of research evidence show grammar teaching can help learners to conduct grammatical properties more correctly in terms of elicited performance. He states that related research implies the sameness of acquisition order for grammatical morphemes and syntactic structures, which inspired Pienemann (1985) to develop 'The Teachability Hypothesis'. It maintains that the effect of teaching is restricted on learning of the items that the learner is ready for. The consequence can be drawn that teaching can only increase acquisition by showing what is learnable at a given point in time.

As a later work, Pienemann (1989) states the value of instruction and how it should be geared from the view of practice. It might be perceived as if teaching is not effective and possible since acquisition of a second language can be increased only when the learner is ready to learn the items introduced in its natural context. This can be interpreted as that concerning oneself is not necessary, because it will not increase acquisition, nor will it prevent it. However, he suggests that these inferences are not warranted, grounding his arguments on two reasons. The first reason is, instruction has a speeding effect on acquisition for those who are ready learners. The second one is that the importance is attached solely to the developmental aspect of acquisition and that the hypothesis is concerned with limitations of speech processing. As a further remark, Pienemann (1989) indicates that, the question, whether language is teachable is not mentioned in some approaches, while in others it is mentioned through the notion of intuition. He makes some claims as follows:

1. Every learner builds up his own grammar. Within the fixed stages of hierarchy of acquisitional stages, every learner finds a personal way to the target language.
2. You cannot teach everything you want. The acquisition process cannot be modeled just according to the requirements of formal education; conversely,

teaching undergoes some limitations, which determine the way of natural acquisition, which Pienemann (1985) refers to as Teachability Hypothesis.

3. Premature learning is counter-productive: storing up information to be used later can produce disturbances in the acquisition process let alone promoting acquisition (Pienemann, 1989, p. 53-72).

As suggested by Pienemann (1985), instruction needs to be arranged according to learner readiness. Grammar competency emerges as the explicit and implicit knowledge, and explicit knowledge is considered to be the knowledge that is acquired through formal instruction, the type of knowledge being explicit or implicit, also distinguishes the language learning and the language acquisition process. Though language learning can realize through explicit and implicit ways, the other way round cannot be accepted. Thus, it can be said that these two learning processes are inseparable even in L1, and that explicit knowledge can be learnt in L1, but implicit knowledge cannot be acquired naturally in L2, only acquired through a system on the basis of interference, and this needs to consider some multidisciplinary issues from linguistics, psychology and sociology as suggested above by Pienemann (1989).

Byrd (2005) remarks that there is a great deal of controversy in language teaching including grammar related issues as well:

The teaching of English grammar rests on an ever-shifting foundation of theory and data about (a) grammar, (b) second language acquisition and (c) classroom teachers' beliefs and practices about teaching grammar. At any point in time, we may write and talk as if the foundation basement were firm, but the long view shows how much shifting and change has already occurred, and suggests that we can expect other shifts more or less continuously (Byrd, 2005, p. 545).

The junction people come to is whether grammar should be presented explicitly or implicitly, and if explicitly, deductively or inductively. In the former type, the teacher presents the context including the linguistic item from which the learner derives the relevant rule. In the latter, the teacher states the rule and leads the learner to look the context to see the given form. In the general sense, some teachers as researchers believe in the merits of presenting the rule first instead of allowing the rules to be perceived and formulated by the students in a meaningful context while some teachers choose to teach the rule inductively. Byrd (2005) states that explicit and implicit teaching are the

complicated fields of ESL research theory construction and belief. Similarly, Long and Robinson (2004) state that the only important matter which underlies the debate whether language teaching should be done implicitly or explicitly as the beginning part of a course is a critical issue.

Ellis (2008) highlights the interdependence of the two processes, pointing out that explicit knowledge may help language development by enabling the improvement of implicit knowledge. Such a help is regarded as the interface hypothesis, which questions whether explicit knowledge works as an agent in second language acquisition. The non-interface position (Krashen, 1981, as cited in Ellis, 2008) makes a distinction between explicit and implicit knowledge, and it states that explicit knowledge cannot be turned to implicit knowledge. The interface position (DeKeyser, 1998, as cited in Ellis, 2008) puts forward that explicit knowledge can turn to implicit knowledge if learners have chance to have a lot of communicative practice. The weak interface position (Ellis, 1993, as cited in Ellis, 2008); on the other hand, claims that explicit knowledge makes it more possible for the learner to pay attention to the structure in the input, which enables the procedure for getting implicit knowledge.

Ellis (2008) states that these positions support different points of view towards language teaching: the non-interface position takes one to zero-grammar approaches that are meaning centered such as task-based teaching. The interface position favors the use of Presentation, Practice and Production (PPP). The weak interface position has been utilized to make the ground for consciousness-raising, grammar discovery tasks that support data for the learners to deduce the grammar rule on their own.

Grammar teaching as a multi-faceted phenomenon does not have an end in itself; on the contrary, the depth and breadth of the process can be felt well when it is given more thought. Celce-Murcia and Olshtain (2005) point out that implicit pedagogy exposes a learner to discourse that is rich in terms of the features of the target language, and the teacher raises awareness by means of explanations or by highlighting the target feature in the context of proper discourse. Materials of this kind can be used for both purposes: by focusing on discourse, by which learners who prefer implicit strategies can be satisfied, and by focusing on detail within the discourse, by which the learners who need more explicit instruction can be provided with overt explanation of rules. Therefore, it is possible to use discourse for two different purposes.

The teacher is left to his/her own choice of instructional practice in the classroom, for some other variables come into contact with the content to be transferred.

In most cases, the complexity of the instructional decision becomes simple through the teacher expertise. Under the category of expertise, Roberts (1998) points out six types of language teacher knowledge, three of which are related to TG: Curricular knowledge (e.g. awareness of materials and examinations), contextual knowledge (awareness of the learner variables as well as the context of learning) and process knowledge (a set of skills that enable the development of the teacher).

Being the decision maker and the process manager, the teacher can opt to teach grammar either inductively or deductively according to the classroom material and learner variable. Apart from these, some other external factors operate as the determinants of this choice. The common tendency is towards teachers' analyzing the target language into forms for presentation according to frequency, valence, or difficulty (Long and Robinson 2004, p. 15). If the teacher finds it appropriate to teach grammar through inductive ways, the context comes into play, and inductive teaching is basically classified as explicit (overt) grammar teaching or implicit (covert) grammar teaching.

Brown (1994) points out to the fact that the inductive method is in use since it is parallel to the subconscious natural language acquisition. He also adds that such a method develops a communicative accuracy without imposing too much grammatical explanation on the learners; thus, building up their motivation by allowing them to discover rules for themselves, underlining the notion of interlanguage development where learners progress according to the stages of acquisition. However, Larsen-Freeman (2001) states that although some learners can pick up correct language from being exposed to the target language, few learners can do so effectively after the age limit or if they have been limited to the classroom conditions as in the situations when English is taught as a foreign language. The readdress of explicit grammar teaching to CLT led to the argument and study of the most efficient way to have FonF in the classroom. Since the lack of accuracy was the concern, the basic stress has been on error correction strategies, and the wish to have the error focused teaching being as indirect as possible, a teaching strategy called 'recasting' was used. This strategy supplies covert negative feedback as well as positive feedback (Byrd, 2005).

The inductive approach of teaching grammar stands as an alternative to both suggestions, for it focuses on the grammatical structure used in the context, which enables the learner to conceive the underlying patterns involved. Fischer (1979) and Hammerly (1975) pinpoint that an inductive approach has its place in the classroom, where language learning is treated as a cognitive process. Besides, Hartnett (1974)

suggests that the best course of action to take would be to encourage both kinds of learning in any given second language class. In a research, Hartnett (1974) discovered that inductive learning was as effective as, or more effective than deductive learning for right-hemisphere dominant students and inductive learning proved proper for left-hemisphere dominant students. As a compromise for both ways, Nunan (2003) suggests integrating inductive and deductive approaches into teaching, using tasks that clarify the connection between grammatical form and communicative function, and focusing on the improvement of procedural knowledge instead of declarative knowledge.

A language teacher is supposed to choose the action plan, for it is not advisable to stick to one specific approach, the eclecticism that is part of the rich repertoire of the PCK of the language teacher is mastered through time. Therefore, the teacher as the decision maker can decide according to the external factors or requirements of the curriculum, learner variable, and the most important of all, voices from SLA research. While designing the syllabus, the teacher can make use of the implications of the core components of UG, principles and parameters. A well selected and pre-planned syllabus under the light of UG can be the guideline for teachers. At this point, the teacher is supposed to know that the common grammar items that do not cause much trouble while teaching, in the form of principles according to UG terminology, should be taught in an inductive and implicit way, and parameters as the more difficult items, for they are not common in all languages, should be given priority in language teaching both as for the type of focus and the length of the instruction (see Dönük, 2001 for the list of parameters between Turkish and English).

2.4.5. Focus on Form vs. Focus on Meaning

As the focus of classroom teaching has changed recently, the attention to functional language in interactive environments has been the focus of teaching, which has led to the importance of form focused instruction (Brown, 2000). The definition implies a range of approaches to form. On one side, there is explicit, discrete-point metalinguistic description and arguments of the syllabus, which is determined and followed by grammatical classes. On the other side of the continuum are covert vague implications of form, noticing in which the learner pays attention to certain language properties in the context, the integration of forms into interactive tasks called as grammar consciousness raising by Ellis (1997, as cited in Brown, 2000).

Focus on Form (FonF) was first coined by Long (1983; 1988; 1991) to place stress on the way forms-not necessarily grammatical-were introduced in the classroom. The focus could be placed in explicit and implicit ways, the explicit one leading to overt teaching of grammar. As an approval of the coinage, Chaudron (1988) states that Long (1983) holds the argument of the advantage of language instruction on form and focus; besides, Yee and Wagner (1984) and Faerch (1985) believe that such meta language might contribute to L2 learning. Therefore, ESL researchers' trying to cope with the challenge of including grammar teaching in a communicative language teaching context turn to FonF and direct versus indirect grammar instruction (Byrd, 2005).

Williams (2005) draws the attention to the fact that in the early days of communicative language teaching, when some 'meaning-focused approaches eschewed any attention to form at all', teachers witnessed many fluent learners with fossilized grammar mistakes, most productions deprived of accuracy. Therefore, Williams (2005) states, teachers as practitioners began to seek ways for the reintroduction of grammar to the classroom. As it was the case in the past, recent trend suggests that as an input related mechanism, a FonF technique would help the process of meaning and form (Doughty & Williams, 2004). For teachers and researchers who believed that direct teaching of grammar was wrong, but who observed learners becoming fluent without equal accuracy, FonF suggested permission to seek possibilities in which grammatical accuracy could be incorporated into the goals of the curriculum for L2 lessons and programs within the CLT framework (Byrd, 2005).

2.4.6. Form-Focused Instruction (FFI)

Approaches towards language awareness, which Tomlinson states, 'learners discover language for themselves' could serve as the key to contemporary ways for teaching grammar. However, in Bolitho et al. (2003), Tomlinson remarks his concern, stating that language awareness approach will be taken as 'back-to grammar movement', which he considers as a means of 'helping learners to help themselves'. On the other hand, in Bolitho et al. (2003), Bolitho suggests that trainee teachers need to be able to analyze the language and employ various strategies to think about the language so that they can plan lessons, foresee learner difficulties, respond to their questions, and prepare and assess materials. As a supportive suggestion, Ellis (2005) remarks that, effective instruction can be indicated by its success in terms of facilitating learners to

understand features of grammar; in other words, the level at which they improve an overt awareness of rules. Moreover, Ellis (2005) focuses on the fact that the degree to which teaching can help learners with the overt awareness of grammatical form is not certain, and he summarizes the implications of research as follows:

1. Grammar instruction results in great accuracy in task like performance,
2. However, it is much less likely to lead to improved accuracy in spontaneous oral language use.
3. Grammar instruction does not enable learners to beat the natural route but it is effective in helping them.
4. It may not be necessary to fine-tune grammar instruction to the learner's developmental stage.
5. Grammar instruction can contribute to learners' metalingual understanding of L2 grammar rules, but doubts exist as the utility of this kind of knowledge.
6. When grammar instruction does have an effect, this effect is durable (Ellis, 2005, p. 716).

FFI requires the attention and conscious awareness of the learner. Pica (2005) points out the value of time, and states that when SLA research is carried out from a cognitive perspective, L2 is viewed as a skill, and the linguistic system of L2 is supposed to be constructed slowly by means of processes of attention, conscious awareness and practice. Since SLA has been assumed to be an implicit experience, some concepts such as attention, consciousness and awareness are found to be inconsistent with theoretical assumptions of SLA research. However, as Pica (2005) underlines, attention as a cognitive process is important for the fact that it improves understanding of meaning, not for the skill learning and these cognitive constructs are considered within behaviorist approaches, which were removed from the field many years ago.

Therefore, attempts towards teaching the components of language by raising them to the consciousness level of the learner have been observed recently, and Byrd (2005) points out that ESL researchers' trying to cope with the challenge of including grammar teaching in a communicative language teaching context turn to FonF and direct versus indirect grammar instruction. For teachers and researchers who believed that direct teaching of grammar was wrong, but who observed learners becoming fluent without equal accuracy, FonF suggested permission to seek possibilities in which grammatical accuracy could be incorporated into the goals of the curriculum for L2 lessons and programs within the CLT framework (Byrd, 2005).

FonF, which is used extensively in the field of grammar teaching, might be used in very different occasions. Ellis (2008) highlights different meanings of focus on form, stating that it may refer to paying attention to specific forms as argued by Schmidt (2001, cited in Ellis, 2008), it may be taken as suggesting that the learner pays attention to forms, not meanings, or it may be assumed to refer to awareness to some kind of abstract rule that lies under the form. Williams (2005) interprets ‘focus’ as the cognitive engagement, as any brief turning and dividing of learner attention during an act of communication, toward some feature of language unlike form, which has been interpreted in many ways.

Brown (2000) generalizes the diverse findings of FFI, which can be summarized as follows:

1. Some types of FFI are more useful than others and can increase learners’ level of achievement according to most research, however; grammatical explanations discussing the rules and practice based on rote learning is not acceptable. The treatment of errors and focus on the forms of the language is seen to be the most productive when it’s integrated into an interactive learner focused syllabus, and least productive when treatment of errors is an overwhelming feature of pedagogy, which takes up the attention focus of the students in the classroom.
2. Very few research studies have been able to determine specific stages in which learners are more prepared than others to comprehend and use FFI. Therefore, he states that there isn’t an optimal time to provide FFI according to the findings of the majority of research.
3. The number of language properties in a language and the existence of a lot of context of learning suggest that some specific language features are more effected by FFI supported by the finding that (DeKeyser, 1995, as cited in Brown, 2000) explicit instruction was more suitable for the grammar rules that were stated easily and implicit instruction was more appropriate for more complex grammar items.
4. Some learners make use of FFI more than other learners according to research; analytical, field independent, left brain oriented learners understand and use explicit FFI better than the other learner types (Brown, 2000, p. 235).

The direction of results in the few large-scale classroom studies favors slightly a focus on form or explicit talk about grammar. Such a process can realize only through the formal instruction (school-based, formal learning situation), which as Krashen (1981) suggests, could only interact with a learning process.

One of these researches by Ellis et al. (2001) mentions the need for focus on form for L2 learners; particularly, adults. They state that on the basis of claims that adults do not have access to the same acquisitional mechanisms as children do, which operates simply on the basis of positive evidence, L2 learners need to rely on general inductive learning mechanisms which use negative evidence. The second explanation for the need for FonF (Ellis et al., 2001) dwells on the information processing models, which put forward that learners, specifically, beginners, have problems in attending both to form and meaning simultaneously. Since the processing of the information is required in real time in such contexts, they may be required to use top down strategies, which may be cost-efficient.

Another finding by White (1998, p. 106) mentions that although pointing out to a specific linguistic feature might be a factor for speeding up the acquisition of that element, implicit FonF instruction may not be so effective in situations that require L1-L2 contrasts. The other point is that if the contrast between L1 and L2 emerge as different elements that are not clear to the learners as positive evidence included in the input, learners may need more information given explicitly so that they can proceed to more advanced levels. As a result, today many educators and researchers now recognize that meaning-focused instruction needs to be complemented with form-focused instruction (Ellis et al., 2001).

To Larsen-Freeman (2001), most educators agree with the requirement to teach form in grammar, but she advises the focus on form within a contextual environment through meaning based approaches so that analytical approaches in decontextualized language forms could be avoided. She states that grammar is related to form, and this can be taught through the rules, but it is more than form and if students are only given rules, the teaching of grammar has something missing. In the same vein, Celce-Murcia and Olshtain (2005) highlight that focus on form, which can be best gained by means of discourse approaches and context are important ideas for all forms of language pedagogy, and learners must be given ample opportunities to communicate in the second language and to practice receptive and productive skills in a meaningful context. This can be possible through comprehensible output which means using the language in

a comprehensible way to a specific recipient (Swaine & Lapkin 1998, cited in Celce-Murcia & Olshtain, 2005).

The focus on form and meaning dichotomy can be regarded to be vital for the current grammar teaching practices according to implications of research. Ellis et al. (2001) underline the fact that the common tendency is towards making a distinction between meaning-focused and form-focused approaches to teaching, and the meaning-focused instruction is observed in the strong version of communicative language teaching, which assumes that language is acquired by means of communication rather than direct teaching, while form-focused instruction involves attempts to intervene in the process of interlanguage formation by attracting the attention to certain language items. Meaning focused instruction requires the classroom participants to work as users, not learners, and focus on form may or may not occur in meaning focused instruction (Ellis et al., 2001).

A recent study by Borg and Burns (2008) embodies the findings that clearly display the necessity for grammar instruction in L2 contexts. The research was carried out on 176 English teachers of adults from 18 countries with different demographic and geographical backgrounds, whose views of integrating grammar into adult classrooms were elicited. Research findings suggest that teachers expressed strong beliefs about the value of grammar practice for developing fluency and inductive grammar teaching. Moreover, they did not see their roles primarily as explaining rules or correcting errors. The mild tendency, as Borg and Burns (2008) states, was towards the indirect grammar work with younger learners, and more explicit instruction with older ones. The research also revealed some evidence that explicit knowledge of grammar was seen desirable and beneficial, though this did not imply a preference for formal instruction. In terms of grammar integration, the research suggests that teachers integrate grammar into their classes in the form of teaching skills with various interpretations (basically, contextual and temporal). In the same vein, according to a research by Nazari and Allahyar (2012), which was conducted on four English teachers, some teachers seemed to abstain from teaching grammar; even, they did not answer the questions from the learners, confessing they found it hard to teach grammar. On the other hand, some teachers placed a great deal of emphasis, applied deductive ways and looked more relaxed and self confident about using grammar explanations in traditional ways. To make sure students have understood grammar, the second group used grammatical terminologies, made the explanations of syntactic structures overtly, and did not give up L1 in their classes. The

teachers who showed more knowledge of grammar were the teachers who used deductive ways to teach grammar.

FFI is centered on two basic classifications by Ellis (2001): Focus on Form and Focus on Forms. In this study, Focus on Form(s) (Ellis, 1997, p. 14) will be used interchangeably with teaching grammatical structures explicitly or implicitly. FonFs is basically observed in the traditional approach to grammar teaching, and this approach treats language learning as a process of compiling different items and learners are asked to consider language as an object to be learned and practiced in pieces, and they function as students rather than users of the language; on the other hand, Focus on Form evidently draws the attention of the student to language elements emerging randomly in language courses where the focus is on meaning or communication.

2.4.7. Techniques and options for FFI

As the need for a grammar - regardless of its being explicit or implicit - arose, researchers began to suggest techniques both for a firm ground of introducing the form and for a shared practice that will be used globally. Thus, explicit grammar teaching has introduced some concepts that will raise the metalinguistic, declarative knowledge and the consciousness of the learner, while implicit grammar teaching has brought about techniques for the grammar acquisition through procedural knowledge. In terms of the general classification and its options in the classroom, FFI is classified into three types by Ellis (2001, p. 17-23):

The First Type: Treating Preselected Forms Intensively

FonF proposes that the basic purpose of the activity is to learn a preselected form, and learners are asked to focus their conscious attention-the teacher and students are aware of the process-on a certain structure intensively so that they can learn it. Focus on forms (isolated grammar points in the form of Presentation, Practice and Production) as proposed by Doughty and Williams (2004) have different options to Ellis (2001):

- a. Explicit vs. implicit focus on forms:** Explicit instruction includes a kind of rule, which is taught during the process of learning, and it can be given

deductively or inductively. If the rule is presented to the learners overtly, this process is deductive; if learners attempt to discover the rule, this is inductive. Implicit learning and explicit learning are contrasted as regards the awareness of what is being learned. In both situations, learners can construct rules to represent the form.

b. Structured input vs. production practice: The computational model of L2 acquisition is the basic source that the second distinction draws on. In this model, there are three types of processes: intake, acquisition, and language production. This type of process is designed to enable learners to give their attention to form rather than meaning. In fact, structured input is another way of using a structural syllabus in the form of input flood, which exposes learners to input, rich in specific language features, but it is basically processed for meaning.

c. Functional language practice: This process includes developing instructional materials, which will provide learners with the opportunity to practice the targeted structure in a situational context. The second planned focus on form differs from focus on forms in terms of the place of the focused attention. But as in the first type, its intensive attention involvement is preselected forms.

In grammar teaching, different types of instructions are the combination of options. Ellis (2005) gives the main options in FonFs instruction under five categories. The first category is ‘explicit instruction’ based on ‘deductive’ and ‘discovery’ approaches. The first approach requires the explanation of the form through direct ways, the second one requiring the use by means of ‘consciousness-raising’ tasks, which enables the discovery of a grammatical rule by L2 data supply. The second category is ‘implicit instruction’, which can be used in the forms of ‘non-enhanced’ and ‘enhanced’ input. Non-enhanced input instruction requires the inference of how a form works unconsciously. On the other hand, enhanced input requires the memorization of L2 elements that show the form. The third category is ‘structured input’ in which L2 data has been arranged to facilitate ‘noticing’ of the target form’ (Schmidt, 1990), which claims that unless the student notices the new language, he or she is unlikely to process it; therefore, the chances of learning and using it are small. The fourth is ‘production practice’ in the form of controlled and functional practice, and the fifth is ‘implicit’ and ‘explicit’ forms of ‘negative feedback’.

Ellis (2006) suggests that students need to focus not just on grammatical forms but on their meanings; therefore, focus on forms is valid only if students are given opportunities to use the forms they have studied in communicative tasks.

The Second Type: Planned Focus on Form

In this type, basic options are ‘input’ and ‘production’. Input can come as ‘enriched input’ which a planned focus on form frequently makes use of. Like structured input, enriched input consist of input that has been changed to present learners with many examples of the target form; however, learners basically focus on meaning unlike structured input in communicative tasks; therefore, the aim of enriched input is to facilitate noticing of the target form in a meaning focused activity. Input can be enriched in various ways, two basic forms of which, are input flood and input enhancement (Sharwood-Smith, 1993). During this process, the teacher can go through the language input and the teaching materials by highlighting them to ‘focus on the form’ by drawing the attention only to the given item. FonF occurs when students direct their conscious attention to some feature of the language, such as verb tense or another structure.

‘Input flood’ includes input which has been enriched through many examples of the target form, there is no tool to draw attention to the linguistic item. On the other hand, ‘input enhancement’ includes a kind of attention to highlight the target item, in which way it attracts the attention focus on that item. So, enriched input can operate by itself, or it can be accompanied by a kind of meaning focused activity. Focused communicative tasks are designed to draw the production of a certain target item in the context of performing a communicative task. These tasks are different from functional materials whose basic focus is intentional; however, in focused communicative tasks the acquisition of the target feature is incidental.

The Third Type: Incidental Focus on Form

This form primarily deals with meaning, but is different from both focus on forms and planned focus on form in directing the attention to a broad array of structures that have not been selected before. The options of this type are ‘pre-emptive’ and ‘reactive’, both of which can emerge either because there is a problem of

communication, or because there is a problem of form. In pre-emptive focus on form, the teacher or learner spares time from an activity to draw attention to a structure which might be possibly problematic although no error has occurred. Moreover, Ellis (2006) makes a distinction between planned focus on form (a focused task is necessary to elicit the predetermined form), and incidental focus on form. In many cases the involvement is ‘incidental’, which comes out of tasks, and it is not predetermined by a book or syllabus. However, structures that are determined in course books as part of a syllabus are there, because the organizing principle behind a course is the learning of these forms. In the example below, the teacher checks if the students know the meaning of ‘Alibi’ and supplies a definition before proceeding with an activity. Reactive focus on form consists of the negative feedback that is provided by the teacher as a response to learners’ real or possible errors.

T: What’s an alibi?

T: S has an alibi.

T: Another name for girlfriend?

T: An alibi is a reason you have for not being at the bank robbery (.) Okay (.)
Not being at the bank robbery (Ellis, 2001, p. 23).

Besides, Long and Robinson (2004) provide three options in language teaching (adapted from Long, in press, p.16) for FonFs in terms of the curriculum and classroom procedures: The first option is ‘synthetic focus on forms (FonFs)’ in which traditional approaches and methods such as TPR, GTM are used. The syllabus consists of information presentation inductively and deductively. Studies have been suggested in which the syllabus is still synthetic and teaching materials are designed with a certain language item. To be able to provide a solution that might emerge from using the first option, Consciousness Raising (C-R) (Sharwood-Smith, 1981; Ellis, 1991) was suggested. Ellis (1991) defines this technique as an attempt to equip the learner with an understanding of a specific grammatical feature in order to develop ‘declarative’ rather than ‘procedural’ knowledge of it. He further states that the main purpose of C-R is to develop explicit knowledge of grammar. Grammar teaching as the C-R process makes structural relationships clearer for the learner to observe. Moreover, C-R activities are designed to allow the learners to notice a particular grammatical feature or principle. However, learners are not supposed to use or practice the focused item. In addition, he makes the distinction between ‘metalingual knowledge’ and ‘explicit knowledge’. He

prefers to teach explicit knowledge without teaching grammatical terminology, in the way it is understood in everyday language.

Long and Robinson (2004, p. 18) state that, upon recognizing that overt or covert grammatical syllabus is not realistic, people dealing with language began to look for ways to make the students become conscious of the new items by highlighting them in the input. Although consciousness raising considers the learners' internal syllabus, the content of the external syllabus remains in the L2, which produces the sequence and time problems with synthetic syllabi. To Long and Robinson (2004), synthetic syllabi-lexical, structural, notional-functional, topical and situational-are still used in most of the world and learners' role is to synthesize the pieces for communicative purposes. The process of consciousness raising has been replaced by 'input enhancement', which 'flags' target items (by highlighting, underlining, coloring etc.) to direct the learners' attention.

The second option is 'analytic, focus on meaning', in which Natural Approach and syllabuses like Procedural Syllabus are used. People working in the language teaching sector recognized that traditional syntactic syllabuses didn't live up to the expectations. Moreover, they found out that being involved in activities that aim to create meaning is intrinsically motivating for learners (Ellis, 2008). The essential claim of the people was that language learning could be possible not by treating the languages as objects of study, but by using them for functional purposes of communication. Wilkins (1976, cited in Long & Robinson, 2004) defines analytic as follows:

[P]rior analysis of the total language system into a set of discrete pieces of language that is a necessary precondition for the adoption of a synthetic approach is largely superfluous. Analytic approaches ... are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes (Wilkins, 1976, p. 13).

Focus on Meaning can be supplied in the form of input, and according to Long and Robinson, (2004, adopted from Long, in press) input can be in 'positive' and 'negative evidence' forms. Positive evidence can be either 'authentic' or 'modified', and the modified evidence can be used in 'simplified' or 'elaborated' forms. On the other hand, negative evidence is either pre-emptive (grammar rules) or reactive.

Reactive negative evidence can be given either explicitly through overt error correction, or implicitly in the form of communicative breakdown or simple and complex recasts.

The third option is analytic focus on form that realizes on TBLT with the possibly process syllabus and similar syllabi (p.16). The syllabus for focus on form is analytic and uses pedagogical tasks with no specific linguistic focus. Focus on Form refers to the way attention focus resources are spared. Although there are degrees of attention, this procedure includes an occasional change of attention to language code properties. The term can have a different meaning, which is sometimes used to describe observable external behavior.

Long and Robinson (2004) underline the fact that traditional synthetic syllabi and teaching procedures weren't functioning as it was expected; therefore, people involved in language have begun to advocate quitting Focus on FormS in L2 classroom in favor of Focus on Meaning, in which natural approach and procedural syllabus are used in an analytic option (p. 16). Some even suggested that L2 learning should be 'incidental' or 'implicit' and enough exposure to comprehensible target linguistic samples is enough for successful second language or foreign language acquisition just as it takes place in L1 of young children. Therefore, the 'non-interventionist position' whose basic claim is that people of all ages learn English best whether inside or outside a classroom by experiencing the language as a tool of communication, not considering it as an object of study, came out.

It is a fact that a learner's success is closely related to both the method of teaching, and more crucially, to the personality and age of the learner variable. While adults prove to be analytical learners, who tend to learn by rules, children generally learn from chunks as holistic learners. The right method of teaching for the selected target group will be effective in the teaching process. In such a complex phenomenon as language learning, it is not so easy to decide what to teach and how to teach a grammar item in the unique classroom context, but the recent trend is to focus on the form in meaningful task-based activities.

Harmer (2007) rounds up the argument stating that students need exposure to language to a certain extent, for without it there is no chance of any acquisition. The best kind of exposure for this aim is comprehensible input. Students also need to try to use language in meaning-focused tasks, which help them to practice language and think through how it works. Besides, students also need to 'study' or 'focus on' the language regardless of its type. This may be through meaning-focused tasks, or when students

notice an aspect of language and think about it, or because we bring that form to their conscious attention.

With such current issues on the agenda, language teaching as a rather complex phenomenon has become even more intricate when it comes to grammar teaching, for there have been two extreme approaches in grammar instruction. However, there seems to be a compromise: If some fine-tuning can be made in terms of learner variables, language teaching can become more fruitful in the Turkish context, where it is mainly comprised of grammar teaching regardless of any other components of the language and the target group.

2.5. Teaching Grammar in Context

Language teaching has witnessed two polarized arguments as to the place of grammar in language teaching. GTM and CLT are the two ends of the continuum, in either of which grammar is the inevitable component or the negligible part, respectively. As stated above, if grammar is determined as a component of a language instruction, this can be done implicitly or explicitly. Regardless of the type of instruction, this process requires a context for an ultimate attainment. There are studies related to computational linguistics and contextual grammar (Grishman, 1986; Hausser, 2001; Bybee, 2006) which fall out of the scope of our study; therefore, currently, contextual grammar is used interchangeably with grammar in context. This study uses ‘contextual grammar’ terminology as the metalinguistic PCK and knowledge about methodological issues that should be available in the repertoire of the teacher while dealing with the issue of teaching grammar in context. To avoid any possible misconception, henceforth, this study chooses ‘grammar in context’ for the concept of ‘contextual grammar’ for the practical applications of grammar teaching in the classroom.

The assumption that FLL/SLA is parallel to FLA has also introduced the notion of ‘context’ in which natural languages are learnt. The FLA research, thus, has indirectly thrown light upon the questions of the content, the way, the time and place of teaching a foreign language, and in our context, grammar. The basic purpose of this study is to train teachers on the milestones of teaching grammar in context. The following account by Weaver (1996) summarizes the basic principles driven from research in terms of teaching contextual grammar:

1. If better reading and writing skills are the goal of grammar study, grammar should not be isolated from its use.
2. Young children acquire basic grammatical constructions in a natural way while learning their mother tongue and syntax is grasped intuitively for the use of receptive and productive skills. This means that grammar does not have to be taught for these skills.
3. Extensive reading might be one of the best ways for the acquisition of grammar.
4. Writing is of great importance to grammar, but students do not learn grammatical forms from writing.
5. Concentrating on specific sides of grammar may have a role on the acquisition of a second language, especially for adults and adolescents, specifically after they have acquired basics of the language. However, studying the grammar system of a new language does not enable the acquisition of that language so easily as being involved in trying to use the skills.
6. Generally, traditional grammar instruction is less helpful than focusing on sentence making, combining, and manipulating.
7. Paying attention to usage, punctuation and other mechanics in the context of writing is more effective than teaching them separately (Weaver, 1996, p. 179-180).

These steps include the focus on the forms in a context that will also improve the entities related to language teaching. The role of context and the steps while teaching the language is listed by Van Lier (2004, as cited in Blyth, 2009), who states that ecological (contextual) approach to language learning has three basic properties: ‘a focus on process and relations’, ‘a rich view of context’ and ‘a goal of bringing about improvement of the entities (schools, language programs, classrooms, etc.)’.

Teaching grammar in context as it naturally flows has introduced a new aspect to language teaching, for it does not completely exclude grammar from language teaching, but offers some theoretical fortification to justify this new approach. Ellis (2008, p.1) points out that when one learns language in a natural way, the main focus is on what is meant to say, such as meaning, not how it is said, such as form. Language instruction needs to provide the capacity of learning naturally through context whose basic focus is on the content of the message.

The purpose being grammar teaching, our study has minimized the context to written or oral discourse; in other words, text. The traditional approach to grammar deals with structure and meaning, but does not take context into consideration (Byrd, 2005). However, current practice handles context in the central position, considering

that all the semantic, syntactic, and morphological relations take place in discourse environment. Bolitho (2011) remarks that grammar at sentence level bears little or no similarity to the way it operates at the connected texts and classroom practices. Therefore, the learner does not encounter the grammar at the text and discourse level until they become comparatively advanced users, when they encounter real communicative contexts.

Bolitho (2011) suggests alternative ways to eliminate such a disadvantage, and states that thanks to corpus analysis, it has become possible for language learners to see the big picture at the text and discourse level. Byrd (2005) also supports Bolitho (2011) stating that, in contrast to the list of grammar which is used to arrange courses and materials in a the traditional way, discourse based point of view focuses on meaning and communication in the first place, and derives structure from the communication types for the use of the students. Moreover, Ellis (2008, p.1) highlights the vitality of formulaic parts of language in early language acquisition and remarks that a notional functional approach can serve as a perfect tool for the teaching of such sequences; however, for a language curriculum to be considered as complete, the improvement of formulaic expressions and rule-based knowledge needs to be provided. This need can be met through the corpus, which provides data for observation and provision of knowledge, based on rules.

Since grammatical structures not only include morpho-syntactic form, but they also include meaning attachment in appropriate contexts, Larsen-Freeman (2001) suggests a three dimensional grammar framework where all three components of grammar are interconnected in the form of a pie. As the dimensions are not hierarchically arranged, a change in one part is reflected on the other two. This modeling suits the parts of grammar that cannot be separated from one another. In conclusion, if the role of context is accepted to be of great importance for FLA, the same is true for FLL. Teaching should take place in an environment called context, and this can be best achieved by presenting naturally occurring discourse. The interface between syntax and semantics can be best observed in the context of the corpus and the natural, authentic database with all its registers and variety is accessible through the concordance data.

2.6. Corpus Linguistics and Contextual Grammar Teaching

The current trends towards language teaching do not overlook the place of grammar, for FLL and SLA research from all around world highlight the value of grammar instruction in settings where English is taught as a second or foreign language. Thus, current approaches and methods and the curriculum shaped in line with the emerging needs of the learners under the light of SLA research (Doughty & Williams, 1998; Lightbown, 2000; Mitchell, 2000; Doughty, 2001; Ellis, 2001; Pica, 2005) have all accommodated grammar as the irreplaceable component of language learning.

Therefore, grammar has emerged to deserve more consideration. However, unlike the implications of GTM and structural linguistics, today more contemporary methods, techniques, and tools have been introduced to deal with grammar. One of these innovative tools is the corpus, which relies on corpus linguistics as an important contribution to the issues related to language. Conrad (2005) defines corpus as a “large, principled collection of naturally occurring texts that is stored in electronic form (on a computer hard drive or server)”. She explains ‘naturally occurring’ as the creation of the texts by users of the language for a communicative aim unlike the texts that were created for the study or teaching of the language.

Conrad (2000) states that in the final decades of the 20th century, exciting developments emerged in terms of grammar teaching, and the majority of the ESL grammarians would agree that by the end of the 20th century, besides other factors, corpus linguistics was also changing grammar research rationally. Despite the little connection made between revived grammar teaching and corpus linguistics, Conrad (2000) argues that three changes prompted by corpus based grammar have the capacity to innovate the teaching of grammar, which are given below:

1. Monolithic descriptions of English grammar will be replaced by register-specific descriptions.
2. The teaching of grammar will become more integrated with the teaching of vocabulary.
3. Emphasis will shift from structural accuracy to the appropriate conditions of use for alternative grammar constructions (Conrad, 2000, p. 549).

The first contribution of corpus to language teaching is that it provides a different perspective for the methodology of grammar teaching. Byrd (2005) states that the language in the scope of corpus linguistics and of other approaches to discourse

analysis has brought about new tools and information for grammar teaching, and corpus linguistics is particularly useful in providing 'big picture' perspectives (Conrad, 2005). Since corpus presents observable, contextualized data, it introduces new tools for the field of language teaching. To Conrad (2005), central to the certain philosophical principle is that language study is firstly taught through experimental work, so language descriptions and theories should be based on observations of language behavior. Corpus linguistics has made contributions to L2 teaching since it puts on the experimental work of the huge data bases of the language. Conrad (2005) points out that this way of teaching facilitated studies conducted with more data, more variables, and the design of new types of activities by focusing on what is observed in the corpus.

Conrad (2005) states that in line with the Firthian tradition language study is regarded, firstly as an empirical attempt and language descriptions and theories are produced from the language observation of how language behaves. On the other hand, the particular power of the computerized corpora comes from the fact that they display the potential for the researchers to compare something observed in the data as everyday language is a one-off occurrence, or is a feature that is common for a wide sample of speakers. She further adds that the description of the corpus linguistics to second language teaching is connected to the priority that is attached to the large databases of the language, thus making it possible to carry out studies with more data and more variables than before. The use of software programs to analyze the corpus mostly focuses on the use of concordances and the wide distribution of the concordance data also makes it possible for the language learner to have access to various types of texts with massive vocabulary.

Secondly, corpus offers functional perspectives to learners. According to SLA research and reports from teachers and learners, beginners and lower proficiency level learners depend on chunks of language, which they have learnt as clusters. This type of learning has been accepted as a good learning style; however, what is left to know is how the help for more advanced levels can be provided to learn, and use the set phrases, which have been shown by corpus linguistics to lie under native speaker English versions in discourse (Byrd, 2005). In this domain, the corpus comes to stage, for it enables learners to observe language functions. Byrd (2005) states that corpus linguistics requires the improvement and use of accumulations of oral and written texts in the format loaded onto the computer. These corpora are then examined to find out usage patterns; for instance, words that often come out together, grammatical patterns,

and other patterns that can be seen in the corpus. This analysis revolutionizes our conceptions of how the vocabulary and grammar of English are delivered among various types of discourse.

Thirdly, the most important contribution of corpus linguistics is dictionaries for ESL students, which include descriptions of words in the way they are most widely used in the language. Some of them also give information about how frequent a word is in different discourse types as well as the most common words or structures, which each word occurs with (Conrad, 2005). The COBUILD Project; for instance, provided the concept of 'pattern' as an interaction between lexis and grammar (O'Keefe et al., 2007). On the other hand, dictionaries have been revolutionized by the use of corpora, which informs us about the updated versions of the language. These strides in the field of language can evidently be felt in the field of language teaching, for the classroom procedures, syllabus designs and materials development are all change-sensitive, at least for the idealized classroom settings. Since ESL and EFL textbooks are comprised of unfinished or misleading descriptions of language, descriptive studies of how features of the language are used are particularly important for language (Conrad, 2005). In conclusion, classrooms can benefit from the utilities of the corpus by means of books, dictionaries, online corpus connections as well as other CD-ROMs that utilize the corpus for language teaching.

The fourth important contribution of the corpus is to lexico-grammar, the link between grammar and vocabulary. Recently, the learning and teaching of SL vocabulary has become a basic field of research. The research on English grammar offered by corpus linguistics back up this tendency by displaying how closely vocabulary and grammar are linked. The study of lexico-grammatical properties of English reveals how specific words are often used in specific structural environments (Byrd, 2005). As an interface, lexico-grammar of English is comprised of knowledge about relations between grammar and vocabulary for which an example can be given as prepositional verbs (Byrd, 2005). Francis (1994) suggests that looking at a series of concordance lines is not the same as looking at a text, because the data involves a number of different uses of the same word, each drawn from a different text.

Language in use studies propose a more complex system that involves an important role for fixed frozen phrases such as idioms, collocations, and lexical units. Byrd (2005) underlines that these word groups can be subsumed under the topics of vocabulary rather than the grammar part of a course at a first look. On the contrary, she

states, these items underline important issues in the arrangement, presentation, instruction, and learning of the grammar of English.

To Decarrico (2001), data from corpus studies have suggested new ways for finding solutions to the problem of multi word units; particularly, collocations. There are situations in which a word chosen guides and constrains lexical choices a few words away from that. If learners' attention is drawn to the patterns as part of the context where collocations come out, it becomes possible for them to focus on similar patterns in the context of new vocabulary, which they come across. Lexical phrases in the form of fixed expressions or chunks are also types of collocations and according to research findings, these sets of words are commonly used in language. Moreover, Biber and Conrad (1999, as cited in Decarrico 2001) state that the investigation shows the wide array of lexical units in dialogues and academic texts. While examples from dialogues include set phrases, academic texts include lexical items that are in the form of prepositional structures. They finally state that according to the research findings, we often use fixed pieces of language for communicative English.

Byrd (2005) states that the grammar teachers' problem about context can be best understood by considering data about set phrases in English. She gives examples from 'Wordbank Online', stating that the adverb, 'always' emerges 6058 times, and one of the most often collocations of 'always' is 'I', which proposes that this pronoun is used with 'always' while stating our thoughts or habits. This observable data is of great value since it allows for the inferences of the semantics of always, which can be attributed to the focus on the 'self'. Byrd (2005) further remarks that the lexical verbs, which are most likely, used with 'always' are some specific verbs with several syntactic slots, which include both function words and lexical words.

Most studies of ESL use compilations of learner language as the starting point of study. The creation and analysis of these data is a meeting point for teachers, linguists and specialists (Byrd, 2005). As the organizational principle, Conrad (2005) points out the importance of a good design saying that good design is not just limited to a number of different samples of each text type; the sampling process and the size of samples are also significant issues that need consideration. Moreover, Biber (2005) underlines the importance of register for studies of grammar and use, for a functional analysis should also take patterns of use across registers into consideration.

The revival of grammar through innovative tools promises a bright future for grammar teaching, but As Conrad (2000) puts it, the 21st century will witness this

revolution. The corpus-based research is gradually merging data with grammar teaching, and applied linguistics studies have come to the foreground for how the application can be made. Naturally, for the theory to be put into practice there is a need for techniques, one of which is Data Driven Learning (DDL) as a basic approach to the use of the corpus.

Johns and King (1991) define DDL as, “the use in the classroom of computer generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output”. When first introduced, Data-Driven Learning (DDL), which offers inductive discovery learning through the concordance data was later challenged by Discovery Learning (DL) (Bernardini, 2004), as a field for discovering the language use through the corpora. Though it is suitable for the proficient learner, the lower-level proficiency remains to be doubtful (Barbieri & Eckhardt, 2007). Sharing the basic features with DL, DDL is the learning of a language through corpus analysis, the learning realized by the concordance data based on observations. It is autonomous and mediated learning, for it facilitates browsing totally conducted by the learners with the help of the internet. This type of learning enables the learner to observe and discover regularities and consistencies of the patterns as an interface between lexis and grammar (Francis et al., 1998) in the target language through the different paths that lead to different discoveries of the patterns of the language. The learning of this type enables discovery as well as divergent learning, in which case learners come up with different learning outcomes. Moreover, Francis (1994) states that data observation from the corpus can give the teacher the chance to probe the behavior of words and to describe the use of that word in its actual form.

Meuriner (2002) points out that this type of learning is particularly suitable for consciousness-raising activities, mainly addressing the fields of lexis or lexico-grammar. The other feature to Meuriner (2002) is that the DDL uses exclusively native speaker data, with the aim of exposing the learner to as much amount of native speaker data as possible. The concern that might arise because of talking about meta-language, which can take one to the out of date, traditional grammar teaching and rote learning is eliminated by Francis (1994), who states that learners can be introduced to the concordances of the chosen elements and patterns with the most appropriate terminology chosen by the teacher.

Moreover, Huang (2011) highlights the importance of using corpus for inductive teaching, stating that corpus data offer an unparalleled source to make out the similarities and differences in language teaching between the language forms and patterns. The research on the availability of DDL for classroom use shows that DDL involves learning directed or facilitated, with the teacher remaining as the counselor, at an impassive role, as the facilitator instead of being considered to be the language expert who is responsible for teaching; students are now responsible as ‘language investigators’ (Cheng et al. 2003) for their own learning. However, the more tailoring part remains to the teacher for the analysis of the concordance data, for the concordance can offer and display the data according to the criteria determined by the teacher who needs to work as the researcher in this domain (see Conrad (1999) for the analysis of adverbials as linking words).

In summary, all corpus-related studies imply the course towards teaching grammar inductively in a context. The approaches and techniques given above can be used for classroom instruction, particularly to teach contextual lexico-grammar, in which “lexis and grammatical structure can interact in complex ways” (Biber, 2005).

2.7. Conclusion

In this chapter, various issues, which seem to be independent of one another, have been given focus; however, they are all centralized on one shared platform, teaching, and learning a foreign language. Issues related to INSET in Turkey reveal how INSET operates centrally and locally, also placing emphasis on the significance of the study. Moreover, issues in grammar teaching open the road for language teachers for methodology of teaching contextual grammar, for it includes recent trends and theories which handle grammar from a contextual point of view. Therefore, the theoretical background given in Chapter 2 has its implementation embodied in the form of instructional practice in Appendix H.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this chapter, the methodology of the study, the participants, and the research design will be explained in detail. The chapter includes the research design, the demographic information about the participants, research instruments, and a thorough account of the research procedure. The chapter ends with the remarks of the researcher about the methodological issues.

3.2. Research Design and Participants

This study intends to design a complementary INSET program for teachers; therefore, the research aims to increase teacher awareness of contextual grammar teaching as a professional development course since it provides the INSET program as a complementary tool that will be available for the teachers at any place and at any time. Thanks to the improvements in information technology (IT), it is easier for people to have access to information, so the research aims to implement a Distant INSET model for teachers which they can use as a springboard for professional development as well as the central or local applications of INSET. The principle of research design is based on collaborative learning in a sharing environment, supported by the researcher in the form of forums, chats and courses on a web-based platform, Moodle, and a social network, Facebook group, specially designed for the participants of the research.

The study exploits descriptive archival research, and it is comprised of two components. While one component does research on describing teacher cognition of grammar teaching, the other component provides an INSET tool for the participants as a complementary INSET. The second component takes its strength from the first component, for the PCK of the INSET program has been shaped in line with the voices of the teachers from the classroom. This study uses mixed methods design, for it includes both qualitative and quantitative research. Creswell (2007) describes the qualitative research process as follows:

Qualitative research begins with the assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem and it extends the literature or signals a call for action (Creswell, 2007, p. 37).

By using qualitative research, the study aims to achieve a more complete understanding of a target phenomenon and to verify one set of findings against the other (Sandelowski, 2003 as cited in Dörnyei, 2007). The aim of this is to achieve a detailed and extensive perception of a complex issue, observing it from different perspectives. The second aim is the traditional target of triangulation, to validate the researcher's conclusion by showing results obtained by means of different methods. Typological organization of the method is based on QUAL+QUAN and qual+QUAN principle, which indicates that concurrent combinations of qualitative and quantitative research (two methods in a separate and parallel manner, the results are combined in the phase of interpretation) has been used as well as the combination of self-report and observational data (Dörnyei, 2007; p. 173). The capital letters and lower case letters show how much weight is given to the contribution of these methods; therefore, this research first started with QUAL+QUAN fashion on an equal balance; however, since the two questionnaires of the first application have served as the ground for the design of the questionnaire of the second application, it can be said that the weight of the research is centred on the quantitative research tool.

41 teachers with the work experience of maximum seven years constitute the participants of the research. The homogenous group of the purposive sampling procedure (Fraenkel & Wallen, 2003, p. 440) was used to appoint the participant teachers who possess a certain trait or characteristic on the principle that all members, who volunteered, would take part in the research.

Table 2

The Participant Profiles of Distant INSET

Type of Institution	City	ELT Qualification	ELT Experience	INSET Experience
P*	Mardin	BA	1	-
U*	G. Antep	BA	4	-
P	Mersin	BA	6	-
P	Hatay	BA	5	-
H*	Kayseri	BA	1	-
H	Hatay	BA	2	-
P	Maraş	BA	3	2
P	Ankara	BA	6	-
U	Edirne	BA	2	-
P	Konya	BA	4	1 (Teaching Skills)
P	Serinhisar	BA	5	-
P	Nevşehir	BA	4	-
P	Adana	BA	1	-
P	Ağrı	BA	6	2
U	Nevşehir	MA	5	-
H	Diyarbakır	BA	1	-
P	Mersin	BA	5	-
P	Amasya	BA	3	-
U	Kayseri	BA	1	-
U	G. Antep	BA	7	-
P	Şırnak	BA	4	-
P	Mersin	BA	1	-
H	Mersin	BA	4	-
H	Erzurum	BA	5	4
P	Diyarbakır	BA	6	-
P	Mersin	BA	6	4
H	G. Antep	BA	5	1
P	Mersin	BA	3	-
H	Kayseri	BA	1	2(ELT Methodology)
U	Mersin	MA	1	-
P	Mersin	BA	1	-
U	Ankara	BA	3	10 (Teaching Skills /Technology/ Assessment and Evaluation)
H	Kırşehir	BA	4	1 (Approaches and Methods)
P	Ordu	BA	6	10 (DynEd) 7 (Approaches and Methods)
U	İstanbul	MA	5	1
P	Kırşehir	BA	6	-
P	G. Antep			
P	Hakkari	BA	5	
U	Mersin	BA	7	-
H	Kırıkkale	BA	1	-
U	Maraş	MA	3	-

*P: Primary school

*H: High school

*U: University

Table 2 gives the demographic information about the participants. 51.3 % of the participants, which constitute the majority, currently work at primary schools, 21.9 % at high schools, and 26.8 % at universities. 70.7 % of the participants are female, while 29.3 % of the participants are male. Work experience of the participants ranges from one to seven years, and most of them have experience less than 5 years; only almost 22% of the teachers have experience for more than five years. Being new generation teachers, and mostly being the graduates of Mersin University ELT Department, where learners are provided with IT courses, the participants are already familiar with IT. This competency has eased the use of the platform, and an IT literacy support was not needed as an extra effort. On the other hand, as it can be seen from the table, most of the participants have not attended any INSET courses so far, or very few of the participants have been provided with INSET. There are few participants who live in Mersin, and the rest of them work in villages, towns, or cities all over Turkey. This distribution of institutions of the participants has not been taken into account, for teachers in Turkey often change positions, which means that until the research has been completed, there have been some shifts in their workplaces. For instance, one of the participants was working at a high school when the research started, but later he started to work at a primary school.

3.3. Data Collection Procedures and Tools

The study has been designed according to descriptive research norms, and various tools have been developed to collect archival data under the concept of mixed-methods research (Fraenkel & Wallen, 2003; Dörnyei, 2007). The research has used four tools (questionnaires, teacher self-reports, online focus group semi-structured interviews and face-to face focus group semi-structured interviews) for data collection, and used Moodle and a social network for the collaborative forums.

3.3.1. Questionnaires

Totally three questionnaires, designed in structured and semi-structured formats for the data collection of qualitative and quantitative research, have been used. The first tool is comprised of some of the questions of a questionnaire prepared by Borg and Burns (2008) (see Appendix A) to elicit the needs of the teachers and their cognition of

grammar teaching (Borg, 2006), and the second questionnaire was prepared by the researcher for the teacher cognition of grammar teaching in the Turkish context (see Appendix B).

The second questionnaire of the first application was developed in structured and semi-structured formats with open-ended questions in the form of sentence completion to elicit and explore more data from the participants. The questions that are included in the second questionnaire were first accumulated in the item pool, developed into a questionnaire, examined by five experts in ELT for content validity, and some changes having been made, has been applied to 40 pre-service teachers for piloting. After the fine-tuning of the questionnaire, it was used in the application. The teacher participants were informed in advance, and invited to respond to the questionnaires that they received through e-mail.

After the first application, by using Gmail and Moodle platforms, the results of the questionnaire were gathered, and SPSS 11.5 was used to process the quantitative data, after which content analysis was made to process the qualitative data. According to the qualitative and quantitative research analysis, in the light of the findings from teacher self reports and forum discussions as well as quantitative results, it was observed that participants were not clear about some concepts of grammar teaching, and it was decided that a second application with a questionnaire grounded on the first and second questionnaires of the first application should be designed to elicit stronger and in-depth data from the respondents. The questions of Appendix C and Appendix D were based on the responses to open ended questions in the first application as well as the other structured questions in the first two questionnaires. The young learner (see Appendix C) and adult learner (see Appendix D) versions of the same questionnaire were prepared to be able to compare the cognition of the same teacher towards the two different situations, taking the age variable into consideration. The reliability of Form 1 and Form 2 was calculated through Cronbach's alpha, as 63, and. 65, respectively, Therefore, the questionnaire of the second application proved to be an instrument for the cyclical quantitative data collection. The findings of the study and the results have been discussed according to the data processed from this tool as well as the great deal of data gathered in Moodle and Facebook environments.

3.3.2. Teacher self-reports

Teacher self reports have been used in a set of forms organized by the researcher to elicit teacher cognition (knowledge, belief, thought and practice) of grammar teaching (see Appendix H). In this way, it has become possible to see the whole picture of the process, not only as it is reported by the participants. Moreover, the items taking place in the report in the form of questions were aimed to serve as a reflection tool, because they facilitated a mechanism to trigger consciousness toward events or phenomena in their practices.

3.3.3. Online focus group semi-structured interviews

Interviews in any form, online, or face to face, serve for the purpose of data elicitation in a meaningful context, particularly if it has been designed in interview guide approach, because the interviewer shapes the flow of the whole procedure, with pre-determined questions, informing the participants about the outline of the event. Three online interviews have been arranged in the form of chats (see Appendix E & Appendix F) at different periods, the first one starting with the issues related to grammar teaching such as the context of language teaching in Turkey. Parallel to the nature of the interview, the researcher guided the group participants with semi structured outline of the meeting each time.

3.3.4. Face-to face focus group semi-structured interviews

After the two online interviews, the face-to face focus group interview (see Appendix G) has been organized, a team of participants, the researcher, and an instructor from the ELT department constituted the group. The outline of the topic to be covered was specified in advance; the interviewer determined the questions and words to be used (Fraenkel & Wallen, 2003), and in the light of the data collected from the online interviews and the teacher self reports, an elaborated insight into some issues has been provided.

The Moodle platform and a specifically allocated Facebook group, where participants were invited to join forums and follow the courses have served as the technical infrastructure for all these activities to be conducted. A great deal of case

reports and contextual accounts were provided by the participants. In this way, these documents have been used both for the course content on the Moodle, and for appointing the outline of the incoming Facebook meetings.

3.4. The Procedure

The following schedule was used to fulfill the steps of the research:

Table 3
The Schedule of the Procedure

Schedule	Process	Rationale	Type of Research
July, 2010	• Sending e-mails to participants, giving them information about the program.	Voluntary participants for the long-term application	-
July, 2010	• Purposive homogenous sampling procedure	The appointment of the participants for the research	QUAL.+QUAN.
August, 2010	• The application of the two questionnaires on teacher cognition of grammar teaching (Appendix A, Appendix B)	Bottom up feedback from the participants	QUAL.+QUAN.
November, 2010	• Data collection for the first analysis	Collecting data for the research findings	QUAL.+QUAN.
September, 2010	• Designing Moodle platform for INSET • Creating the course modules	Teacher training on grammar teaching as distant INSET	QUAL.+QUAN.
October, 2010	• Analysis of the first two questionnaires	Bottom up feedback for the research findings	QUAL.+QUAN.
November, 2010	• Interpretation of the data and preparing forum topics • Revising the course modules	Elicitation of the teacher cognition of grammar teaching	QUAL.+QUAN.
December, 2010	• Draft program of the courses according to the results of the qualitative analysis • Distant INSET implementation on Moodle: courses (Appendix I) and forums (Appendix J)	Teacher consciousness-raising	-
January-February, 2011	• Distant INSET implementation on Moodle: courses and forums	Tailoring INSET design according to need analysis	-

(Table 3. Continued)

March-April, 2011	• Distant INSET implementation on Moodle: courses and forums	INSET for English teachers as a complementary program to the central INSET	-
June, 2011	• Distant INSET implementation on Moodle: courses and forums	INSET for English teachers as a complementary program to the central INSET	-
July, 2011	• Distant INSET implementation on Moodle: courses and forums • Online focus group interview: Facebook kick-off meeting (Appendix E)	Elicitation of the data for triangulation	QUAL.
September, 2011	• Distant INSET implementation on Moodle: courses and forums • Face-to face focus group interview (Appendix G)	Elicitation of the data for triangulation	QUAL.
October, 2011	• Distant INSET implementation on Moodle: courses and forums • Preparing the second questionnaire	Elicitation of the data for triangulation	qual. → QUAN.
November, 2011	• Distant INSET implementation on Moodle: courses and forums • Data collection for quantitative analysis (Appendix C, Appendix D)	Elicitation of the data for triangulation	-
November, 2011	• Distant INSET implementation on Moodle: courses and forums - Quantitative analysis of the data	Interpretation of the data for triangulation	-
January-May, 2012	• Qualitative and quantitative analysis of the data	Interpretation of the data for triangulation	-
May, 2012	• Sending an evaluation questionnaire to participants (Appendix M) • Writing the findings, discussion and the conclusion	The follow-up after the INSET program to trigger teacher reflection and self-evaluation	-
June, 2012	• Revision of the thesis	Thesis submission	-

First of all, because the homogenous purposive sampling procedure was used; the researcher sent e-mails to the graduates of Mersin University Education Faculty

ELT Department, informing and inviting people to this program, and the participants who volunteered to join were appointed on this principle. Secondly, the two questionnaires (see Appendix A, Appendix B) were e-mailed to the participants, and general demographic information of these people was elicited. Then, the researcher initiated the design procedure for Moodle, and constructed the technical structure as well as the design of the modules with the help of an IT expert. Next, participants were e-mailed and given information for registering the Teaching Grammar Course (see Appendix I). Besides, the researcher prepared the course schedule that would meet the PCK needs of the teachers.

As the next step, the qualitative and quantitative data analyses of the two questionnaires were completed, and forum topics were prepared in line with the inferences drawn from the content analysis of the first two questionnaires. The teachers were asked about their problems in teaching language, particularly grammar. In the light of the information from the teachers, the researcher revised the course contents to be used as the Distant INSET provider. Forums were held periodically to elicit data about the teacher cognition of grammar teaching as well as sample lessons of the procedure prepared by the participant teachers (see Appendix C & Appendix D) to be shared for the collaborative environment. The researcher as the expert and the other participants as peers made comments and the Moodle platform was used as a sharing environment in this way. The researcher also organized a face-to-face meeting (see Appendix H) with the focus group participants after the two online events, the third one following the face-to-face interview.

When I started my PhD research in mid-1980s, I was unaware of the fact that there was a fierce ‘paradigm war’ raging around me between two camps of research methodologists: the constructivist/ interpretists, who used qualitative methods, and the positivist/empiricists, who used quantitative methods. Had I known about this division at the time, I would probably have been inclined, ideologically, to join the constructivist/interpretist camp. However, as it happened, the main research tool employed in the area of my interest- the social psychology of second language acquisition and attitudes/motivation in particular-was the ‘attitude questionnaire. By using this instrument for my PhD research, I now realize that I was irresistibly propelled into the midst of the positive camp (Dörnyei, 2007, p. 9).

Under the light of the comments by Dörnyei (2007), the research was based upon two research paradigms, as qualitative and quantitative. Quantitative analysis was

made by SPSS 11.5, and qualitative analysis was made through content analysis. Fraenkel and Wallen (2003) define content analysis as “a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications.” Cohen et al. (2007, p. 476) states that this process includes many steps such as ‘coding’, ‘categorizing’, ‘comparing’, and ‘concluding’. Content analysis is of great importance particularly in the analyses of observations and data interviews (Fraenkel & Wallen, 2003). In the same vein, Cohen et al. (2007) underline the importance of content analysis as follows:

Content analysis takes texts and analyses, reduces, and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. It uses systematic, replicable, observable, and rule-governed forms of analysis in a theory-dependent system for the application of those categories (Cohen et al., 2007, p. 476).

For the present study, content analysis has been made “to obtain descriptive information about a topic” (Fraenkel & Wallen, 2003), mostly relying on the conversations. Latent and manifest content of the data have been examined not only in periphery, but also in depth for the comprehension of the fundamental meaning in the things said and shown (Fraenkel & Wallen, 2003). Lastly, the procedure in the content analysis for inductive approach has been followed parallel to the steps determined by Fraenkel and Wallen (2003). The basic aim being to use pieces of data in order to come to a theory; first, the objective has been identified, and the units of analysis, in our study, sentences have been specified; after which, relevant data have been located and a rationale has been developed. This procedure has been followed by the development of categories have been formulated.

Open coding (see Appendix E for example) as suggested by Strauss and Corbin, (1998) has been used to ‘uncover’, ‘name’ and ‘develop’ concepts by “opening up the text and exposing the thoughts, ideas and meanings contained therein”. Therefore, data have been broken into separate parts in the form of sentences, and have been examined closely, followed by the comparison for the differences and similarities. Similar coded items have been grouped as ‘emerging themes’, after which ‘categories’ have been formed as more abstract units (see Table 34). Furthermore, ‘grounded theory’ approach by Strauss and Corbin (1998) has shaped the general interpretation of the data, for pieces of data have facilitated the emergence of the categories as the final abstractions

of themes and codes, which were achieved after the cyclical data analysis. Due to the variety of terminology; in this study, we use the term, ‘recurrent code’ to name and uncover recurrent concepts emerging from the raw data, the phrase, ‘emerging themes from recurrent codes’ to define items emerging as similar concepts from the coding process, and the term, ‘basic categories’ to define the more abstract concepts that have been pinpointed as a higher level abstraction of the emerging themes to interpret the data under more general headings in line with the nature of inductive approach of data analysis.

In summary, the research has used various tools for the purpose of combining the two research paradigms, which may seem as if they stand at the two extreme ends; however, in addition to a great deal of research, our observation is that these two paradigms basically work as complementary systems. Therefore, in our study the findings of one tool have served for the formation of the other tool, operating in a cycle.

3.5. The Implementation of the Distant INSET

The platform, Moodle as a web-based tool for distant applications has been used in our implementation. The aim, as it has been stated before, is to give a model application to show that it is possible to revert to innovative INSET programs to be able to have access to more teachers at one shot or drip feed applications. The platform has been used for the two-fold purpose: to update the teacher PCK knowledge of contextual grammar teaching, and to give a model implementation of Distant INSET as a collaborative environment. For this reason, the researcher has designed the model in two modules. The course module has served as the platform where the researcher as the course creator provided courses of teaching contextual grammar for the participants, and the forum module has served as the simulated environment to real INSET settings, in which the participants shared views, experiences, and materials in line with the topics assigned by the researcher.

The researcher has been the admin, the moderator, and the course creator of the platform; thus, she has had the main control of the panels and course modules. After the findings from the application of the first survey, the general tendency towards teaching grammar has been taken, followed by the course design and the syllabus to be used in the implementation. Moreover, the researcher has moderated each forum, also offering feedback and sharing opinions and suggesting courses of action. The participant

The courses designed hold issues of grammar teaching (see Appendix I, Courses) in the current conditions of ESL or EFL. Moodle TG course includes three components: ‘forums’, ‘lessons’ and ‘resources’. Apart from the forums held for general issues of teaching grammar, as the first component of each course, the ‘forums’ have been allocated to discuss the grammar item specific part of each course. For example, as can be followed from Figure 1, a forum allocated for teaching Simple Past Tense (23-29 November) includes the views and challenges of teaching this tense, accompanied by solutions from the participants for an effective teaching. In addition, the comments from the researcher as the INSET trainer have been given to shape the teacher cognition at the end of each forum.

As the second component of each course, ‘lessons’ as PCK include subject matter knowledge about Simple Past Tense and cross-linguistic facts to know about this tense such as the verb situation type and verb inflection-challenges for FL learners- as well as the differences emerging between Turkish and English in terms of translation (e.g. I knew Tom before Lucy introduced us - *Tom’u Lucy bizi tanıştırmadan önce (de) tanıyordum.*), which leads to interlanguage or fossilization. In terms of the pedagogy, current issues in linguistics and language teaching have been included in the course packs to inform the teachers about the latest approaches towards language teaching (see Appendix I, Course VI). As a more specific area, the techniques, procedures and applications subsumed under the application of contextual grammar teaching (e.g. corpus based teaching) have been incorporated into the lessons with specific examples prepared by the researcher. In this way, participants have been able to follow, update their knowledge, and apply the contemporary ways of teaching contextual grammar.

As the third component, ‘resources’ include materials, related activities or worksheets teachers can use for practice or production after the presentation part has been finished, and students have comprehended the form and its functions (see Appendix I, Course VIII). The modular design of the platform has enabled the courses to be given at regular periods, but the participants have been held free to follow the courses according to their own schedules, and the attendance has been recorded by the Moodle (see 2.2 for basic features). Therefore, both forums and courses have been conducted synchronically and asynchronously.

The researcher has held forums for the kick-off in more general issues (e.g. your personal experiences of language learning for the first time), starting in the periphery, gradually moving to more central issues of teaching grammar (e.g. “Why can’t we teach

Present Perfect Tense?” See Appendix I) on the Facebook platform as well as on the Moodle for the convenience of the participants. The researcher has announced forum topics at regular intervals, and the participants have discussed the issues under the given title. Since it is feasible to file all the activities in a chronological order on the platform, both the researcher and the participants have been able to follow the forums and courses and contribute to them when they felt available.

In summary, due to the nature of the study design, the platform has been used in a cyclical fashion. All the implementation has been conducted in a cycle, not a sequential procedure has been implemented. In the first place, the platform has been used to make the sketch of classroom applications of English teachers as to their grammar teaching practices; secondly, in the meantime, courses have been designed to train teachers for their PCK, relying on the participant feedback through forums and interviews for further courses; thirdly, it has hosted many teachers of different backgrounds and workplaces, facilitating the collaborative atmosphere to share their experiences as self-directed teachers throughout the whole implementation.

3.6. Conclusion

In this chapter, the basic components of methodology have been discussed: the research design and participants have been introduced; data collection procedures and tools have been explained, and the implementation of the model has been clarified. Moreover, the implementation has been identified as for the key features of the platform, as for the role of the course admin, in our case, the researcher, and as for the participants.

CHAPTER 4

FINDINGS

4.1. Introduction

In this chapter, the distribution of the participant teachers' cognition in terms of the questions has been given in three major parts. The first part tries to describe the responses on the basis of general teacher cognition of grammar teaching, the second part illustrates teacher cognition of explicit grammar teaching, and the third part unveils teacher cognition of implicit input. The information about cognition is given for both groups of teachers, and the findings are illustrated at tables in line with the order of questions.

4.2. Research Question 1. What is the teacher cognition of grammar teaching?

General Cognition of Grammar Teaching

B. 1. I teach grammar, because...

Table 4

Teacher Cognition of Reasons for Teaching Grammar

1. I teach grammar, because....	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
a. I have to, according to the curriculum of the Ministry of Education.	48.8%	51.2%	56.1%	43.9%
b. I must prepare students for some exams, and focusing on only meaning is a risk.	51.2%	48.8%	65.9%	34.1%
d. I believe that grammar is necessary for all skills.	51.2%	48.8%	60%	40%
e. my students need to know grammar of English to understand the meaning better.	80.5%	19.5%	75.6%	24.4%
f. it helps my students use the language accurately.	82.9%	17.1%	80.5%	19.5%

B. 1. a. I have to, according to the curriculum of the Ministry of Education.

According to Table 4, TYL (51.2%) state that “I don’t have to teach grammar to young learners according to the curriculum of the Ministry of Education.”, while TAL (56.1%) state that “I have to, according to the curriculum of the Ministry of Education.”

B. 1. b. I must prepare students for some exams, and focusing on only meaning is a risk.

This item aims to elicit whether teachers think that they have to teach grammar, because of the effect of the exams as determinants on their instructional decisions for placing grammar in their courses; the percentage is higher (65.9%) for TAL and lower (51.2%) for TYL.

B. 1. c. I believe that grammar is necessary for all skills.

1. c. aims to elicit whether teachers think that grammar is necessary in skill-based course procedures. 51.2% of the teachers consider that young learners need grammar for skill-based studies, and 60% of them places stress on the necessity of grammar for adults.

B. 1. d. My students need to know grammar of English to understand the meaning better.

1. d. aims to elicit whether teachers think that their students need to know grammar of English to understand the meaning better. 80.5% of the respondents confirm the necessity of grammar for young learners, while 75.6% find it necessary for adults to understand grammar better.

B. 1. e. It helps my students use the language accurately.

1. e. aims to elicit whether teachers think that grammar helps their students use the language accurately. The distribution of the positive responses for TYL and TAL is similar (82.9%, 80.5%, respectively), and negative responses constitute the smaller lot (17.1%; 19.5%, respectively).

Table 5

Teacher Cognition of Reasons for Not Teaching Grammar

B. 2. I don't teach grammar, because...	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
a. it is abstract for my students.	17.1%	82.9%	36.6%	63.4%
b. I do not have enough time to focus on grammar.	26.8%	73.2%	31.7%	68.3%
c. it is not useful for students.	20%	80%	17.1%	82.9%
d. it is an ancient way of teaching a language.	51.2%	48.8%	46.3%	53.7%
e. the curriculum has not been designed for this purpose.	46.3%	53.7%	46.3%	53.7%
f. I teach it by means of skills or task-based activities.	58.5%	41.5%	69.2%	30.8%
g. meaning is more important than form, and students must elicit the form from the context.	85.4%	14.6%	87.8%	12.2%
h. students worry about making grammar mistakes and cannot improve their oral skills.	82.9%	17.1%	80.5%	19.5%

*B.2. I do not teach grammar, because...**B. 2. a. it is abstract for my students.*

2. a. aims to elicit whether teachers think that grammar is abstract for their students, or not. According to Table 5, 17.1% of the respondents agree on the fact that grammar is abstract for young learners, while 82.9% think that it is not. This percentage almost doubles when it comes to adults, and 36.6% of the respondents think that grammar is abstract for adults, and for this reason they do not teach it; on the other hand, 62.5% do not consider so.

B. 2. b. I do not have enough time to focus on grammar.

2. b. aims to elicit whether teachers think that they do not have enough time to focus on grammar. According to Table 5, 26.8 % of TYL agree on the lack of time in their classes to focus on grammar, while 73.2% do not find this as a factor that affects their instructional decisions. Similarly, 31.7% of TAL respond that they suffer from the lack of time, while 68.3% find the time allocated for their grammar instruction sufficient.

B. 2. c. it is not useful for students.

2. c. aims to elicit whether teachers think that grammar is not useful for students. In both groups, according to Table 5, teachers turn out to have reliance on grammar, and they place emphasis on its necessity with only a small percentage of TYL and TAL responding positively (20%,17.1%, respectively) while a great majority of TYL and TAL find grammar instruction useful for their students (80% ,82.9%, respectively).

B. 2. d. it is an ancient way of teaching a language.

2. d. aims to elicit whether teachers think that teaching grammar is an ancient way of teaching a language. According to Table 5, 51.2% of TYL, slightly above the half, tend to consider so; however, a considerable percent (48.8%) of TYL conceive that grammar teaching is not an ancient way; besides, fewer TAL (46.3%) are inclined to disfavor traditional language teaching based on grammar, while the other group (53.7%) consider the statement as irrelevant.

B. 2. e. the curriculum has not been designed for this purpose.

2. e. aims to elicit whether teachers think that the curriculum has not been designed for this purpose. According to Table 5, more than half of the teachers of both groups similarly think that this is not the reason for their not teaching grammar (53.7%, 53.7%, respectively). On the other hand, nearly half of the teachers in the two groups (46.3%, 46.3%, respectively) attribute the reason for the omission of grammar teaching from their language classes to this fact.

B. 2. f. I have it learnt through skills or task-based activities.

2. f. checks the teacher tendency towards teaching grammar by means of skills or tasks. According to Table 5, more than half of TYL (58.5%) and TAL (69.2%) use these approaches to teach grammar.

B. 2. g. meaning is more important than form, and students must elicit the form from the context.

2. g. tries to find out whether the teacher does not teach grammar because of the meaning-focused instruction, thus neglecting the form. According to Table 5, it is observed that a great majority of teachers in both groups (85.4%, TYL; 87.8%, TAL) attach importance to meaning, and they consider that the form can be elicited from the context once meaning is accommodated.

B. 2. h. students worry about making grammar mistakes and cannot improve their oral skills.

2. h. aims to reveal if teachers do not teach grammar not to place a burden on the shoulders of the learners. According to Table 5, 82.9% of TYL and 80.5% of TAL surprisingly agree on this fact.

Table 6

Teacher Cognition of Teaching Grammar and Age

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 3. I choose my teaching way according to the age of my learners.	95.1%	4.9%	95.1%	4.9%

Question B. 3 asks if teachers choose their teaching way (e.g. the type of material, the nature of the course, the language of instruction) according to the age of their learners while teaching grammar to young learners or adults. According to Table 6, 95.1% of the participants state that they use different techniques while teaching grammar to adults, 95.1% states that they choose their teaching ways for young learners.

Table 7

Teacher Cognition of Teaching Grammar and the High Proficiency Level

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 4. I use grammatical explanations at higher proficiency levels.	55%	45%	58.5%	41.5%

Question B. 4 aims to draw teacher practice of KAG for the learners according to their levels. According to Table 7, as it can be seen from the results, the majority (55%) of TYL chooses to make grammatical explanations at higher levels, as do the TAL with a slight difference at the ratio of 58.5 %.

Table 8

Teacher Cognition of Grammar Teaching and the Low Proficiency Level

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 5. I use grammatical explanations at lower proficiency levels.	62.5%	37.5%	63.4%	34.6%

Question B. 5 aims to draw teachers' practice of KAG in the classroom. According to Table 8, the figures show that both TYL (62.5%) and TAL (63.4%) agree on the fact that they talk about language during their instruction.

Table 9

Teacher Cognition of Focusing on Meaning

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 6. I focus on the meaning while teaching grammar, because...				
a. when students get the meaning, it will be easy for them to use the language.	92.5%	7.5%	92.7%	7.3%
b. if the language is for communication, then the meaning is more important than the form.	87.8%	12.2%	95.1%	4.9%

According to Table 9, not only TYL (92.5%) but also TAL (92.7%) state that "I focus on the meaning while teaching grammar, because when students get the meaning, it will be easy for them to use the language." On the other hand, if the language is for communication, the meaning is more important than the form for both TYL (87.8%) and TAL (95.1%).

Table 10

Teacher Cognition of Focusing on Form

	When I teach young learners		When I teach adult learners	
7. I focus on the form while teaching grammar, because...	Yes	No	Yes	No
a. form is necessary to understand meaning.	53.7%	46.3%	48.8%	51.2%
b. students focus on the structure, and they make fewer mistakes.	52.5%	47.5%	34.1%	65.9%

According to Table 10, TYL (53.7%) state that “I focus on the form while teaching grammar”, while TAL (48.8%) are not sure about focusing on form while teaching grammar to adult learners. Furthermore, TYL (52.5%) state that they focus on the form while teaching grammar because students focus on the structure, and they make fewer mistakes, whereas TAL (34.1%) do not focus on the form for the same reasons.

Table 11

Teacher Cognition of Teaching Grammar before Skill Classes

	When I teach young learners		When I teach adult learners	
B. 8. I teach grammar separately before skill classes, because...	Yes	No	Yes	No
a. form comes before meaning.	12.2%	87.8%	7.5%	92.5%
b. it makes skill classes easier.	53.7%	46.3%	50%	50%
c. students' level is too low to perform skills without grammar support.	68.3%	31.7%	65%	35%

Question B. 8.asks if participants teach grammar separately before skill classes, or not. According to Table 11, the teachers in the neither group think that form comes before meaning (12.2%, 7.5%, respectively), but more than half of the teachers agree that (87.8%, 92.5%, respectively) it makes skill classes easier.

Table 12

Teacher Cognition of Not Teaching Grammar before Skill Classes

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 9. I don't teach grammar separately before skill classes, because...				
a. grammar should be incorporated into skills and students should learn the language as a whole.	92.7%	7.3%	90%	10%
b. I don't want to put so much emphasis on grammar, because improving skills is more important.	77.5%	22.5%	75%	25%
c. I observe that students learn better when they are introduced the form in a context.	87.8%	12.2%	87.5%	12.5%

According to Table 12, the great majority of the teachers (92.7% for TYL, and 90% for TAL) respond to B.9.a, “Grammar should be incorporated into skills and students should learn the language as a whole.” statement positively. Moreover, teachers positively respond to B.9. b. (77.5% for TYL, and 75% for TAL), “I don't want to put so much emphasis on grammar, because improving skills is more important.” Likewise, B.9.c, “I observe that students learn better when they are introduced the form in a context.” received the confirmation of the great majority of the teachers (87.8% for TYL, and 87.5% for TAL) in both groups.

Table 13

Teacher Cognition of Teaching Grammar and Tasks Prior to Class

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 10. Grammar instruction should precede a task based teaching.	32.5%	67.5%	21.1%	78.9%

According to Table 13, 32.5% of TYL state that grammar instruction should not precede a task based teaching; likewise, 21.1% of TAL also states so.

Table 14

Teacher Cognition of Teaching Grammar and Tasks after Class

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 11. Grammar instruction should follow a task based teaching.	78%	22%	85%	15%

According to Table 14, 78% of TYL and 85% of TAL also agrees with the idea that “Grammar instruction should follow a task based teaching.” Question B. 10 and Question B. 11 aim to elicit the time of grammar instruction on the supposition that there should be an instructional interference with the task. The great majority of the teachers of both groups (67.5% young learners, 78.9% adult learners) don’t think that grammar instruction should precede a task based teaching, and the lesser percentage (32.5%, 21.1%, respectively) agree that the teaching of grammar should precede a task based instruction. On the other hand, there is a reverse distribution for Question B. 11, and the greater lot of the teachers of both groups think that grammar instruction should follow a task based teaching (78%, teachers of young learners, 85%, teachers of adults).

Table 15

Teacher Cognition of Skills without Grammar

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 12. I need to teach grammar with...				
a. speaking/ writing skills, because these productive skills reveal the grammatical mastery.	48.8%	51.2%	56.4%	43.6%
b. listening/ speaking/ reading/ writing because grammar is the backbone of all skills and students must know how to use the language.	65.9%	34.1%	66.7%	33.3%

Question B. 12 aims to find out which skills teachers find grammar teaching is required for. According to Table 15, almost half of the teachers of young learners (48.8%) respond to B. 12. a., thinking that they find it necessary to teach grammar with speaking/ writing skills, because these productive skills reveal the grammatical mastery. However, 51.2% of the teachers of the same group do not think so. On the other hand, 56.4% of the teachers of adult learners think they need to teach grammar with the productive skills, with the 43.6% not agreeing that they should teach grammar with these skills.

B. 12 b. aims to elicit teacher cognition of the need for teaching grammar with listening/ speaking/ reading/ writing, due to the fact that grammar is the backbone of all skills and students must know how to use the language. 65.9% of the teachers of young learners and almost the same ratio of teachers of adults accept the need for grammar instruction for all skills.

Table 16

Teacher Cognition of Skills with Grammar

B. 13. I do not need to teach grammar with...	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
a. reading / listening skills, because I want my students to focus on meaning in these receptive skills.	61%	39%	64.1%	35.9%
b. listening/ speaking/ reading/ writing skills, because grammar already exists in related skills and students can acquire it implicitly.	56.1%	43.9%	51.3%	48.7%

Question B. 13 elicits the general tendency of the participants towards grammar teaching in their skill classes. According to the results of Table 16, 61% of the teachers of young learners and 64.1% of the teachers of adults confirm that they do not need to teach grammar with reading / listening skills, because they want their students to focus on meaning. Results of B. 13.b. reveal that 56.1% of the teachers of young learners and 51.3% of the teachers of adults do not need to teach grammar with listening/ speaking/

reading/ writing skills, because they think that grammar already exists in related skills and students can acquire it implicitly.

Table 17

Teacher Cognition of the Place of Teaching Grammar in Approaches and Methods

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
B. 14. While teaching grammar...				
a. I use TPR (Total Physical Response).	51.2%	48.8%	71.1%	28.9%
b. I use GTM (Grammar Translation Method)	53.7%	46.3%	60.5%	39.5%
c. I use CLT (Communicative Language Teaching).	90.2%	9.8%	90%	10%
d. I use ALM (Audio-Lingual Method).	55%	45%	48.7%	51.3%
e. I use TBT (Task Based Teaching).	85.4%	14.6%	87.5%	12.5%
f. I use CBT (Content Based Teaching).	73.2%	26.8%	65.8%	34.2%

Question B. 14 tries to reveal the distribution of methods teachers use while teaching grammar. According to Table 17, 51.2% of TYL state that they use TPR, while 71.1% of TAL uses TPR. As for GTM, 53.7% of TYL and 60.5% of TAL use it. On the other hand, both TYL (90.2%) and TAL (90%) state that they use CLT to a great extent. Moreover, TYL (55%) use ALM more than TAL (48.7%), and TBT is frequently used by TYL (85.4%) and TAL (87.5%). The last finding is that TYL (73.2%) prefer using CBT slightly more than TAL (65.8%).

Cognition of Explicit Grammar

Table 18

Teacher Cognition of Explicit and Deductive Grammar Teaching

	When I teach young learners		When I teach adult learners	
C. 1. I teach grammar explicitly and deductively (with the rules given at the beginning by the teacher), because...	Yes	No	Yes	No
a. students can't find the rules by themselves.	34.1%	65.9%	40%	60%
b. I believe that grammar should be taught directly.	12.2%	87.8%	5%	95%
c. the level of my students requires rules.	48.8%	51.2%	47.5%	52.5%
d. learning becomes more permanent in this way.	17.1%	82.9%	7.5%	92.5%
e. my students can't understand in the other way.	29.3%	70.7%	30.8%	69.2%
f. Turkish learners are willing to hear that.	65.9%	34.1%	60%	40%
g. I do not have enough time to give it in a context.	19.5%	80.5%	30%	70%
h. I don't want my students to get lost in the jungle of grammar.	46.3%	53.7%	50%	50%

Question C.1. tries to elicit the teacher cognition of teaching grammar explicitly and deductively. According to Table 18, Both TYL (65.9%) and TAL (60 %) teachers think that students cannot find the rules by themselves. 87.8% of the TYL and 95% of TAL do not think that grammar should be taught directly. Additionally, neither TYL (82.9%) nor TAL (92.5%) believe that explicit and deductive instruction can lead to permanent learning. Moreover, TYL (70.7%) and TAL (69.2%) do not agree with the idea that their students can't understand in the other ways. Moreover, more than half of

TYL (65.9%) and TAL (60%) believe that Turkish learners are willing to hear explicit and deductive rules. On the other hand, TYL (80.5%) and TAL (70%) do not accept the idea that they do not have enough time to teach it in a context. Virtually half of TYL (46.3%) agree with the idea that they do not want their students to get lost in the jungle of grammar, similarly 50% of TAL also thinks in the same way.

Table 19

Teacher Cognition of Explicit and Inductive Grammar Teaching

	When I teach young learners		When I teach adult learners	
C. 2. I teach grammar explicitly and inductively (by letting the learners find the rules through discovery learning), because...	Yes	No	Yes	No
a. once students discover the rule and internalize it, they do not forget it.	92.7%	7.3%	90%	10%
b. it helps them to keep the rules in mind.	90.2%	9.8%	90%	10%

According to Table 19, both TYL (92.7%) and TAL (90%) state that they teach grammar explicitly and inductively. Furthermore, TYL (92.7%) and TAL (90%) also share the same view about explicit and inductive grammar teaching, and for this reason, they state that it helps them to keep the rules in mind.

Table 20

Teacher Cognition of Teaching Grammar Explicitly with the Writing Skill

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
C. 3. I teach grammar explicitly with the writing skill, because...				
a. students generally need a structural guide for grammatical accuracy.	82.9%	17.1%	77.5%	22.5%
b. I want my students to practice the topic structure through a productive skill.	87.8%	12.2%	85%	15%
c. students need to know about the underlying topic structure to edit their papers and those of their peers.	82.9%	17.1%	65%	35%

According to Table 20, a great proportion of TYL (87.8%) and TAL (77.5%) think that teaching grammar through the writing skill contributes to grammatical accuracy. Moreover, 87.8% of TYL and 85% of TAL states that teaching grammar through writing helps to practice the topic structure through a productive skill. On the other hand, 82.9% of TYL and 65% of TAL state that the students need to know about the underlying topic structure to edit their papers and those of their peers.

Table 21

Teacher Cognition of Teaching Grammar Explicitly with the Speaking Skill

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
C. 4. I teach grammar explicitly with the speaking skill, because...				
a. speaking requires the conscious attention to structure for accuracy and self-correction.	37.5%	62.5%	32.5%	67.5%
b. speaking can be improved by learning new topic structures.	67.5%	32.5%	55%	45%
c. communicative skills can be enhanced through grammatical accuracy.	52.5%	47.5%	50%	50%

37.5% of TYL and 32.5% of TAL state that speaking does not require the conscious attention to structure for accuracy and self-correction (see Table 21). As for teaching grammar through writing, TYL (67.5%) and TAL (55%) state that speaking can be improved by learning new topic structures. Moreover, slightly more than a half of TYL state that communicative skills can be enhanced through grammatical accuracy, while 50% of TAL thinks in the same way.

Table 22

Teacher Cognition of Teaching Grammar Explicitly with the Reading Skill

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
C. 5. I teach grammar explicitly with the reading skill, because...				
a. new structures prevent students from focusing on the meaning and making inferences.	51.2%	48.8%	37.5%	62.5%
b. I can use reading texts for both meaning-focused and form-focused instruction.	95.1%	4.9%	92.5%	7.5%

Considering the percentages in Table 22, TYL (51.2%) state that new structures prevent students from focusing on the meaning and making inferences; on the contrary, TAL (62.5%) think that it does not prevent them from focusing on the meaning. Moreover, 95.1% of the TYL and 92.5% of the TAL state that they use reading texts for both meaning-focused and form-focused instruction.

Table 23

Teacher Cognition of Teaching Grammar Explicitly with the Listening Skill

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
C. 6. I teach grammar explicitly with the listening skill, because I can use listening texts for both meaning-focused and form-focused instruction.	65.9%	34.1%	57.9%	42.1%

According to Table 23, slightly more than a half of TYL (65.9%) and TAL (57.9%) state that they use listening texts for both meaning-focused and form-focused instruction.

Table 24

Teacher Cognition of the Time of Explicit Instruction of Errors

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
C. 7. I give explicit instruction of grammar.....				
a. only when errors emerge.	52.5%	47.5%	53.8%	46.2%
b. before errors emerge.	35%	65%	30.8%	69.2%
c. after errors emerge.	72.5%	27.5%	76.9%	23.1%

As it can be seen at Table 24, TYL (52.5) and TAL (53.8%) state that explicit instruction of grammar is given only when errors emerge. Before errors emerge, TYL (35%) and TAL (30.8%) do not prefer giving it. However, a majority of TYL (72.5%) and TAL (76.9%) prefer teaching it giving it after errors emerge.

Cognition of Implicit Grammar

Table 25

Teacher Cognition of Implicit Grammar

	When I teach young learners		When I teach adult learners	
	Yes	No	Yes	No
D. 1. Grammar is implicit in my teaching, because...				
a. students learn better when they learn it unconsciously.	73.2%	26.8%	70%	30%
b. the curriculum requires implicit grammar.	31.7%	68.3%	40%	60%
c. it facilitates learner-centeredness.	90.2%	9.8%	87.5%	12.5%
d. implicit grammar opens space for more activities in the classroom.	78%	22%	77.5%	22.5%

Grammar is implicit in my teaching, because...

D.1.a. students learn better when they learn it unconsciously.

According to Table 25, 73.2% of TYL and 70% of TAL state that implicit instruction make students learn better as they make them learn unconsciously.

D.1.b. the curriculum requires implicit grammar.

The curriculum (68.3%, 60% respectively) does not require implicit grammar for both TYL and TAL.

D.1.c. it facilitates learner-centeredness.

90.2% of TYL and 87.5% of TAL think that implicit teaching facilitates learner-centeredness.

D.1.d. implicit grammar opens space for more activities in the classroom.

78% of TYL and 77.5% of TAL state that implicit grammar opens space for more activities in the classroom.

Table 26

Teacher Cognition of Implicit Grammar and Receptive Skills

	When I teach young learners		When I teach adult learners	
D. 2. I deal with grammar implicitly with the reading/ listening skills, because...	Yes	No	Yes	No
a. the target structure can be acquired through input enhancement.	90%	10%	87.5%	12.5%
b. when students comprehend the structure from the context, they do not forget it easily.	90.2%	9.8%	87.5%	12.5%

According to Table 26, a great majority of language teachers (90%, and 87.5% respectively), the target structure can be acquired through input enhancement and implicit grammar should go in line with reading and listening skills. Moreover, a great majority of TYL and TAL report “when students comprehend the structure from the context, they do not forget it easily.”

Table 27

Cross Tabulation of Teacher Cognition of Reasons for Teaching /Not Teaching Grammar

Question		I don't teach grammar because it is not useful for students.			
		When I teach young learners		When I teach adult learners	
		Yes	No	Yes	No
I teach grammar because my students need to know grammar of English to understand the meaning better.	Yes	15%	65%	9.8%	65.9%
	No	5%	15%	7.3%	17.1%

According to Table 27, 65% of TYL, and 65.9% of TAL state that they do not teach grammar, because their students do not need to know grammar of English to understand the meaning better. Furthermore, they state that it is not useful for students. Therefore, there is a consistency in terms of the teacher cognition of teaching grammar.

Table 28

Cross Tabulation of Teacher Cognition of the Timing of the Grammar Instruction

Question		Grammar instruction should follow a task based teaching.			
		When I teach young learners		When I teach adult learners	
		Yes	No	Yes	No
Grammar instruction should precede a task based teaching.	Yes	10%	22.5%	10.5%	10.5%
	No	67.5%	0%	73.7%	5.3%

According to Table 28, 67.5% of TYL state that grammar instruction should not precede a task based teaching; likewise, the same population state that grammar instruction should follow a task based teaching. For TAL, 73.7% of the group doesn't seem to need grammar instruction before tasks, while they state that grammar instruction should follow a task based teaching. As a result, 100% of TYL and 94.7% of

TAL seem to need grammar teaching in their task based courses whether before or after the lesson. Therefore, 100% of TYL and 94.7% of TAL seem to need grammar teaching in their task based courses whether before or after the lesson. Thus, it can be said that the responses of the participants are consistent.

Table 29

Cross Tabulation of Teacher Cognition of Inductive and Deductive Grammar Teaching

Question		I teach grammar inductively (by letting the learners find the rules through discovery learning), because once students discover the rule and internalize it, they do not forget it.			
		When I teach young learners		When I teach adult learners	
		Yes	No	Yes	No
I teach grammar deductively (with the rules given at the beginning by the teacher) because I believe that grammar should be taught directly.	Yes	7.3%	4.9%	2.5%	2.5%
	No	85.4%	2.4%	87.5%	7.5%

According to Table 29, not only TYL (85. 4%), but also TAL (87. 5%) state that they teach grammar inductively. On the other hand, TYL (2.4%) and TAL (7.5%) state that TYL and TAL teach grammar deductively because they believe that grammar should be taught directly. Therefore, it can be seen that results of the cross tabulation are consistent.

Table 30

Cross tabulation of Teacher Cognition of Implicit and Explicit Grammar Teaching

Question		I do grammar lessons implicitly with the reading/ listening skills, because the target structure can be acquired through input enhancement.			
		When I teach young learners		When I teach adult learners	
		Yes	No	Yes	No
I teach grammar explicitly with the writing skill, because students generally need a structural guide for grammatical accuracy.	Yes	72.5%	10%	67.5%	10%
	No	17.5%	0%	20%	2,5%

According to Table 30, more than half of TYL (72. 5%) and TAL (67. 5%) state that they teach grammar explicitly with the writing skill, and they do grammar lessons implicitly with the reading/ listening skills. On the other hand, 0% of TYL state that they neither teach grammar explicitly through writing nor do they do grammar lessons implicitly with the reading/ listening skills. This means that teachers integrate grammar into their teaching in the right skill. 10% of TYL and TAL do not do grammar lessons with the reading/ listening skills, while they teach grammar explicitly with the writing skill. Thus, the figures of the Table 30 display consistent results.

The findings of the statistical analysis reveal various responses towards grammar teaching on the whole; besides, these results will be harmonized with relevant qualitative data and reinterpreted for an in-depth analysis in Chapter 5.

4.3. Research Question 2. Which General Problems Do Teachers Encounter While Teaching English?

According to the findings from interviews, forums and teacher self reports, general problems teachers encounter while teaching English have been categorized under five themes: linguistic issues, methodological issues, affective issues, teacher competency issues and external issues.

4.4. Research Question 3. Which problematic grammar points do teachers encounter while teaching English?

Table 31

Problematic Grammar Points Teachers Encounter While Teaching English

Grammar Items	Yes	No
The word order of English vs. that of Turkish	58.8%	41.2%
Countable and Uncountable Nouns	36.1%	63.9%
Articles	61.1%	38.9%
Determiners	51.4%	48.6%
Irregular verb forms	60%	40%
Simple Present Tense	31.4%	68.6%
Simple Past Tense	31.4%	68.6%
Simple Past Tense 'to be'	27.8%	72.2%
Simple Future Tense	8.3%	91.7%
Present Continuous Tense	13.9%	86.1%
Present Perfect Tense	78.1%	21.9%
Past Perfect Tense	56.3%	43.8%
Future Perfect Tense	62.5%	37.5%
Present Perfect Continuous Tense	74.2%	25.8%
Past Perfect Continuous Tense	78.1%	21.9%
Future Perfect Continuous Tense	68.8%	31.3%
Modals	12.5%	87.5%
Gerund/ Infinitive forms after verbs	58.1%	41.9%
Tense '-Ing' vs. gerund '-Ing'	81.3%	18.8%
Passive Voice	50%	50%
Relative Clauses with prepositions	70%	30%
If clause type 1	6.5%	93.5%
If clause type 2	29%	71%
If Clause type 3	38.7%	61.3%
(the) Mixed type (Type 2+Type 3)	83.9%	16.1%
Noun clauses	61.3%	38.7%
Reported speech: Reporting the present	35.5%	64.5%
Reported speech: Reporting the past	53.3%	46.7%
Conjunctions (as soon as, before, etc.)	32.3%	67.7%
Sentence connectors (but, however, yet, etc.)	12.9%	87.1%

According to Table 31, teachers find it difficult to teach some tenses with perfective aspect, and some tenses with perfective- progressive aspect (e.g. Present Perfect Tense; 78.1%, 21.9%; Present Perfect Continuous Tense; 74.2%, 25.8%). Moreover, tense ‘-Ing’ and ‘gerund ‘-Ing’ turn out to be difficult structures to teach. The mixed type (Type 2+Type 3) is the most challenging grammar item (83.9%, 16.1%). On the other hand, If Clause Type 1 is the easiest (6.5%, 93.5%) grammar item, followed by Simple Future Tense (8.3%, 91.7%) and sentence connectors (12.9%, 87.1%).

4.5. Research Question 4. What is the teacher perception of the complementary Distant INSET implementation in terms of professional development?

Table 32

Teacher Perception of the Complementary Distant INSET Implementation

Statements	Yes	No
I raised my awareness of personal theories, rules and beliefs of language teaching.	99%	1%
I reflected on my own language learning style.	93.9%	6.1%
I raised awareness of my current performance as a teacher.	100%	0%
I recalled and analyzed new and recent learning experiences.	94.1%	5.9%
I reviewed and assessed my own actions in class.	97.1%	2.9%
I raised awareness of my routines and my rationales.	87.9%	12.1%
I tested the consistency between classroom events and educational theories.	93.8%	6.3%
I became able to reframe interpretations of my own practice.	97%	3%

Research Question 4 aims to elicit the teacher evaluation of the Distant INSET program on the basis of the questions sent to them through an online survey tool (see References). According to Table 32, 100% of the participants state that they raised awareness of their current performance as a teacher. On the other hand, 12.1% of the participants do not agree that they raised awareness of their routines and their rationales. This might be because teachers find it hard to raise awareness due to external factors.

However, on the whole, the teachers as the INSET participants seem to be satisfied with the program.

Table 33

Distribution of the INSET Courses Participants Want to Join

I would like to have in-service at....	Yes	No
English Mentor Course	78.9%	21.1%
DynEd Seminars	53.3%	46.7%
English Course book Preparation Seminar	96%	4%
English Material Development Seminar	100%	0%
English First Grade Education and Approaches and Methods Seminar	76.5%	23.5%
English Approaches and Methods and Testing and Evaluation Seminar	100%	0%
English Methods and Techniques Seminar	90.5%	9.5%
Classroom English Seminar	90%	10%
Foreign Language Program Evaluation Seminar	76.5%	23.5%
Foreign Language Activities Seminar	100%	0%

According to Table 33, all teachers prefer to have INSET in Foreign Language Activities Seminar, English Material Development Seminar and English Approaches and Methods and Testing and Evaluation Seminar. These courses are followed by English Course book Preparation Seminar (96%).

4.6. Conclusion

In Chapter 4, findings of the research questions have been given at tables, accompanied by the interpretations. The findings have been the basis for Chapter 6, in which each research question has been dealt with in detail.

CHAPTER 5

DISCUSSION

5.1. Introduction

In this chapter, the findings in Chapter 4 will be interpreted in the light of research questions. The interpretations of the researcher and the description of the current situation of grammar teaching in Turkey will be sketched in line with the findings from qualitative and quantitative data. As the organizing principle, the researcher will interpret the research questions together with its extended questions at the end of each sub-section.

5.2. Research Question 1. What Is the Teacher Cognition of Grammar Teaching?

The first research question will be discussed under three categories as it was designed in the questionnaire for the second application: general cognition of grammar teaching, cognition of explicit grammar teaching and cognition of implicit grammar teaching. First of all, the researcher asked participants how they felt about the general situation of teaching grammar, and received various responses. Some of them state that sometimes-external factors go beyond their means. Though teachers are defined as the decision makers in their programs, the negative aspects they present clearly show how they feel about the situation. Teachers state that they have to change their type of instruction due to external conditions as one of them states, “While I was working at an Anatolian High School, the contact hours, and the students’ level used to allow me to prefer inductive grammar teaching.” (P. 30). “Generally, I used to guide my students to figure out the grammar rule on their own, and it was really enjoyable. However, this year I haven’t had much time, and now it is difficult for the students to work it out. So, I prefer to teach grammar deductively.” (P. 30).

Secondly, teachers sometimes feel hopeless about their situations “If the students don’t want to learn anything and don’t make an effort, teachers are helpless and hopeless” Besides, teachers are concerned about not having time for teaching other language components stating, “First of all, the educational system in Turkey requires

the knowledge of forms of the language because; not only the examinations we hold at schools, but also the important examinations to enter a better school makes that obligatory both for us, as language teachers, and for learners. In short, we cannot spare enough time for speaking and listening classes.” (P. 39). “The teaching methodology in the first language is different from that of teaching a foreign language in our schools, so students generally have difficulty in learning a foreign language.” (P. 31), and as a solution, they think that learning a FL grammar should follow the same course as acquiring L1 grammar: “Why do we focus on grammar more than a native speaker does and why don’t we teach grammar in the natural learning environment?” (P. 30). Besides, findings of the second application support this general cognition of grammar teaching. The discussion will be conducted in the order of questions in the teacher cognition of grammar teaching questionnaire of the second application.

5.2.1. What Is the General Cognition of Grammar Teaching?

The questions in this part aim to reveal the general cognition of grammar teaching as a different discipline, for it is linked to more common practices of the participant teachers.

Q. B.1. I teach grammar, because...

Teachers turn out to teach grammar for other reasons, not because of the curriculum requirements. This might mean that teachers don’t bother to teach grammar because of external factors. On the contrary, it can be inferred that they think students need grammar so that they can scaffold their learning effectively to be able to achieve specific skills and to accomplish tasks. This result also confirms the findings by Brierley et.al. (2011), who state that teachers resist not to change their beliefs in line with the curriculum; on the contrary, they remark, they will interpret the curriculum to match their present beliefs.

Moreover, more than half of the both groups of teachers think that they prepare students for exams. This can be interpreted for the other lot of teachers as, exams are not the sole factors for shaping teachers’ instructional decisions; teachers choose to teach grammar for other reasons. Besides, teachers of adult learners turn out to take exams into consideration more in their practices unlike teachers of young learners, who

often state that they have to catch up with the requirements of the curriculum, and that exams impose them to teach grammar (see Appendix J). Interestingly enough, more than half of the teachers seem to accept the importance of grammar as the underlying component for all skills. It can be said that these teachers, even when independent of external obligations, would make their instructional decisions in favor of grammar, for they are also aware of the fact that this is a requirement for a better language education (Weaver, 1996). Similarly, teachers also think that grammatical competence brings about accuracy. Regardless of the learner age, teachers think that grammar is necessary for the language learner, one of the teachers stating, “I need to involve my students in the lessons.” (P. 32). Another teacher underlines this need, saying;

“I do not teach grammar, because.... I would like to say this if I were a native-speaker of English, or if my students had learnt all the basic grammar rules before they finished their secondary education. However, this is not the case at the high school where I work. Course books assume that all the students have learnt all the necessary grammar structures through their secondary education. That’s why it presents grammar rules superficially just like a reminder. In short, I teach grammar at least before the activities in four skills by taking the new curriculum for the high-school education into account.” (P. 30).

Much as indirectly related to our research, it is important to highlight a fact: Almost all teachers agree that course books include grammar items as if they were based on a spiral, and as if every learner had mastered the previous item of grammar before making a new start. This result can be interpreted on the grounds that teachers would like to have students in their courses with the linguistic competence of the same level: this might be achieved through needs analysis of teachers and students by giving diagnostic tests before starting a course, and if possible, the students could be graded as beginner, intermediate and proficient according to the criteria levels of Common European Framework of Reference (CEFR).

Teachers know that grammatical competence is the foundation of linguistic and socio-linguistic competence:

“I teach grammar, because unless my students know the forms of the grammatical subjects, they cannot use them accurately although they know most of the vocabulary.” (P. 37).

“I teach grammar, because I believe that the learners should also be aware of the structure of the sentences, but it isn’t the main goal of teaching a foreign language though it is essential.” (P. 12).

Though it cannot be generalized to all language teachers in Turkey, starting with the assumption that a part is the representative of the whole, it can be inferred that teachers know the value of grammar in their practices. This is in line with what Weaver (1996, p. 23-27) suggests. They seem to be aware that second/foreign language learning is different from language acquisition, and that grammar should be incorporated into language teaching, although the way of integration can be practiced differently.

In conclusion, the results are consistent with the findings of the research in the global context where English is taught as ESL or EFL (Borg, 1998; Borg, 1999; Saraç-Süzer, 2007; Borg & Burns, 2008; Phipps & Borg, 2009). For example, Burns (2009) highlights that grammar teaching has not ceased to exist in the Communicative Language Teaching (CLT) era, and in order to find ways for the effective integration of grammar instruction into CLT practice, teachers' beliefs about grammar teaching and their personal and practical knowledge should also be placed as a research entity.

Q. B. 2. “I don’t teach grammar, because...”

The question intends to elicit the reasons for teachers’ not incorporating grammar into their language courses. Borg (2003, p. 81) suggests, “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” The following reasons teachers give are consistent with the remarks by Borg (2003).

The reason for teachers not to teach grammar is not because it is abstract for learners. Moreover, the majority of the teachers have enough time for teaching, regardless of having young or adult learners in their course. Therefore, it can be observed from the figures that teachers’ not incorporating grammar into their instruction cannot be traced back to physical or external obstacles, but to pedagogical reasons that are embodied in their language learning experiences (Phipps & Borg, 2009) and their beliefs in the value of learning from context. Ting (2007) links the idea of teaching grammar in context to adopting contemporary teacher roles.

....whether or not trainees teach grammar in context depends on whether they have discarded the structural view of language and traditional views of teaching grammar, not whether they believe in the importance of meaningful communication (Ting, 2007, p. 47).

On the other hand, teachers of both groups fall into disagreement in that grammar teaching is an ancient way; therefore, it can be said that, unlike as it is claimed, grammar teaching is perceived to be the necessary component of language teaching by the teachers of both groups with slight differences.

In the same vein, teachers do not think that they teach grammar due to the curriculum. This result seems interesting, because teachers of young learners still maintain grammar in their teaching repertoire despite many implications from SLA research and language teaching methodology that young learners should not be introduced to grammar yet, and that grammar should be dealt with implicitly without conscious awareness of the learner. The other gripping implication is what causes teachers to think or to behave so (see Appendix J).

Teachers state that they do not teach grammar; because they teach it with skills and tasks. However, it is interesting to see that the rate of the teachers of young learners is lower than that of adults, which shows the confusion teachers have in terms of grammar teaching according to learner variables. Moreover, it is observed that a great majority of teachers in both groups attach importance to meaning, and they consider that the form can be elicited from the context once meaning is accommodated. The great majority of both groups of teachers claim that oral skills cannot be improved because of the affective filter (Krashen, 1985) the learner places on himself during the output; particularly, oral production. This can be attributed to the fact that if the knowledge is declarative, but not procedural (Nunan, 2003), the learner bears it in the conscious mind, which can be used for self-correction when necessary, but most of the time it may work as a disadvantage.

In addition to the points given above, teachers state their reason for not integrating grammar into their language teaching courses, thinking that it lays stress on the shoulders of the learners, one of the teachers stating, "Students must elicit it from the context." (P. 29). On the other hand, some state that they focus on meaning "Learning the spoken language is more important for me. There is no need to give all these forms. By the help of a meaningful task, you can give all of the grammar items." (P. 33). "I initially focus on meaning, and then talk about the form." Another reason

teachers give for not teaching grammar is that they use skill based classes where grammar is incorporated into their teaching. Moreover, teachers also say that if they have skill based courses, they do not teach grammar: “If it is a skill based lesson; especially, listening or reading, I don’t teach grammar” (P. 26).

In conclusion, teachers attribute their instructional practices of grammar to various reasons. Unlike the common view, grammar exists in the folder of the teacher not because of some external factors, such as exams or the requirements of the curriculum, but because they feel that it makes a ‘difference’ to teach it. It is evident that they consider the meaning as encapsulated in the form; either the meaning is decoded naturally as it is in L1, or some interference is needed to decode it, which could be possible only through the awareness of the form.

Moreover, most teachers think that grammar is not abstract for their learners, which shows where grammar is centralized in their practice. There are some cases when teachers choose not to teach grammar, but teach it if they find it necessary or relevant for the learning context if the learners are ready (Pienemann, 1985). Moreover, teachers seem to feel that unless they gear the time, place and content of the instruction, it will be a source of filter for production. The other implication lies in the precedence of meaning over form, which both groups of teachers intend to use the context for their instructional practices. This is consistent with the metaphor of pie by Larsen-Freeman (2001), which clearly shows the interconnectedness of the two basic portions of grammar. One of the teachers further remarks that if the ideal learning environment is created with few students and good lesson equipments, it is possible to teach English without grammar. (P. 4). However, the current situation in Turkey necessitates teaching grammar due to overcrowded classes, lack of time and curriculum requirements.

Q. B. 3. I choose my teaching way according to the age of my learners.

This question asks if teachers choose their teaching way (e.g. the type of material, the nature of the course, the language of instruction) according to the age of their learners while teaching grammar to young learners or adults. This seems to be an interesting result, for teaching young learners requires more variety, and techniques to be used for children are expected to be more than those to be used for adults in grammar teaching. The preference of grammar instruction in L2 context is that implicit input is more relevant for young learners, and explicit grammar teaching is more suitable for

adult learners (Borg & Burns, 2008). Basically, the similarity of the results shows the adaptability of the teacher to the learner variable; this could be because of the fact that teachers in Turkey have not yet specialized in terms of their professional development. The current conditions can appoint language teachers to different institutions such as primary schools, high schools or vocational schools. This introduces the advantages mentioned above; on the other hand; it deprives the teacher of professional expertise.

Q. B. 4. I use grammatical explanations at higher proficiency levels.

The majority of the teachers of both groups use grammatical explanations at higher levels. Such a result displays the Turkish language teaching context, also giving the picture of the teachers' attitudes towards using the KAG in the form of grammatical terminology. It is clear that a considerable lot of teachers of young learners and those of adults still talk about the language at lower levels of proficiency. This finding is in line with the research findings by Andrews (1999a, as cited in Borg 2006). This is against the SLA research implications which argue that metalinguistic knowledge or knowledge about grammar or ways for analytical thinking should not be suggested to the learner at lower proficiency levels.

Q. B. 5. I use grammatical explanations at lower proficiency levels.

Both groups of teachers choose to teach KAL at lower grades regardless of the age of the students, which can be interpreted as that teachers mostly rely on grammar teaching to establish a firm ground for the coming phases of their classroom practice. This finding is consistent with the need for FonF as suggested by Ellis et al. (2001). If asked, most of these teachers would possibly say that they use mother tongue while explaining a specific grammar point.

Q. B. 6. I focus on the meaning while teaching grammar, because...

The great majority of the teachers responds positively, and thinks that meaning is important for the use. Obviously, the teachers are aware that language is not comprised of only form, and that meaning and form should complete each other. Besides, teachers think that form is no use in itself, and if meaning has not been mastered, it is impossible to talk about real communication. This result is in line with what Byrd (2005) has observed and suggested in terms of the accuracy that could be

incorporated into the goals of the curriculum for L2 courses. A teacher states that being aware of the forms and structures is important, and that if they focus on meaning, the learners will get the forms anyway. One of the teachers clearly summarizes the form-meaning dichotomy as follows:

“...because there can be no a certain distinction between form and meaning only the sequence of them may be different. I prefer presenting form and meaning, but I do not separate them.” (P. 34)

“When the student perceives the meaning, it will be easy for him to use the language.” (P. 28)

Another teacher points out the precedence of meaning over form saying, “Because if I focus on the form, the students never give importance to the meaning. They must learn about cohesion and coherence in the texts.” (P. 3). The other one also supports the idea, “Meaning is much more important than form. Sometimes we can communicate simply by using a few words.” (P. 36).

Q. B. 7. I focus on the form while teaching grammar, because...

Teachers give priority to the form (Ellis, 2005), perhaps thinking parallel to what (Ellis et al., 2001) suggest for FonF, which puts forward that learners fail to attend both to form and meaning at the same time. However, they also underline the importance of meaning as a cognitive engagement (Pica, 2005). This means that teachers are undecided about the focus, whether it should be on the form, or on the meaning, and more than half of the TAL do not think that when the conscious attention of the learner is given to the form, fewer mistakes are made. Some of the teachers state their reasons for focusing on the form stating that the form makes learning easier, and that the form brings about the mastery of meaning. However, the great majority of the teachers underline the importance and inseparability of both (Doughty & Williams, 2004):

“I focus on both the form and the meaning while teaching grammar, because I think they are inseparable from each other, and I always try to integrate the form and the meaning with grammar based communicative approach” (P. 30)

“Firstly, I want my learners to know how to use the language and syntax. After they learn the exact rules of the grammatical forms, they can independently use the language. Because I know that they will make fewer mistakes after learning the correct usage.” (P. 37)

The accounts of P.30 and P.37 are in line with what Ellis et al. (2001) suggest: meaning focused instruction needs to be complemented with form-focused instruction. The frequency distribution of question 7 is striking and thought provoking into the reason for this, for almost half of the new generation teachers still teach the form, without taking the meaning into consideration.

Q. B. 8 .I teach grammar separately before skill classes, because...

The teachers tend to interfere with the task and teach grammar in the meantime. This tendency reveals the apparent distinction teachers make in terms of the grammar treatment according to the nature of their course, being task-based or skill-based. Moreover, almost the same number of teachers in both groups reaches a consensus on the importance of grammar support for the skill-based class to run smoothly. One of the teachers remarks, "I expect my students to receive the core of the activity and some related forms in order to provide a proper usage of the language, but if I am dealing with speaking, I can be more flexible just to encourage them to speak." (P. 37)

Q. B. 9. I don't teach grammar separately before skill classes, because...

The great majority of the teachers think that grammar should be incorporated into skills and students should learn the language as a whole, which means that teachers are aware of the value of grammar instruction through skill-based courses, and that if they teach in this way, they can get better and long-lasting results. This is parallel to what Ellis (1993, as cited in Ellis, 2008); suggests as weak interface position. However, teachers don't want to put so much emphasis on grammar, thinking that improving skills is more important." The percentage of the positive responses to the statement clearly shows the priority the teacher gives to the nature of the course more than the basement that will facilitate the skill to run without a problem. Additionally, teachers think that students learn better when they are introduced the form in a context, which can be interpreted as that teachers are aware of the importance of teaching in a context (Weaver, 1996) regardless of the age group they may work with. Moreover, implications of research by Byrd (2005) and Bolitho (2011) also support the use of teaching grammar in context. One of the teachers gives an account of the way ITE program content is embodied in her practice:

“You frequently used the term ‘context’ in our classes at the university. I try to use it in my classes, too. Instead of teaching them the difference between ‘on foot’ and ‘by bus’ on the board, I create a contextual relationship. The same is true for ‘directions’ I create a context, and give a responsibility to each student. One of the students becomes a post office, the other one becomes a hospital. Even the laziest student feels the responsibility, and feels pride as he/she writes the name ‘street’ on the poster. Therefore, they will never ever make noise in the class.” (P. 3)

Q. B. 10 & 11 Grammar instruction should precede/ follow a task based teaching.

The great majority of the teachers of both groups don’t think that grammar instruction should precede a task based teaching. Apparently, these teachers choose to deal with grammar once the task is over, and errors can be eliminated after they have been made. This approach towards grammatical error correction is justified by McDonough and Chaikitmonkgol (2007) who point out that task based classroom students do not have negative reactions for target skills; however, they are concerned about grammar. This approach towards grammar is similar to the principles of error correction in L1. If there is a need for any evidence, the teacher interferes with formal instruction, if not, there is positive transfer, and no problem comes out. For the grammar to be counted as accurate, it is necessary to support it through tasks. Cuesta Cuesta (1995, p. 98) suggests task based grammar, and states, “task-based grammar provides learners with a language-rich environment and recurring opportunities to notice, structure and proceduralize grammar in real-life language use.”

Q.B. 12 & Q. B. 13. I need /do not need to teach grammar with....skills.

More than half of the teachers find it necessary to teach grammar with speaking/ writing skills, because these productive skills reveal the grammatical mastery. Moreover, more than half of the teachers prefer teaching grammar with all skills. It is interesting to see that despite the slight differences at the ratios; almost half of the teachers do not find it important to have grammar classes for teaching skills, regardless of the teachers of young learners, or teachers of adults. These teachers either assume that grammar is learnt through receptive skills or later used with productive skills, or they tend to ignore the place of grammar in their instruction.

The findings of Question 12 and Question 13 are worthy of focus: On the whole, teachers do not find it important to integrate grammar into skill teaching; however, this should not mean that teachers totally exclude grammar from their teaching. On the

contrary, the great majority of the teachers think that they teach grammar, because it helps their students to use the language accurately.

Q. B. 14. While teaching grammar, I use methods.

Question B. 14 aims to reveal the distribution of methods teachers use while teaching grammar. Both groups of teachers use each method almost at the same ratio. The only interesting difference is that TPR is used by TYL less; however, TAL turns out to employ it more; but it is pleasing to see that all teachers turn to CLT and TBT with a high ratio, and this might be an implication that grammar is taught through tasks or skills. One of the participants points out to the use of CLT, because it develops competencies. Moreover, further findings display that there might be the combination of all methods for teachers, as one of them states:

“I use eclectic method, and sometimes CLT and inductive approach while teaching grammar, because I think that every method, approach or technique can be used in the classroom depending on the context. For example, for the 4th grade students, at the beginning of the teaching TPR works well as young learners first do the actions physically and response with their actions. However, there are times when I may use dialogue memorization to let the learners think that they can manage and they can speak fluently.” (P. 12)

The teacher apparently uses eclecticism, and does not stick to only one specific method or approach. This is determined by the needs and the nature of the grammar course. Teachers state that they use all possible ways to transfer the knowledge to their learners. However, it is a fact that teachers mostly use traditional ways for more effective and long-lasting knowledge (Ellis, 2005). The teacher below describes the reasons for using the methods mentioned.

“I use TPR at the beginning while teaching grammar as a method, because I want students to get clues and brainstorm about the subject in order to motivate them, then according to the subject, I use GTM to be able to give the correct forms of the language with its rules. Then to get the learners to reinforce the knowledge, I use CLT for more effective communication.” (P. 37)

These preferences of the teachers can be justified as long as they are used appropriately. This point of view is parallel to Şenel (2010), which emphasizes the

importance of translation and states that translation is both a tool of communication and a helper to make students comprehend and use the target language in a clear and precise way. The other teacher points out to the level and age, which works as a determinant factor:

“Students’ level and age are very important while choosing the right method or approach. If our students are young learners, we can use TPR effectively. Feelings of success and low anxiety facilitate learning. If our students are adult learners, we can use ALM or CLT.” (P.3)

The participants, as the new generation teachers, can make the distinction of learner variable, and are aware of the issues of motivation, age, learning strategy and learner type, which can be subsumed under holistic issues (O’Malley & Chamot, 1990; Oxford, 1990; Skehan, 1991), and one of the teachers’ last word is, “I use almost all methods, because each student has a different attitude towards learning a second language.” (P.29)

The following remarks also support P. 29, who states, “No method is better than the other, I think. Because language learning is a really complex process; therefore, the teacher has to know all the methods and use all if possible.” (P.31). All these statements can change in the real classroom settings as Farrell (2005) suggests, who has observed that one of the participants kept using traditional grammar teaching during practical applications though she stated her preference over communicative approach.

5.2.2. What Is the Teacher Cognition of Explicit Grammar Teaching?

Q. C.1. I teach grammar explicitly and deductively, because...

The great majority of the teachers in both groups are in favor of inductive teaching; however, teachers split into two when it comes to the concept of learner level and direct, deductive teaching of grammar. This might be because of the fact that teachers do not have much information about the relationship between the level and the metalinguistic knowledge. Nevertheless, the implications by Yee and Wagner (1984) and Faerch (1985) underline that meta language might help improve L2. Ellis (1991) has introduced FFI as an attempt to develop ‘declarative’ rather than ‘procedural’ knowledge of the learner, making the difference between ‘metalingual knowledge’ and

‘explicit knowledge’. Therefore, he suggests teaching explicit knowledge without teaching grammatical terminology that should be practiced by teachers of English. Therefore, the KAG of the learner to a certain extent is expected to raise consciousness for analyzing receptive input and the monitoring productive output.

Teachers in the two groups don’t believe in the value of explicit instruction. However, it is a fact that teachers can have long lasting impacts on the memory of the students, particularly adults as analytical learners, by using explicit and deductive instruction (personal experience, personal communication). Moreover, they augment their choice, thinking that learners can learn through inductive ways. As it has also been revealed by the figures, it is a fact that Turkish learners are used to hearing rules about language, and in most cases, it works depending on the learner variable and the type of instruction. In Turkey, in courses for language exams, most people talk about language, but how to use the rule as scaffolding for the generalization of the same rule. Moreover, not many teachers agree that they do not have enough time to teach grammar in a context. This also implies the readiness of the teachers for teaching grammar in context even though time could be given as an excuse (see further discussions in Appendix E).

A surprising ratio of the teachers in both groups agrees with the idea that they do not want their students to get lost in the jungle of grammar, so they choose to teach it deductively. Borg (2003, p. 103) mentions that teachers’ awareness of their knowledge of grammar shape their instructional decisions, which might be another factor in their choices. The researches in other settings also confirm the findings of this research. One of them is by Tomlinson et al. (2001), who point out the situation of adult courses by stating, “The emphasis in most courses is on explicit teaching of declarative knowledge, followed by controlled or guided practice.” In other words, PPP (Presentation–Practice–Production) still rules, but with the emphasis now very much on the first two Ps. When the participants were asked about their past experiences of learning grammar explicitly, they responded in four basic ways:

I was taught grammar explicitly, but unfortunately I ...

One of the participants states that she has to follow the same path, which makes her unhappy “I was taught grammar explicitly, but unfortunately I go on in the same way. When I was in secondary school, I seldom asked questions. The reason was that the teacher always tried to explain the language as detailed as possible leaving no

queries among students. Moreover, we were fed up with piles of notes and text books.” (P. 35). The participant underlines, “I was taught grammar explicitly, but unfortunately the traditional way of grammar teaching doesn’t exist anymore, it is time to try to change” (P. 35)

I was taught grammar explicitly, but I don’t ...

One of the teachers points out, “I was taught grammar explicitly, but I don’t teach in this way while teaching grammar or other skills. Because the students learn the rules by heart, and they forget them easily. Besides, they are not good at practice.” (P. 3). The other teacher says “I was taught grammar explicitly, but I don’t the use same approach for my students. It was very hard and complex for me.” (P. 29)

Some teachers think that the explicit grammar they were given was not effective, and they do not practice it in their classes, or that they cannot use it for some reason now. Moreover, they think it operated negatively in their learning experience putting an affective filter, thus, preventing them from acquiring the other skills. On the other hand, some teachers seem content, and they are thankful to this way of teaching.

I was taught grammar explicitly, so fortunately...

A teacher in the group remarks, “I was taught grammar explicitly, so fortunately, I learnt the rules of making a meaningful sentence.” (P. 4). Moreover, another teacher states “I think I am considerably good at grammar, but I do not remember a time during my elementary and higher school education that I can use the language fluently to express my ideas.” (P. 34)

I was taught grammar explicitly, so unfortunately...

Some participants think that it was unfortunate for them to learn grammar explicitly: “I had difficulty in speaking skills when I was at secondary and high school. Focusing on the grammar, I needed extra personal effort to develop other skills which are more important than grammar. I think I am considerably good at grammar, but I do not remember a time during my elementary and higher school education that I could use the language fluently to express my ideas.” (P. 26)

The interpretations above show how participants feel about the explicit instruction they were given in grammar, and how they have transformed it to their

teaching practices. It is obvious that there are opposing views; and consequently opposing practices. While some teachers consider this from a positive perspective, the others perceive it as an unfortunate experience. These two extreme views might have emerged due to the breakage in the fault line of these people's instructions. If some received the formal grammar instruction followed by skill based or task based applications, the firm ground of grammar in the form of linguistic competence has supported the gradual construction of other competencies (e.g. socio-linguistic competence). This model proved to yield perfect results at Anatolian High Schools curriculum, where selected students were admitted to the program after an entrance exam soon after primary school (at the age of 11) (personal observation and personal communications).

One of the participant teachers apparently uses explicit teaching because of the personal experience that she had in school years: "Thanks to the explicit instruction, I learnt grammar well; later on, we used it with other skills and it improved my English more." However, if the line has been disrupted through the interference from other systems, thus the flow changing its course, the system does not operate effectively; and learners suffer from the fossilized grammar, inhibited oral proficiency skills; the most important of all, if they become practitioners who do not wish to place the same burden on the learners' shoulders, they revert to choose other methodologies in their instruction, under the circumstances, mostly approaching to grammar teaching more cautiously.

Q. C. 2. I teach grammar explicitly and inductively...

The teachers of the both groups share the same view about explicit and inductive grammar teaching, and for this reason, they state that it helps them to remember the rules and keep them in mind. The teachers in the Turkish ecology choose to teach grammar explicitly, which means that either Turkish learners, regardless of the age factor, respond to the instruction of this kind positively, or that teachers find it easy, practical or effective to transfer the knowledge in this way.

The results are further supported by the statements of the participants. One of the teachers states that she first makes sure learners have mastered the form, and further supports this with the meaning, and then comes the usage. Under the circumstances in Turkey, where English is taught as a foreign language (course hours, educational

materials and the curriculum) and in the light of ESL and EFL research (Borg, 2006; Borg & Burns, 2008; Phipps & Borg, 2009), it is inevitable that grammar is taught explicitly, the form fixed in the minds of the learner, to use the language without error.

From the statements of the teachers, who answered the question “Do you think grammar should be taught explicitly in the Turkish context?” It can be figured out that most of them are not against teaching grammar; rather, they think it should be taught inductively, in a context (Larsen-Freeman, 2001, Celce-Murcia & Olshtain, 2005). The following account of one of the participants reveals this cognition.

“I think we should teach grammar, but we should teach contextual grammar. As Turkish learners are taught in the traditional way, we don’t have good communication skills. However, contextual grammar is more than grammar, which facilitates the acquisition of communicative competence.” (P. 31)

Another participant states that teachers should consider the ‘ecology’ (Van Lier, 2004, as cited in Blyth, 2009) of the learning environment and the learner needs before deciding whether to incorporate grammar into their teaching or not:

“I think formal grammar instruction should be conducted according to the context of learners, which is the best way to catch their attention as I am experiencing it at school. My learners live in a village, so the best way is to benefit from the examples of this environment to make instructional decisions...” (P. 11)

This view is in line with the research findings by Burns (2009), who points out that the ideas that grammar teaching should be a contextualized property of classroom experience seems to have become important. The teachers express their beliefs about the importance of integrating grammar for effective learning, and the decisions about practices of integration relies on contextual and temporal factors.

Q. C. 3 & 4. I teach grammar explicitly with the writing & speaking skills, because...

The great majority of the teachers in both groups think that teaching grammar through writing helps to practice the topic structure through a productive skill. They state that the students need to know about the underlying topic structure to edit their papers and those of their peers. Moreover, more than half of the teachers in both groups think that speaking does not require the conscious attention to structure for accuracy and

self-correction. However, teachers of both groups at the same ratio state that speaking can be improved by learning new topic structures. Besides, slightly more than half of the group state that communicative skills can be enhanced through grammatical accuracy. The distribution of the views slightly implies that teachers cannot make an association between grammar and speaking in terms of formal instruction. Unlike other skills, speaking is open to controversy in terms of the two poles of language competency. Accuracy and fluency may have created confusion, for fluency, though non-grammatical at times, is conceived as the most important component of oral proficiency skills.

Q. C. 5. & C.6. I teach grammar explicitly with the reading & listening skill, because....

Both groups of participants as a great majority think that reading texts can be used as a tool both for meaning-focused and form-focused instruction. More than half of the teachers state that they use listening texts for both meaning-focused and form-focused instruction. This means that the other group of teachers cannot use the materials within reach effectively. Normally, as a receptive skill, listening through such texts designed for educational purposes can be used for input enhancement as long as the level is suitable for the learners. Nassaji and Fotos (2004) point out that FonF can be done through the design of the tasks, which have a purposeful explicit focus.

When asked the extent of grammar integration with the teaching of other skills, 42% of the teachers mentioned some integration, 31% picked substantial integration, and 27% chose complete integration. The results found are consistent with one of the large-scale studies by Burns (2009). She reports that when teachers were asked if they integrate grammar into their instruction or not, basic beliefs of 231 teachers from 18 different countries about integration implied that grammar should be taught separately, not integrated with other skills such as reading and writing. Moreover, teachers turned out to prefer contextualized grammar in the centre of the teaching practice.

Q. C. 7. I give explicit instruction of grammar.....errors emerge.

Treatment of grammatical errors and the timing for this change according to the type of error (Lighbown & Spada, 1990; Carroll, 1992; Schulz, 1996; Brown, 2000). However, the teachers seem to be confused about the timing, for they have chosen

almost all types of treatment, which clearly shows the situation. On the other hand, if these teachers asked their students, they would probably get student views consistent with the findings by (Borg, 2003, p. 105), which states that views of students underline the positive attitudes towards formal instruction and regular explicit error correction.

5.2.3. What Is the Teacher Cognition of Implicit Grammar Input?

Teachers of both groups confirm that students learn better when they learn grammar unconsciously, but they do not think that this should be done because of external factors such as curriculum. However, learner centeredness is considered to be initiated, and both groups of teachers think that when implicit grammar input is used, more activities can be used. Long (2000) suggests a task based course via focus on form, which can be conducted by the language teachers who wish to provide input through skills and tasks.

Teachers state that input enhancement will help the acquisition of the form and that context offers invaluable opportunity to the learners to understand the form (Burns, 2009). However, it is a fact that implicit grammar is not possible for the current situation in Turkey. Teachers are supposed to teach English in limited hours, and it is hard to find the ground for input enhancement (Sharwood-Smith, 1993) or other techniques that grammar teaching uses. Participant 14 briefly sketches the current situation in Turkey stating, “Turkish students who learn English as a foreign language prefer explicit grammar teaching, especially deductive teaching to implicit grammar. Because, it lets them learn the rules of grammar without making any effort.” According to a great majority of language teachers, learning the form in a context brings about long-lasting, or permanent learning. Weaver (1996) points out, “the relevant research confirms what everyday experience reveals: that teaching ‘grammar’ in the context of writing works better than teaching grammar as a formal system if our aim is for students to use grammar more effectively and conventionally in their writing.”

As for the cross tabulation of the results in terms of the consistency of the responses for TG, more than half of the teachers of both groups state that they don’t teach grammar, on the grounds that their students do not need to know grammar of English to understand the meaning better. Furthermore, the same proportion of the teachers states that it is not useful for students. Therefore, there is a consistency in terms of the teacher cognition of teaching grammar and not teaching grammar according to

results. As the overall figures show, the great majority of the teachers use inductive grammar teaching technique in both groups, and the rest of the teachers prefer deductive technique. The results indicate that responses of the teachers are consistent and that the ratio of the responses has been distributed confirming the cross answers.

5.2.4. What Is Teacher Cognition of the Techniques of Grammar Teaching?

In this part, teachers have been asked to state how they teach grammar in their classes in an open-ended question (see Appendix A, Q. 7). The variety of the techniques can be interpreted in terms of the fact that the question was not minimized to one specific item of grammar. The whole account of the participant responses shows how varied techniques could be in each learning context, and it also displays the nature of the two ends of the continuum. The responses have been classified under the following categories:

1. Teaching grammar by talking about language or using traditional approaches

“I teach grammar by...”

“situations.” (P. 7).

The teachers revert to the ways that might be effective in their teaching systems when the current conditions are considered. Berry (1997) points out that issue of meta linguistic terminology in teaching have been something of a ‘taboo subject’. He states that this is not unexpected, because many people in the world of education and many 20th century language teaching methods do not spare place for it. Moreover, Carter (1990; as cited in Berry, 1997) states that people began to mention the existence of a meta language in the new grammar teaching, but it is introduced when needed, in context.

2. Teaching grammar by comparing and contrasting the grammar item with the rules of the mother tongue.

I teach grammar by.....

“comparing and contrasting the two languages, so students will be aware of the structure and compare the differences and similarities of the new language with their mother tongue.” (P. 28).

“comparing with the mother tongue grammar” (P. 29).

“by making use of the differences and the similarities to arouse awareness which will probably make learners' job easier rather than laying firm rules; I remember being instructed not to think in Turkish when I was first introduced to the language, but in time, I discovered that the two languages bear similarities, so why not use this opportunity?” (P. 36)

Şenel (2010) underlines the fact that teachers are hesitant whether to use the mother tongue in foreign language classrooms or not. The distinction needs to be made in terms of using the mother tongue as a medium of instruction and as a source of comparison to eliminate or minimize interlanguage errors. Therefore, it requires ultimate care when grammar teaching is discussed under the concept of mother tongue (see Appendix E) for further discussion.

3. Teaching grammar by using tasks or by doing skill based lessons

I teach grammar by.....

“using tasks, games so that the focus is not on the form.” (P.3)

“using speaking, writing, reading, and listening activities.” (P.17)

4. Teaching grammar by using materials

I teach grammar by.....

“showing pictures, giving it in a context by different methods which change from subject to subject. But I generally use grammar translation method because of the educational system of Turkey.” (P. 36)

“using different materials such as flashcards, pictures, songs. The most important thing is to be able to use authentic materials.” (P. 34)

“Power Point Presentations, handouts and worksheets including many visuals such as pictures.” (P. 38)

“task-based materials and authentic materials.” (P. 39)

“using pictures, PowerPoint or songs are funnier and more permanent for me and for my students than giving the rules.” (P. 3)

4. Teaching grammar by using context for the FFI.

“Using the inductive approach by presenting enough context and sample sentences. So, the learners can infer the grammar and they can get the rules.” (P. 12).

“By introducing the form in a context or presenting examples.” (P. 34)

5. *Teaching grammar by using concept check questions (Scrievener, 2003).*

“I write a simple sentence on the board, ‘They go to the market on Sundays.’, and I ask the following questions: ‘Do they go there every day?’, ‘Is it temporary or permanent?’ ‘Is it habitual or at the time of speaking?’ ” (P. 5)

The variety of the ways in which teachers present grammar can be attributed to learner factors or the eclectic approaches teachers might have; however, this might also imply the confusion teachers experience with their grammar instruction. Particularly, some teachers state that they talk about the rules, which they find as the relevant way, one of the teachers stating that,

“In ITE programs, theoretically, graduates are encouraged to teach inductively, but in the school context, the reality is different.” (P. 31)

All the aspects given above could determine only the cross-sectional perspective of the current issues of teaching grammar on the teacher’s side. It unveils the belief, the thought and the knowledge of the teacher which are lumped in the word ‘cognition’. However, it should not be overlooked that the cognition embodied as practice in the classroom is not such a simple phenomenon. Moreover, the practices of the teachers might be diverted from their beliefs. For example, a research by Nazari and Allahyar (2012) has displayed that although teachers assumed to be CLT teachers, and that the school and the curriculum required teachers to implement CLT in their classes, the teachers they observed; specifically, those using deductive approaches, turned out not to apply CLT principles in their teaching. Moreover, most of the teachers stated that they used inductive grammar teaching, but they started to use deductive approach.

Therefore, current teacher practice should be traced back to teacher cognition on the one hand, and to the factors which gradually accumulated this cognition on the other hand. For example, Brierley et al. (2011) did research on how teachers acquired a foreign language, what they believe about the language development and how they teach language. They found out that, teachers’ classroom practices had been shaped by their learning experiences. For instance, culture plays a significant part in one of the participants’ being introduced to foreign languages, and it has become a target in the natural environment in their classes. As reading was important for both participants in

language learning, they both recommend extensive reading for their students. For one of the participants, the school atmosphere was not so adequate, so she got the control of self learning, and now she underlines the importance of motivation and shows students ways of effective learning to make up what was lacking in her education system.

On the whole, grammar teaching is a valued practice for ESL/EFL settings unless mother tongue simulated conditions are achieved. As one of the teachers says, “If a good learning environment is created with few students, good lesson equipments, it is possible to teach English without overt grammar. However, for the learners who question the meaning of language learning, it is really hard to teach in that way.” (P. 4). This idea is in line with research findings in other EFL/ESL contexts which all underline the necessity of grammar teaching or the use of grammatical terminology (Borg, 1999; Borg, 2006; Borg & Burns, 2008; Burns, 2009).

5.2. Research Question 2. Which General Problems Do Teachers Encounter While Teaching English?

This part will probe the general problems of teachers while teaching English. The accounts of the teachers in terms of the general problems given in the forums and Facebook meetings (see Appendix E and Appendix G) have been classified under the themes given at table 34:

Table 34

General Problematic Issues of Teaching English

Recurrent codes	Emerging themes from recurrent codes	Basic categories emerging from themes
Interlanguage is a problem Students have a poor linguistic background Students analyze rules Adults make fossilized mistakes Copula is a problem Words are abstract for levels.	Fault lines in linguistic background Negative transfer Parameters as cross-linguistic problems	Linguistic Issues
Students translate forms Teaching vocabulary is a problem. Adults need explicit teaching. Learner profile affects teaching Face difficulty teaching Too many activities in books Too many subjects to teach	Learner-related issues Language-related issues Curriculum-related issues	Methodological Issues
Teachers lack information about technology Teachers are unhappy with inductive teaching. Teachers often change in the program Teachers seek new methodology	Lack of IT competency Need for expertise Need for updated PCK	Teacher competencies
Adults Experience Stress Adults suffer from low motivation Motivation is high in the first grade Motivation is low in the second grade Students are biased against learning English Students are biased against listening Students are biased against speaking Students are exam oriented Students are grammar oriented	Affective filter Motivation Biases towards language learning Misconceptions of language learning	Affective issues

(Table 34 Continued)

I have to teach grammar. English is not important for parents Language is not merely a course Time is a problem Classes are crowded	Parents School requirements Contact hours	External Issues
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Although the research question has been based upon the general problems of language teaching, it can be followed from the themes emerging as the essence of these problems that all issues are intertwined; even more crucially, there is a causal chain between each issue. In other words, it can be seen that the existence of one problem triggers, and almost guarantees, the surfacing of the other one to the top. For instance, if parents did not expect teachers to teach more concrete language items, such as grammar and vocabulary- because largely, the body of language tests are comprised of these two components- teachers would not have to revert to teaching grammar at all, letting the learner accumulate it as the underlying concrete basement. Similarly, if learners hadn't experienced learnt hopelessness in their early language learning experiences, they would not be biased against listening and speaking, and would not feel comfortable and safe with their KAL and KAG. From the teachers' point of view, the shareholders of the problems are not only the other actors (learners, parents, other external factors, etc.), but teachers also evaluate themselves, and think that they need to develop their competencies professionally (e.g. IT competency). This self-criticism is in line with Altan (2006), which suggests that 21st century language teachers should be up-to date, multi-skilled, competent, and aware of technology. The basic categories emerging from recurrent themes have been subsumed under five major categories, which are handled individually below:

Linguistic issues

Teachers think that their students have a poor linguistic background when they start teaching, and this leads to fault lines in their education. A participant teacher says, "My students have bias against learning English since they have experienced failure in their previous language education; moreover, it is harder to eradicate fossilized mistakes than to make a new start." (P. 32).

Besides, the negative transfer and interlanguage (Selinker,1992) are the key agents that falter the teacher performance. Han (2004) remarks, “the ultimate attainment of adult L2 acquisition is a fossilized interlanguage; fossilization is inevitable; and no adult L2 learner would ever be able to pass for native in all contexts.” In the same line, Martinez and Cabrera (2002) conducted a research with five primary school teachers to study the interlanguage, and they point out to have found positive and negative transfer as a cross-linguistic influence between English and Spanish. Moreover, they state, “the interlanguage is expected in young learners when they are addressed in English.” The problem the participant teacher suffers from is the common threat to all L2 learners. Moreover, many of the participant teachers underline that learners lack practice, and that their courses are deprived of real life situations. As many learners do, my students say that they do not have the opportunity to use language in real life and in the classroom owing to the limited course hours. This leads to the feeling of anxiety, which language learners may experience in the second language classrooms (Cheng et al., 1999).

Methodological Issues

Teachers have problems related to lexico-grammar. There are times when they cannot decide which component of language should take the precedence and priority over the other. While some teachers state that they have no difficulty teaching vocabulary, the others find it problematic, even finding practical solutions (see Appendix E & Appendix F for further discussion):

“Teaching vocabulary is a problem for us. I write all the vocabulary after units and hand it out to my students for all classes. I give quizzes and teach songs, but this time grammar is left behind and teaching grammar without words may be a problem for the seventh and eighth classes.” (P. 5)

The teacher below suffers from abstract concepts while teaching vocabulary:

“This year I have started teaching at the primary school and it is a really difficult experience for me. Children do not know even the Turkish equal of some concepts let alone their English counterparts.” (P. 2)

Some teachers believe that the PCK they were given in ITE programs contradict with the real language teaching contexts, and explicit teaching of grammar becomes inevitable:

“However much we may be against explicit teaching of grammar, and we are educated that grammar should not be taught explicitly, I have to teach basic grammar rules with classical methods. Since my students are not exposed to language in their daily lives, however hard we may try, it remains as a utopia to expect them to comprehend grammar in context only by speaking English for 2-4 hours” (P. 9)

The other teacher makes an attempt to teach grammar through inductive ways in an explicit mode:

“I work at a primary school, but I cannot say that grammar shouldn’t be taught, but I try to let my students make inferences from the contexts. I try to use inductive method, but sometimes there are cases when I have to revert to explicit teaching of grammar.” (P. 10)

There are teachers who do not give up inductive ways of teaching, but with a vain effort, which is a threat to profession:

“I am trying to use inductive method as well, but I feel that I am doing the course by myself.” (P. 4)

Teacher Competencies

Teachers lack some competencies, and they are aware of this. One of the teachers comments that the blame for de-motivated students should not be placed on one side, and that teachers also should change and update their knowledge: “Our students do not have intrinsic motivation to participate in the learning process. Actually, I cannot blame them, when I think of a usual lesson procedure; they are unlikely to participate in the activities. Yes, we were taught this way, but we are talking about a different generation who are digital members, who are exposed to lots of auditory/visual input. Let’s face it; whether we accept it or not, we cannot live up to their expectations.” (P.35). It is a fact that the age of technology has also introduced new teacher competencies. Constructivist teachers (Roberts, 1998) need to gain IT competencies to appeal to new generation students. Besides, teachers can give up traditional spoon-feed methods and motivate students to use functional language of daily life (Zhuang, 2010).

A participant teacher underlines the importance of continuation for better achievement saying, “Teachers often change for the same class, one teacher teaches in this way and the other in another way” (P. 6). The problem of lack of motivation could be solved through the closer acquaintance between the teacher and the student. This

could be realized by appointing the same teacher in subsequent years. Moreover, if learner autonomy is facilitated, learners are engaged in their learning, in which case, the problem of motivation is eliminated (Zhuang, 2010).

Affective Issues

Teachers think that their students are exam-oriented. Although teachers find it important to teach all components of language, to their accounts, they feel that they have to focus on grammar and vocabulary either because of external factors, or because of the learners. One of the teachers says, “I have to skip listening and speaking parts and focus on vocabulary and structure in the book.” (P. 13). Obviously, the teacher feels concerned about not fulfilling the functional tasks, only focusing on grammar and vocabulary. The other one says, “My students are so grammar oriented that they feel secure only in grammar lessons.” (P. 15). This comment is easy to understand; both for the teacher and for the learner grammar is concrete, which is easier to control, and keep within reach. This is parallel to the study by Burns (2009), which points out students need grammar so that they can scaffold their learning effectively to be able to achieve specific skills and tasks.

The other teacher remarks, “Students are exam oriented; they focus on vocabulary and grammar items; however, most exams do not evaluate and assess main skills which are thought to be the cornerstones of a language. Unfortunately, under the circumstances, if your students are good at grammar and vocabulary; then you make the best teacher.” (P. 34). The other teacher expresses the external requirements, which go beyond her instructional preference, stating, “I cannot say that grammar shouldn’t be taught; however, I try to let students discover the rule from the context. I try to use inductive method, but sometimes there are cases when I have to revert to deductive teaching of grammar.” (P. 10)

Teachers think that learners are biased and de-motivated. Perhaps the most important problem teachers encounter is having learners to deal with. One teacher clearly states, “Like most of the students learning English as a foreign language they always complain, ‘We learn English, but we cannot use it in real life, which explains the fact that students need opportunities to practice the language in meaningful contexts.’ ” (P. 32). These students seem to ignore the fact that KAG will fortify their speaking skill as it has been found out in a research by Mitchell et al. (1981, as cited in Chaudron,

1988). It is stated that there are strong positive correlations between pupils' performance and teachers' talking about meta language (see further discussions in Appendix G). This means that grammar is not independent of other skills, and learners need to be given the chance for more practice in extra-curricular environments after the firm grammar knowledge.

It can be figured out from the participant statements that the lack of motivation wears teachers out, for one of the teachers says, "My students generally ask why they have to learn this language, which causes them not to focus on the lesson." (P. 35). This could be taken as that if communicative practice is not used, the value of the course cannot be understood, and apparently learners have not found to chance to perceive the value of a foreign language, for they do not turn 'input' into 'intake' and full interaction (Gass, 1997) as linguistic competence.

The comment below gives a final touch to the issue, implying the need constructing learner autonomy:

"I believe that foreign language learning should not be imposed as a 'must'. However, what we lack is enthusiasm. The learners are usually introduced to the new language as a course to be passed in their academic lives. There should be some other ways to catch their awareness and interest." (P. 36)

Benson (2006) states that practical applications have given the basic focus on self-directed learning, and led to the development of self-access centers and learner training as focal points for experimentation. This means that learning a foreign language should be left to the autonomy of the learner to a certain extent.

External Issues

Though indirectly, the physical problems such as crowded classes and time allocated for contact hours, combined with the learner age as a variable, affect the instructional decisions of the teachers as regards language teaching:

"We have to teach grammar in crowded classes and prepare students for the exams. These students are over 20, and they cannot speak because of stress and for fear that they should make mistakes, so I cannot have them speak even if I want to." (P. 14)

The time allocated for contact hours is not sufficient for an effective instruction:

“We need time; we have few contact hours with overcrowded classes. My lesson lasts just for 80 minutes. It is out of the question for me to do communicative lessons.” (P. 9)

The problems teachers are faced with in their professional life are not just restricted to these common themes. However, it is a fact that teachers need to have a rich repertoire of management issues, which is shaped mostly through experience, or through INSET programs. Such a training can equip teachers; particularly the novice, with more eclectic ways to handle the pedagogical and content related issues (e.g. how to teach grammar) to become more effective teachers. Additionally, issues related to psychology of the teachers should be included in the INSET programs so that teachers adapt to new environments as well as the current trends in education. Therefore, it can be said that if teachers’ problems are determined and courses are held to meet these needs, INSET can cover a long distance in the short run.

5.4. Research Question 3. Which Problematic Grammar Points Do Teachers Encounter While Teaching English?

The starting point of this question is to find out the problematic grammar points that teachers experience as a more specific area of general problems during their instruction. The results reveal that (see Table 31) teachers find some tenses difficult to teach. Tenses of simple aspect (e.g. Simple Past Tense), have not been found hard; nevertheless, tenses with perfective aspect (e.g. Present Perfect Tense), and those with perfective- progressive aspect (e.g. Present Perfect Progressive Tense) pose a threat to both teachers and learners. Besides, morphemes that represent different functions for the same form (e.g. ‘-Ing’ and gerund ‘-Ing’) or gerund and infinitive forms are structures that are challenging and time consuming for the teachers. Interestingly enough, half of the teachers do not think that Passive Voice is a threat, which can be attributed to the fact that either these teachers are teaching the ‘form’ in Passive Voice, not ‘the function’, or they are teaching this form at early levels of the course with its basic uses. Otherwise, ergative verbs, argument structure (Grimshaw, 1990), and lexicalization patterns (Talmy, 1985) would come out as the parameters (Chomsky, 1986) preventing the teachers from thinking in the other way. According to the responses of the participants, the problematic grammar items normally emerge as parameters, and the teacher is supposed to have a rich repertoire of KAG related to

linguistics and contextual grammar teaching to cope with these items during the classroom instruction. A great deal of teacher responses has been classified, similar ones having been deleted; the list with selected comments are given from the first hand experience of the teachers as follows:

The copula

Teachers complain about the problems that they are faced while teaching the copula, 'to be'. This is because of the fact that ellipsis operates in Turkish which causes an interlanguage problem (see Appendix G, for further discussion).

"I encounter difficulties with the copula, 'to be'. When I have such a problem, I generally leave aside English and start teaching Turkish grammar. I believe that they have problems in Turkish grammar." (P. 3)

P.3 doubles the trouble when choosing to resume to Turkish, for the verb, copula is an elliptical structure, and mostly formal Turkish uses the copula as the predicate unlike informal, daily use. In other words, it is rare to come across people saying, "Ahmet sınıftadır- *Ahmet must be in the classroom.*", except that the person derives a conclusion about where Ahmet is. Therefore, it is not a good idea to refer to the mother tongue in all cases; on the contrary, the teacher will decide when to use the mother tongue as a scaffold for the student, when not to. This instructional decision can be made through the linguistic KAG the teacher should have in terms of UG (see Chapter 6).

It is obvious that the problem is not just restricted to Turkish. Kusutani (2006) states that EFL learners in Japan have difficulty in learning the copula 'to be'. As a research finding by Unlu and Hatipoglu (2012), it is pointed out that some errors such as misused or omitted copula were eliminated after the further exposure to language, however, some of the errors were fossilized and still existed in the Russian students' performance even after they had learnt English for eight years."

The word order of English vs. that of Turkish

Teachers state that the word order is a problem, which is a parameter between Turkish and English; however, they have found the solution by talking about it to raise the consciousness of the learner:

“As a teacher, when I first start, I tell my students that the word orders of the two languages are reverse by showing how it works; otherwise, learners might make mistakes.” (P. 14)

The ‘-Ing’ morpheme

P.3 needs to raise the awareness that one form can be used for different functions in English by providing examples:

“My students confuse the -ing morpheme, for it is used for different functions and in different positions in the English syntax. It is used as a gerund, and then Present Continuous Tense -ing, and when they start to make the sentence, they begin to say ‘I am go.’, the order of these two morphemes should change, and I often refer to the mother tongue as a solution. First, teachers start teaching with the copula, and then Simple Present Tense, after which, they teach Present Progressive Tense, and then comes the fossilized mistake, ‘I am like playing football.’, or ‘She is hate milk.’ ” (P. 3)

Present Perfect Tense

Since the tense poses a threat to the learner because of the interconnectedness of the Past and Present times, learners find it difficult to use it even if they have comprehended its form and functions (for further discussion, see Appendix I, Course V):

“My students cannot make the distinction between Present Perfect Tense and Past Tense. In tests, it is easier for them to look at the time expression and they find the right tense, but when it comes to use, they make mistakes. For instance, unless you teach them overtly, it is inevitable that they cannot make the distinction between the use of ‘have been’ and ‘have gone’ ” (P. 16)

Passive Voice

Passive Voice emerges as a difficult item to teach, particularly at the proficient levels, where the form-meaning interaction is more intensive. The cross-linguistic differences between Turkish and English in terms of verb semantics (e.g. ergative verbs and changing voice forms between languages) cause problems of instruction:

“I have difficulty in teaching Passive Voice. I think the reason for this is that students do not have much knowledge about Active and Passive structures in Turkish. To my experience, once I mention the passive

structures in Turkish, showing the morphemes of the Passive Voice, I can teach the English Passive Voice easily.” (P. 31)

Articles

Teachers get into trouble while teaching articles in English, which can be acquired more than learnt. It is common knowledge to many teachers adding ‘the’ to the beginning of almost every definite noun while correcting the written performance of the Turkish learners of English.

“I have difficulty in teaching articles. In our mother tongue ‘the’ article does not exist; particularly, with nouns in subject position, and also we don’t make a distinction between ‘a’ and ‘an’. Besides, students have to memorize a long list of the definite article, ‘the’ unless they acquire it in the natural ways. Therefore, they need a lot of practice for the proper use.” (P. 36)

“I have been teaching English for 5 years, and I have had difficulty in teaching ‘the’. My students can’t understand how and where to use it. I give the rules and examples, but they aren’t enough.” (P. 36).

Countable and Uncountable Nouns

Nouns are parametric variations due to uncountable forms (see Appendix I for further discussion).

“I think the noun and its determiner is really hard to teach. As a teacher you know that you will have difficulty while teaching these items.” (P.17)

Gerund and infinitive structures

These structures are hard to learn, for Turkish does not provide two distinct forms in the verb complementation. In other words, while a verb takes its object complement in either gerund or infinitive forms in English, in Turkish the verb takes the only morpheme, -mAk and its allomorphs:

“I have difficulty in teaching gerund and infinitive forms, because there is no way but to memorize the verbs that are used with gerunds and those with infinitives. Besides, regular and irregular verb forms and Future Perfect Tense are the items that I find problematic to teach.” (P. 33)

As a practical solution, one of the teachers in the program remarks:

“Instead of treating the two languages as individual phenomena, teachers could raise the consciousness of their learners by focusing on the features of the two languages. This can be facilitated through the metalinguistic awareness, thinking as if these two languages are both new to us as teachers and learners.” (P. 25)

In conclusion, the problems stated above with many others given at Table 31 implies that a teacher is supposed to be equipped with the means to cope with the possible threats and pitfalls that emerge as problematic areas while teaching grammar. As teachers stated, there is a long list of lexico-grammar items that need to be transferred through overt teaching of grammar. What is left to the teacher is to know and to accumulate experience of KAG (Dilaçar, 1971; Chomsky, 1986; Borg, 1999) so that the transfer of the knowledge to the student could be completed successfully. Moreover, the issues of syllabus and the type of material as well as other external issues are all shaped in line with the nature of the grammar item, either bearing similar features conceptualized as principles of UG (Chomsky, 1986), or, emerging as differences, and set aside as parameters, the items that require more effort in grammar teaching.

The following accounts of the teachers wisely favor and find it relevant to revert to mother tongue for a comparative point of view to avoid overlaps and omissions between the two languages.

“Another point is that L1 and L2 have often been indicated as two different parts and I remember hearing the same words, ‘do not translate English from Turkish, think in English’ when I was first introduced to the language. Rather than setting sharp rules, the teachers might try make use of the differences and the similarities to arouse awareness which will probably make learners’ job easier.” (P. 36)

“First, I give the Turkish explanation to my students and make a comparison between Turkish and English. Then, I give simple examples followed by complex ones.” (P. 28)

On the other hand, the consolation is that teachers have remedial solutions in their portfolios, which can be taken into consideration while designing INSET programs. Some of these solutions in Figure 2 take place in their routines (e.g. from easy to complex), while some have emerged as more recent issues (e.g. enhance input) after following the model INSET implementation (see 5.3. for further discussion).

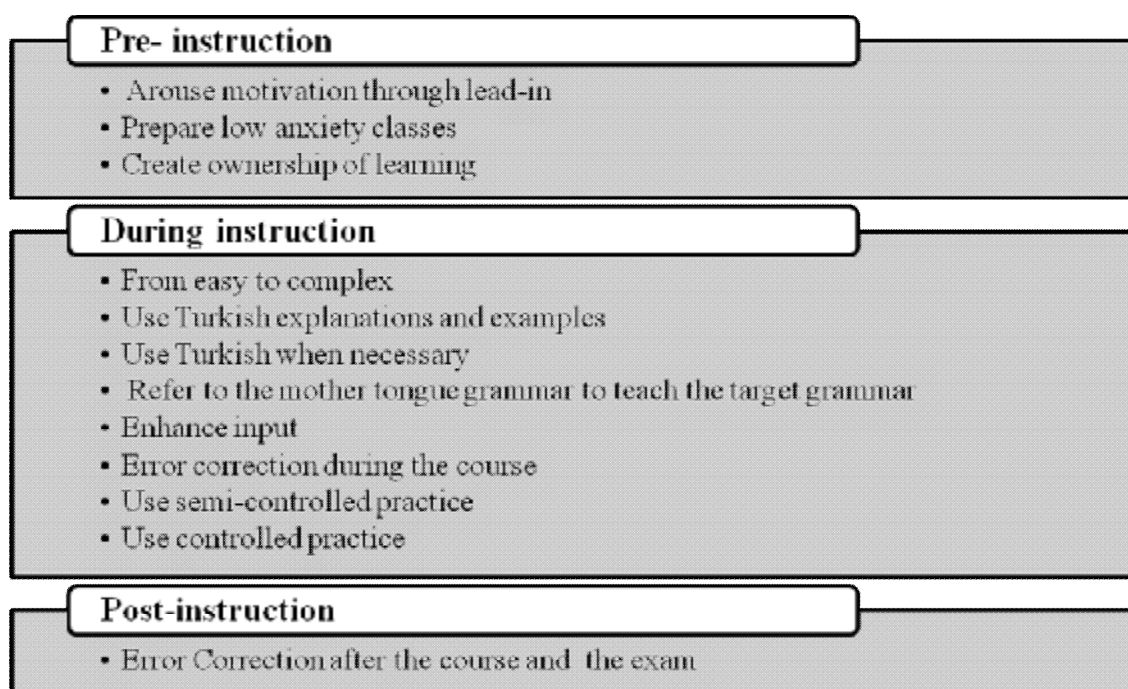


Figure 2. Solutions teachers find for problems of TG

As it can be followed from the figure, teachers can use some measures to evade problems in all phases of their instruction.

5.5. Research Question 4. What Is the Teacher Perception of the Complementary Distant INSET Implementation in Terms of Professional Development?

Research question 4 has yielded satisfactory results in terms of the Distant INSET implementation in figures. As it can be followed from Table 32, participants state that they have found the implementation useful in many aspects. While the whole group state that they have raised awareness of their current performance as a teacher, which seems to be the best outcome of the implementation (100%), the lowest percentage falls onto the statement, “I raised awareness of my routines and my rationales” (87.9%). This might be interpreted on the grounds that the professional constructs of the teachers are not so easy to change when it comes to routines, since it spreads to longer periods; moreover, it is not easy to transfer current practice to the dimension of rationale, which also calls for the reason and justification for a practice.

In addition to the evaluations based on percentages, the participants have been asked to evaluate the program in more detailed accounts. Since themes have been set by the researcher as a tool adapted from Roberts (1998) (see Appendix M) in advance,

recurrent codes and emerging categories of the teacher perception have been identified at Table 35.

Table 35

Perceptions of the Participants about Distant INSET Implementation

Set themes	Recurrent codes	Basic categories emerging from themes
1. I have raised my awareness of personal theories, rules and beliefs of language teaching.	Gained knowledge of theory Reflected on my practice Subconscious teaching method Personal image of teaching Practical solutions Changed old cliché methods Program presented opportunities Applied student centeredness	Teacher competency Pedagogical content knowledge
2. I have reflected on my own language learning style.	Reflected on my personal theories Reflected on teaching style Become a reflective teacher Increased personal awareness through reflection Met new alternatives of learning Changed my view of teaching Seen different beliefs of teaching	Teaching style vs. learning experience Personal awareness New alternatives of learning
3. I have raised awareness of my current performance as a learner.	Adapted to other learning experiences Life long learning Improved performance Teaching is related to learning Seen strengths and weaknesses Learnt new things	Adaptation Evaluation Innovation
4. I have developed the ability to analyze teaching situations.	Developed skills of analysis Analyzed students Analyzed personal theories	Self analysis Program analysis

(Table 35 Continued)

	Improved ability for problems Shared problems with colleagues Analyzed teaching methodology	
5. I have reviewed and assessed my own actions in class.	Evaluated experiences Used technology more Analyzed other experiences Analyzed material for courses	Self assessment IT Competency
6. I have raised awareness of my routines and my rationales.	Awareness of actions and routines Awareness of mirroring onto practices Awareness of current situation Awareness of contemporary methodology	Awareness of routines Awareness of current methodological issues
7. I have tested the consistency between classroom events and educational theories.	Tested consistency between theory and the self Tested consistency between theory and personal practice Tested consistency between my practice and that of others Tested consistency between INSET and my practice	Testing consistency between theory and the self Testing consistency between the self and the outer world
8. I have become able to reframe interpretations of my own practice.	Reframed interpretations for the current situation Reframed interpretations of materials Reframed interpretations of methodology Reframed interpretations of practice	Reframing interpretations of classroom practice
9. I have benefited from your program at Moodle and Facebook, because.....	Learnt from colleagues Inspired through collaboration Challenged my teaching practice Reflected on self practice Aroused motivation Updated ELT methodology Felt happy to take part in a research	Collaboration Change Self reflection PCK Flexibility

(Table 35 Continued)

	Felt good to share resources Had access to pedagogical content knowledge Improved PCK through INSET Seen it is applicable to all learner types	
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As it can be seen from Table 35, the outcomes of the program in terms of categories are so many. When asked to make an overall evaluation, participant teachers have made positive comments on the implementation. It can be observed that the teachers have often used such words as ‘awareness’, ‘analysis’, ‘consistency’, ‘reinterpretation’ ‘collaboration’ ‘change’, ‘reflection’, and ‘adaptation’. When all these terms are considered, the positive outcomes of the program can be seen clearly. Due to the concerns of practicality, selected responses are given below, the rest of the accounts taking place at Appendix N:

“Firstly, this program helped me reflect on my teaching period. Before the program started, I had often thought about how much place TG takes place in ELT. I had discussed this issue in some professional environments, and I had read articles, but that was a long time ago. This program revived my knowledge of TG. Besides, I have come across new concepts such as Data Driven Learning (Johns & King, 1991), Focus on Form (Long 1983; 1988; 1991) and Universal Grammar, new ideas and techniques and the use of corpus. On the other hand, courses in linguistics have affected my teaching in a positive way, and I think I can teach grammar more easily now. Moreover, I realized that the use of animation and realia in classes seem to be effective ways for teaching grammar. Secondly, I confronted the fact that I was using deductive teaching in practice very often, and that there were many other ways of teaching grammar through the inductive way. In this way, the course inspired me with ideas of grammar teaching. For instance, I would not have thought that it would be possible to teach Reported Speech by using the ‘noticing technique.” (P.36)

P.31. gives a full account of the program, stating the aspects of contribution given towards her professional development:

“Though I used materials, I realized that it was rare, and I used no animation at all. Throughout my participation in the courses, I have reflected on my teaching, comparing and contrasting with the ideal ones given in the course modules. Besides, I have had the opportunity to see real classroom experiences and sample lessons of my colleagues, which triggered reflection on my own practice.” (P. 31)

Another participant touches upon the benefits of collaboration in his professional development:

“The contribution of Moodle lessons to my personal development has been really impressive. After sharing experiences with colleagues working in different parts of the country, I realized that language teachers suffer from the same problems, and we should not name them as ‘problems’, because that is a natural process in learning and teaching.” (P. 35)

One of the participants mentions that theoretical content knowledge has become her focus in the classroom, since she is now aware that there are cross-linguistic differences between the two languages.

“After the courses in the program, I began to use parameters and principles in lessons. Yet, I still face some problems in lessons such as Present Perfect Tense. In this situation, I have to explain the students that each language has its own features and rules; therefore, there may be some language specific features, such as “I like dancing”, which is translated into Turkish in Present Continuous Tense, as “dans etmeyi seviyorum.”(P.14)

P.17 makes the final remark, briefly illustrating the benefits of joining the program:

“I had always thought that I could teach English only through writing and reading, because the course duration was not enough. The socio-economical conditions of my students aren’t good enough to support them at home. However, after I had joined the implementation, I recognized that there are other ways to motivate my students. I downloaded educational programs such as animated videos and used them in the classroom environment. Now, I use them in mostly speaking and listening activities in my classroom. My students watch the videos in the classroom and listen to them; they write dialogues and act them out. My personal image of teaching has absolutely changed. Thanks to the INSET implementation, I have seen different teaching styles and innovative ideas.”

From the accounts of the participants, it can be seen that teachers need to revise their PCK and evaluate themselves at different periods in their professional life. The key themes emerging out of this micro-scale research has suggested the implication that teachers need to improve their PCK at more specified fields such as TG and its related applications. Moreover, the teachers prefer to have INSET courses in different areas (Table 32). All teachers prefer to have INSET in Foreign Language Activities Seminar, English Material Development Seminar and English Approaches and Methods and

Testing and Evaluation Seminar. The results show that INSET needs to open these programs more often and for all teachers. Interestingly enough, almost half of the teachers do not wish to join DynEd Seminars. This may be either because they do not feel the need to develop professionally, or they are already familiar with the program as well as the tools used for participant perception of the INSET implementation (Appendix M and Appendix N). The researcher has also focused on the potential change that can be followed through the data by appointing key participants to trace back to some research constructs, also using reports of these participants for an in-depth observation. The total findings of the repeated measurement of key participants by some research constructs have been interpreted and discussed below:

Table 36

Repeated Measurement of the Key Participants by Some Research Constructs P.3

Participant Teacher		1st application	2nd application	
Participant 3	Survey construct	YL & AL	YL	AL
	TG change with age	Yes	Yes	Yes
	TG and timing with tasks	Follow	Follow	Follow
	Explicit error correction and TG timing	When	After	After
	I use grammatical explanations at lower proficiency levels.	Yes	Yes	Yes
	I use grammatical explanations at higher proficiency levels.	No	Yes	Yes
	I use TPR.	Yes (YL)	Yes	No
	I use ALM.	Yes (AL)	Yes	Yes

Table 37

Repeated Measurement of the Key Participants by Some Research Constructs P.7

Participant Teacher		1st application	2nd application	
Participant 7	Survey construct	YL & AL	YL	AL
	TG change with age	Yes	Yes	Yes
	TG and timing with tasks	Follow	Follow	Follow
	Explicit error correction and TG timing	Before	Before	Before
	I use grammatical explanations at lower proficiency levels.	No	No	No
	I use grammatical explanations at higher proficiency levels.	Yes	Yes	Yes
	I use TPR.	Yes	Yes	Yes
	I use ALM.	No	Yes	Yes

Table 38

Repeated Measurement of the Key Participants by Some Research Constructs P.26

Participant Teacher		1st application	2nd application	
Participant 26	Survey construct	YL & AL	YL	AL
	TG change with age	Yes	Yes	Yes
	TG and timing with tasks	Be During	Follow	Follow
	Explicit error correction and TG timing	When	After	After
	I use grammatical explanations at lower proficiency levels.	Yes	No	No
	I use grammatical explanations at higher proficiency levels.	No	Yes	Yes
	I use TPR.	Yes	Yes	Yes
	I use ALM.	Yes	Yes	Yes

Table 39

Repeated Measurement of the Key Participants by Some Research Constructs P.35

Participant Teacher		1st application	2nd application	
Participant 35	Survey construct	YL & AL	YL	AL
	TG change with age	Yes	Yes	Yes
	TG and timing with tasks	Precede Be	Follow	Follow
	Explicit error correction and TG timing	When Before	When After	When After
	I use grammatical explanations at lower proficiency levels.	No	No	No
	I use grammatical explanations at higher proficiency levels.	Yes	Yes	Yes
	I use TPR.	Yes (YL and AL)	Yes	Yes
	I use ALM.	Yes	Yes	No

Table 40

Repeated Measurement of the Key Participants by Some Research Constructs P.40

Participant Teacher		1st application	2nd application	
Participant 40	Survey construct	YL & AL	YL	AL
	TG change with age	Yes	Yes	Yes
	TG and timing with tasks	Precede	Follow	Follow
	Explicit error correction and TG timing	When Before	When	When
	I use grammatical explanations at lower proficiency levels.	No	No	Yes
	I use grammatical explanations at higher proficiency levels.	Yes	Yes	Yes
	I use TPR.	Yes	Yes	Yes
	I use ALM.	Yes	Yes	Yes

The responses of the key participants (P.3, P.7, P.26, P.35, and P.40) to some research constructs are illustrated at the tables above. The reason for the inclusion of limited constructs is that the two research tools as questionnaires (1, 2, 3, 4) have a few common, shared items. The semi-structured items of the first questionnaire, having been used for the items of the second questionnaire, have served as the augmentation of the research constructs for triangulation; however, the repeated measurement items for the key participants have, thus, been reduced to the construct given above. The overall evaluation of the tables will be grounded on each research construct, followed by the comments on the possible reasons.

Firstly, all the participants are aware of the age factor, and they are consistent in their responses to TG and age relationship in both measurements. Their responses are also consistent as the group, for they all state that the nature of grammar instruction changes according to the age variable. However, there is a change in the responses of some participants in terms of TG and timing with tasks. It is possible to follow the change during the implementation. For instance, P.26 had first chosen that grammar instruction should be given during the task based class, later she has changed her view, preferring to teach grammar after the task based class. Similarly, P.35 had first stated that the instruction should precede the task based class, later deciding that it should follow the task based course. Moreover, P.40 initially remained undecided about the timing of the grammar instruction, later deciding that it should follow the tasks. Therefore, it can be said that these teachers have apparently benefitted from the arguments in terms of the place of grammar in TBLT, adopting the philosophy as Finch (2006) asserts, “TBLT offers a bridge from reading-based grammar-translation to a sound alternative, in which language is learned in the most effective, meaningful and long-lasting manner possible.”

Secondly, teachers have contradictory views about the correction of errors and the right time for this invaluable feedback. While P.3 and P.26 have changed their preferences from the fact that grammatical errors should be corrected ‘when’ they are made into ‘after’ they are made, possibly considering that mini grammar lessons would be a better help for the learners, P.35 changes the timing from ‘before’ to ‘after’, which implies a radical change as for the time allocation of grammar instruction. On the other hand, P.40 has not covered a long professional distance, preferring to choose ‘when’ instead of ‘before’, after the implementation, and all the participants have displayed regular choices both for YL and for AL.

Thirdly, some participants seem to have changed their pedagogical preferences for the use of grammatical explanations at lower proficiency levels. P. 26 seems to have gained pedagogical knowledge as regards the timing of meta language (Yee & Wagner 1984; Cameron, 1997; Andrews, 2002; Haim et al., 2008); nonetheless, P.40 has made a reverse preference, thinking that meta language should be used for lower proficiency levels for AL, but not for YL. This approach could be based on the principle that adults are analytical learners, who wish to hear some meta talk (Faerch, 1985; Brierley et al., 2011). Additionally, P.3 and P.26 first chose not to use meta talk at higher proficiency levels, but later changing course towards using it for both learner types. This tendency can be justified on the grounds of analytical thinking skills; these two teachers must have thought that language proficiency also introduces linguistic analysis, which often took place as an issue to discuss in forums and interviews. Another change of PCK can be traced into teaching methodology (only TPR and ALM, the most commonly used methods after CLT are included as survey constructs). While P.3. incorporated ALM into her teaching repertoire for young learners as well as adults, P.7 changed view towards using this common practice for both groups. However, P.35 has eliminated the use of ALM after the implementation though it was chosen in the first application. In summary, the key participants have proved to have changed views towards TG on the basis of some constructs after the implementation.

5.6. Conclusion

In this chapter, research questions have been handled individually, and the discussion has been conducted under the light of the findings in Chapter 4 as well as the interpretations emerging as recurrent themes. Research question 1 has revealed that teachers tend to teach grammar explicitly, but inductively; moreover, they are aware of the contemporary approaches and methods. The second research question has unveiled the general problems teachers face in the school context, and the third question has found out that some grammar items that teachers find difficult to teach are due to some parametric variations between the two languages. The fourth research question has determined the courses teachers want to join at INSET applications as well as the evaluations of the participants about the complementary Distant INSET implementation.

CHAPTER 6

CONCLUSION

6.1. Introduction

The seeds of this study were planted in the years while I was working as a teacher in EFL settings. Therefore, the present outcomes of the research shaped in the current conditions can be traced back to the time when I started to work at the private language teaching sector, and then changed direction to become a teacher for the Ministry of Education. The need for such a research has seeped out of a professional life as the end product of accumulated experiences as a language learner who experienced foreign language learning in the 1970s and 1980s, and practiced foreign language teaching after mid-1980s. Therefore, it can be said that the period that many changes took place in foreign language education was also the time when I shifted role from that of the learner to that of the teacher. This borderline has encouraged me to have further insight into the language teaching phenomena with what I have construed so far, and kindled my curiosity for how it can be harmonized with the current conditions of practice. Afterwards, I had the opportunity to have lengthy discussions with my mentor, and thanks to his suggestions and invaluable comments, as well as the invaluable contributions of the other mentors, this study has been completed. In this chapter, the research questions will be handled once more, accompanied by comments and further implications. The organizing principle is that further discussions will be conducted in line with the research questions, followed by the further implications.

6.2. A General Evaluation of the Research and Comments

The radical decision of integrating grammar into a foreign language course is not always left to the choice of the teacher as the practitioner. This is predetermined by language teaching policy makers and curriculum designers who take many variables and the current needs of the education into account. Thus, when the teacher steps into the classroom, (s)he is already equipped with the ‘what’ and ‘when’ of the language teaching, part of the ‘how’ remaining to the teacher’s option for teaching language as an

‘art.’ This part embodies the core of the teaching; it is related to teacher practice which is shaped by teacher cognition in some way. Since the research is interested in teacher cognition, its basic aim is related to what teachers think, know, and believe as regards teacher cognition, and how it reflects onto their practices.

The first research question, ‘what is the teacher cognition of grammar teaching?’ has produced various findings. First, the general tendency of the teachers towards teaching grammar is positive, regardless of working with young or adult learners. This is consistent with the results of the research in other EFL contexts (Borg, 2006; Borg & Burns, 2008; Burns, 2009). The great majority of teachers in the group give positive responses to the reasons for teaching grammar, giving the priority to the reasons of meaning and use. This shows that teachers make their instructional decisions basically in line with needs, aware of the fact that the concept of language brings about the combination of form, meaning and use. Moreover, a small group of teachers give their reasons for not teaching grammar, the most important reason being the fact that meaning is more important than form, and that context can provide this in any case.

The cross tabulation of the results also show that the responses are consistent, which should be interpreted as that the instructional decisions of not teaching grammar of these teachers is mutually exclusive of their decisions for teaching grammar. There might be cases when teachers are supposed to teach in one way, while they insist on teaching in the other. Additionally, teachers state that they change their type of instruction according to learner age; nonetheless, the great majority of these teachers remark that they teach grammar. On the other hand, the curriculum requires that grammar should not be taught explicitly to young learners; this apparent mental confusion and controversy in practice might be related to physical conditions of schools.

Teachers, though they wish to practice otherwise, seem to employ traditional ways trapped in the ‘board’, ‘pencil’ and ‘book’ triangle to manage overcrowded or demotivated classes (see Chapter 5 for discussions) by teaching this ‘concrete’, ‘easy to control’ and ‘easy to test’ component of a language. The participants think that the place of grammar in tasks and skills is important, and they choose to integrate grammar into their classes in this way. This approach to grammar teaching brings about studying within a context, and it also suggests that these teachers deal with grammar in their classes regardless of the type of instruction, being skill-based or task-based. The great majority of the teachers seem to make right decisions in terms of the timing and the nature of grammar instruction in their classes. According to the findings, as new

generation teachers, most of the participants seem to make right decisions in terms of the integration of grammar in their courses.

The great majority of the teachers state their reasons for explicit grammar teaching, some stating that their learning experiences have shaped their instructional practices negatively or positively. It is a fact that teachers borrow pedagogical practices from their teachers, and employ them subconsciously unless they have been shown otherwise; in other words, unless their consciousness has been raised. Explicit teaching of grammar was the common practice in the past, which must have been encrypted in the teachers' learning experiences, and it has obviously made up the core of some teachers' instructions. However, these teachers as once the learners of the last fifteen years are those who must have received their education through CLT as the most commonly used method recently, which asserts that language learning is 'learning to communicate', and 'contextualization is a basic premise' (Richards & Rodgers, 2001).

According to the findings, the teachers employ explicit teaching; however, as it can be seen from the teacher reports, interviews and other accounts, they use inductive ways while teaching grammar (see Appendix H). This approach towards grammar teaching is mild and fruitful in the current conditions; besides, it is a wise course of action considering the limited contact hours, learner variables, school settings and the curriculum. In line with the accounts of the teachers, there is always an open space for the other scenario. Borg (1999) states that pedagogical dichotomies (e.g. inductive-deductive) covertly stated in terms of grammar teaching become vague when it comes to practice. Teachers either choose one of these courses of action, or blend them depending on special cases of instruction.

As another type of instruction for the provision of form, teachers find implicit input as an effective way of subconscious grammar formation; particularly, while teaching young learners. However, the amount, the time, and the nature of the input need to be carefully selected, for it often brings about the problem of filtering the input to serve for the purpose, which causes failures for the 'input' to become 'intake'. Although many teachers cannot benefit from them, the two receptive skills, listening and reading are the sources of lexico-grammar input, if selected finely, and if employed in line with the new techniques, such as input enhancement. This type of input is sure to provide the expected results when combined with the ecology the learner exists. This issue also introduces the problem that teachers need to be trained at a regular basis as regards latest developments of FLA research if the same principles of L1 acquisition

will be the guide of application. However, it is a fact that the programs of INSET between 2009 and 2012 years (see Table1) have opened courses for the first grade teachers only three times, the other courses being held under more general headings of language teaching, or web-based, content-based or management issues. This shows that courses, which are specifically designed for teaching young learners, are necessary to meet the needs.

The heterogeneous distribution of the techniques employed by the teachers can be tolerated on the grounds that they teach classes with a wide array of learner profiles, and that not all of them have undergone an INSET program for a common, homogenous distribution. The most interesting, and unfortunately, the most common one of the techniques teachers use is ‘talking about language by explaining the grammar item’, which is not consistent with the notion of ‘functional language’, mostly encouraging the meaning based instruction of CLT. This type of rule based language gives a full account of lists for how the form is used; nonetheless, when it comes to use, despite knowing the rule in detail, it is not possible to utter a correct word in that case. This meta language, based on describing the rules of grammar, is because of the fact that in most grammar books to be used by ESL or EFL students, these descriptive explanations are given to meet the needs of international students. For this reason, teachers need to know possible threats and pitfalls learners might face if they encourage them to learn the language in this way. Moreover, it is the teacher’s responsibility to figure out and decide when to employ the mother tongue for talking about language, when to talk about language, when not to interfere in the flow of information transfer by using the mother tongue.

However, meta language (Brierley et al., 2011) should not be taken as talking about language. There are cases when teachers need to revert to mother tongue so that they can explain the rule or open the road for improvement. Any key word in the mother tongue to decode the target meaning or to understand the usage of any form to be given by the teacher might spare time for other activities or tasks in a communicative class (see Appendix E for discussion). Participant teachers state they use mother tongue in some cases, but very few of the participants remark that they make a comparison between Turkish and English of the target item while introducing the form. On the other hand, sometimes there are cases when teachers should not refer to the mother tongue, because it will double the effort of teaching, for it does not make the old information a ground for the new information (Batstone & Ellis, 2009). Therefore, issues about

mother tongue should be handled with ultimate care, for it needs a comprehensive point of view and linguistic background.

The second research question has revealed the problems that teachers encounter while teaching English as the study aims to provide support for PCK after probing the problematic areas. The hardships of the periphery and the core combined, teachers present many problems with the emerging themes: linguistic issues (fault lines in linguistic background, negative transfer, parameters as cross-linguistic problems) methodological issues (learner-related issues, language-related issues, curriculum-related issues), teacher competencies (lack of IT competency, need for institutional stability, need for updated PCK) and affective issues (affective filter, motivation, biases towards language learning, misconceptions of language learning). More specifically, for instance, some of the participant teachers state that due to external conditions, they are conditioned to do grammar focused lessons, leaving the other components of the language aside. Apart from this, the fossilized mistakes and demotivated learners are the other problems, particularly for teachers working at a university.

The third research question is related to the problematic grammar points teachers often come across (see Table 31). The participant teachers, most of whom teach grammar explicitly, find certain grammar items problematic to teach. The commonality of these grammar points shared by almost all of these teachers brings about the issue of parameters, which emerge as the problematic areas between languages. The negative transfer of these grammar points makes the issue even tougher, with the teacher left encompassed in.

The teacher needs to design the syllabus, considering the problematic areas, allocating more time for teaching these parametric issues, and reverting to mother tongue for comparison and contrast when necessary. Therefore, it would be appropriate to say that teachers need to know how to take their guard against the items that need more effort to evade problems they might encounter while teaching grammar. This could be possible through the meta language about these points so that they can compare and contrast the two languages. The solution for the provision of this kind of knowledge lies in the heart of ITE or INSET programs, in which courses that cover basic issues of KAL and KAG can be arranged for the PCK improvement of the teachers (Andrews & Mc Neill, 2005). Hadjioannou and Hutchison (2010) state that there is a need for teacher education programs to integrate some kind of explicit

grammar instruction accompanied by its application so that teachers can have a safe grammar content knowledge and they can understand this is important for their effectiveness in the classroom (Nazari & Allahyar, 2012).

The current ITE programs in Turkey already include a ‘Contextual Grammar Course’, but it takes place in the first year of the ELT department programs, and it is mostly perceived as grammar in context. However, as Hadjioannou and Hutchison (2010) state, pre-service teachers must come to college with a concrete background knowledge in English so that teacher education programs can further construct on it rather than teach the basic grammatical forms and knowledge about grammar before any kind of classroom application. In line with this, the course suggested here is not simply teaching grammar in context, but a course for improving the skills of analysis as Bolitho (2003) suggests in Bolitho et al. (2003) in terms of grammatical relations as one of the teachers metaphorically suggests, ‘looking down at the earth from the sky.’

The basic concern of the fourth research question is what the teacher perception of the distant INSET program is. The participants have responded that they have benefitted from the program in terms of methodology for TG in the form of PCK, for the implementation has touched upon issues of teaching grammar through the courses. Moreover, they have also stated that they have been impressed by the content of the lessons, because they have met their needs to a great extent. Similarly, in a research by Karaaslan (2003), it has been found out that the teachers approved of many concepts which reveal the importance of professional development. Also, the teachers have been observed to have the awareness of the vitality of the professional development activities.

As it can be seen from this study, the starting point of each INSET program should be the consideration of the needs. Since asked, teachers have been able to choose out of the INSET programs that they would like to join. The basic feature of the implementation has been the needs analysis at the beginning, and the follow up at the end. Since the views of the participants have been categorized and further insight into their accounts has been given in Chapter 5, the implications about INSET as another category takes place in 6.2.

6.3. Suggestions and Implications for Further Research and INSET Programs

Foreign language teaching has changed course many times in Turkey, coming to a halt with CLT and Post Methods Era, accompanied by eclecticism. The place of grammar has been discussed with the introduction of each method or approach, and grammar teaching has been shaped accordingly. This research has revealed that grammar maintains its importance, and the great majority of the new generation teacher participants open space for grammar in their instructions. Although it would be a cautious approach to limit the findings to this research, results have yielded that there arose a must for the PCK of grammar for the participants (see Chapter 3 for implementation). For more generalizable results, this micro-scale research could be conducted at the macro level, and the findings could be used for the design of the incoming INSET courses. Additionally, the responses of the more experienced teachers would present a diverse panorama of the current practices in EFL.

While improving INSET curriculum, providers need to take both the pedagogical knowledge, the ‘how to teach’ component of the program as well as the content, the ‘what to teach’. Therefore, in addition to ELT methodology, which often takes place in courses (see Table 1), teachers should also be provided with the content knowledge as for the Turkish-specific linguistic aspect of the language. For this to happen, successful applications of EFL in Turkey before could be given more focus. One of these applications, by the founder of the first ELT department in Turkey, Gatenby (1953, as cited in Özdemir, 2012) made a great success because of his approach to language teaching for Turks. ‘A Direct Method English Course for Turks: Specially Designed for Turkish Students’ involved a series of books (Appendix K), which was prepared by him after working at the Gazi Education Institute Department as the head and the teacher trainer, as well as being the observer of English lessons in Turkey. The success of the books together with the educational materials, to Gatenby (1953, as cited in Özdemir, 2012), was because of the fact that it was prepared to meet the needs of Turkish learners, and it did not bear any new aspect than this vital point of view. Additionally, the presentation of the target form in the context in these books is another interesting aspect, which most teachers think it all started with communicative approach. When carefully examined, the book by Gatenby (1953) is seen to include a firm grammar foundation. The distinctive feature is that the book is prepared in order to solve the problems of Turkish learners from a cross-linguistic point of view.

Another good example can be given as the books prepared by a language teaching commission working for Ministry of Education in 1970s. These books must have contributed to the language learning experiences of many people at the time. The other important contribution is SEFT (Spoken English for Turks) series, which aimed to improve speaking skills of Turks exclusively. The success story of these books came from the Turkish language oriented approaches. In other words, instead of starting from scratch, specialists should harmonize new approaches to language teaching with the old ones, also considering the linguistic features of the both languages as it has been the mode in our implementation. In addition to taking the ideal applications, the course contents to take place in INSET programs should be prepared in a holistic fashion. The teaching of grammar, for instance, should be illustrated in a pack of materials and books, accompanied by classroom procedures. As an implication for the nature of TG courses within INSET programs, Pica (2005) points out that future studies will be in need of determining difficult forms and designing activities to help learners to pinpoint these forms by means of focused input and negative evidence.

Any turning point in the foreign language teaching policy means a thorough change in the system, and this is felt in all layers of language education; particularly, in the classroom. It is a fact that teachers who attend INSET courses state their satisfaction with the content of the INSET program (personal communications with some teachers). However, not every teacher can have this opportunity. As well as central, top down INSET courses, more experienced teachers could be trained and informed about the recent developments, and these teachers could give local INSET in their institutions as a cost effective and practical solution, thus enabling more teachers to be updated about the contemporary trends in the system. Besides, if INSET programs start with the predetermined needs of the teachers, clustered courses in a pack according to these needs could be provided, and teachers could choose out of these courses parallel to their professional needs. Moreover, it seems that grammar will keep its priority in the teachers' agenda, which means that INSET could include independent courses of grammar teaching, introducing the current practices in the world to prevent old-fashioned applications. The courses to be held in line with the latest developments in linguistics and language teaching could serve as the environments to provide PCK for language teachers. It is advisable that teachers be provided with possible solutions to problematic grammar points and the pedagogical knowledge of the language teaching be incorporated into content knowledge through INSET programs. The model program

includes courses of linguistics which include the current trends of grammar teaching such as focus on form, input enhancement, noticing etc. (Appendix I, Course VI). Similarly, the courses of INSET should be specified to the use of these techniques combined with more contemporary tools such as concordance data. As a more specified field, contextual grammar and sample lessons guiding teachers how to teach problematic items of grammar could be designed.

Teachers obviously have too many problems, and unless these problems have been solved, one cannot talk about teaching English, more specifically, teaching grammar. It is a fact that without the ideal physical conditions, which is distinguished from language acquisition in this way, it is not possible to teach a foreign language in a limited time. Teachers wish to have language courses at schools, which are not categorized as lessons, but are subsumed under another category of learner competencies, free from the stress of exams. Moreover, unlike most other subjects, language assessment and evaluation should not be conducted through one-shot applications. Besides product based, summative assessments, formative assessment tools (Hughes, 2003) should also be on the agenda of the teachers. Applications such as the use of portfolio, or the use of Web.2.0 tools for long-term, project-based tasks for student evaluation should be included in the INSET programs. If teachers are provided with courses for the use of information technology, language learning and teaching becomes an enjoyable experience; therefore, most of the problems which take their roots in lack of motivation and exam orientation are sure to be eliminated through formative assessment procedures, which spread to a time span, not merely limited to a few instances of determining linguistic competency.

INSET as a program could be revised: teachers who attend this program could be invited to become more than self-directed professionals; further, they can be encouraged to become self-directed learners (Smith & Erdoğan, 2008). Also, experienced teachers could be given chances to put innovations into practice by means of micro teaching sessions before resuming their classrooms, and where possible, get engaged in gatherings that follow in service programs (Crandall, 2000). Moreover, participant teachers have voice the lack of continuation in the classes, which emerges either due to the random distribution of the program to the teachers at a school setting, or because of the teacher mobility brings about the problems of getting to know new learner profiles and competencies as well as social background information. This problem could be solved by appointing the teachers to the same classes they had taught

the year before, or by categorizing them and providing INSET, guiding them into the teaching methodology as well as about features specific to that age group or level.

This study has described and revealed teacher cognition of grammar teaching extensively, suggested courses of action to transfer this dimension in language teaching to be exploited in INSET applications. In other words, the study has combined two distinct fields, providing a bridge between the teacher and professional development. Although this implementation aims to make a model for the large scale ones, it has also made a description of the panorama of language teaching; and more specifically, it has characterized the current situation of grammar teaching. Moreover, the basic concern of the model, being to implement a model distant INSET to meet the PCK needs of the teachers, it has used the Moodle platform to update the teachers in terms of linguistic theory and its reflection onto contextual grammar teaching. The experience of keeping in touch with young people from all over Turkey in changing institutions with changing dynamics in their private lives was not so easy; however, it was worth. As the final implication, the essence could be based on some suggestions for more effective INSET programs:

- INSET training should be parallel to the needs of the teachers and the training approach should take participants into consideration (Waters & Vilches, 2012).
- Teachers should be provided with incentives (Roberts, 1998) for participating in INSET. Under the current situation, teachers know that nothing will change in their formal status; for instance, there will be no salary increase or a bonus point for future appointments; nor is there an administrative appreciation after they have taken part in an INSET program. Such an incentive could be realized by taking measures to give credits to these teachers at the institutional level, thus changing the direction from personal to national so that the benefit the teacher makes out of the program would go beyond the personal satisfaction, and would become the benefit of the nation.
- INSET organs could have a database for each participant. This will ease the job of the providers while appointing the teachers for the next course, or while appointing a local INSET trainer. Apart from this, the programs for the incoming INSET courses and the follow-ups could be set at a schedule, and with advance noticing. Waters (2006) highlights that “INSET stands or falls on the basis of its potential for effecting meaningful follow-up”

- INSET should give priorities to the teachers who have taken part in the programs before. This will facilitate the follow up for the same teacher to be appointed as local providers; moreover, it will eliminate the repetition in the type of courses. In this case, teachers are not randomly chosen, and the course dynamics could be arranged according to the turn of the program.
- Local INSET applications should be widespread all over the country, when needed, supported by the Distant INSET programs. This means more teacher involvement and more collaboration. It is a fact that teachers learn best from active participation (Roberts, 1998). If designed with this principle, the programs are sure to contribute to professional development from many aspects.
- At the end of the course, regardless of its being distant, institutional, regional or national, participants could be given a semi-structured form to fill in. This will help access to data in specific topics in terms of classroom practice. Moreover, journal participant teachers will write about each course (see Appendix N and Appendix O) could help restructure the incoming INSET programs. In this way, each new program will involve the voices from the classroom as a bottom up procedure, thus combining the theory with practice. Besides, the interpretation of the documents from the teacher journals and overall impressions of the program could give insights into the dynamics of the courses at the institutional level.

6.4. Conclusion

The model INSET implementation in this study has introduced a new dimension to INSET applications in Turkey. The TG course provided by the researcher aims to show that more specific issues should be incorporated into the INSET programs. Each course module is comprised of lessons, forums and resources that highlight the present theoretical approaches as well as classroom procedures in terms of contextual grammar teaching. Teaching grammar in context, as the contemporary mode of teaching has been exemplified, relying on the current trends in linguistics and language teaching. I hope that the findings of this research in terms of teacher cognition of grammar teaching to EFL learners, and the implementation of the INSET courses, each including lessons borrowed from linguistics, has introduced a new dimension to language teaching. I also hope that the reflections of the distant model implementation will help improve the

course contents of teaching grammar in INSET programs, and will be put into practice at the national level.

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APPENDICES

1. Research Question 1: Questionnaires

Appendix A. Questionnaire by Borg & Burns (2008, with the authors' permission)

Integrating Grammar Instruction in Adult EFL & ESL Classes

Section 1: About yourself

Country where you work: _____

Years of experience as an English language teacher (Tick ONE)

0–4 £	5–9 £	10–14 £	15–19 £	20–24 £	25+ £
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Highest relevant qualification to ELT (Tick ONE)

Certificate £	Diploma £	Postgraduate Certificate ☐	Bachelor's £	Master's £	Doctorate £	Other (Specify)
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Type of institution you teach English in most often (Tick ONE)

Private £	State £	Other (Specify)
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How would you describe the institution you teach English in most often? (Tick ONE)

Language School £	Adult Education College £	Secondary or High School £	University £	Other (Specify)
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Which ONE of the following best describes the status of English for your adult learners?

English as a foreign language £	English as a second language £
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Section 2: Views about grammar learning & teaching

For each statement below mark the ONE number which best reflects your view.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Teachers should present grammar to learners before expecting them to use it.	1	2	3	4	5

Only one statement is included here to illustrate the format. Please refer to Table 5 for the full list of statements.

Section 3: Grammar Teaching In Your Classroom

The questions in this section ask about the role of grammar teaching in your own work.

1. a. In your teaching, to what extent is grammar teaching integrated with the teaching of other skills? (Tick ONE)

No integration £	Some integration £	Substantial integration ☐	Complete integration £
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1. b. Please explain your answer to 1a by describing the relationship between grammar teaching and the teaching of language skills (reading, writing, speaking, listening) in your lessons.

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1. c. How much control do you have over the choice of teaching materials that you use in your work with adult learners? (Tick ONE)

No control £	Little control £	Some control £	Much control £	Complete control £
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2. a. Mark with an X the ONE statement from the four below which best describes your position:

I separate grammar teaching from teaching the other skills and I believe this helps my students learn language effectively.	
I separate grammar teaching from teaching the other skills but I do not believe this helps my students learn language effectively.	
I integrate grammar teaching and teaching the other skills and I believe this helps my students learn language effectively.	
I integrate grammar teaching and teaching the other skills but I do not believe this helps my students learn language effectively.	

2. b. With reference to your answer in 2. a, how do you know that your approach to separating or integrating grammar is or is not effective in helping your adult learners improve their English?

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This completes the questionnaire. Thank you for taking the time to respond.

Appendix B: Questionnaire for the teacher cognition of teaching grammar in the Turkish context

Dear Participant,

This questionnaire aims to find out teacher cognition of teaching grammar in the Turkish context, and has no other purpose but a scientific research. Thank you for the contribution.

Gender: _____ Years of ELT experience: _____ ELT qualification: _____

Type of institution: ☐ Primary school ☐ High school ☐ University

Other (please specify) _____

Circle the option(s) that best suit(s) your cognition (what you think, know and believe and its relationship with your classroom instruction)

1. I use grammatical explanations at higher / lower levels.
2. I change / do not change my instruction according to the level of my students.
3. In classes, primarily I focus on form / meaning.
4. I give explicit instruction of grammar only when/ after/ before errors emerge.
5. Grammar instruction may precede/ follow/ be during a task based class.
6. I teach /don't teach grammar, because.....
7. I teach grammar by.....
8. I was taught grammar explicitly, so / but.....
9. I teach /don't teach grammar separately before skill classes, because.....
10. I teach grammar deductively (with the rules given explicitly) / inductively (by letting the learners find the rules through discovery learning), because.....
11. I teach grammar explicitly (overtly) / implicitly (covertly), because.....
12. I teach grammar explicitly while teaching reading / writing / listening/ speaking, because.....
13. I teach grammar implicitly while teaching reading / writing / listening/ speaking, because.....
14. I need/ do not need to teach grammar in listening/ speaking/ reading/ writing tasks, because.....
15. I use TPR/ CLL/ CLT/CBT/ALM/ OTHER: _____ while teaching grammar as a method/ approach, because.....
16. I use the same techniques/different techniques while teaching grammar to young learners/adults.
17. I focus on the form / meaning while teaching grammar, because.....
18. Please write if you think you want to add something as a further remark:

Appendix C. Questionnaire for Young Learners

Dear Participant,

This questionnaire aims to find out teacher cognition of grammar teaching in the Turkish context, and has no other purpose but a scientific research. Thank you for the contribution.

Please answer BOTH FORMS provided for you:

FORM ONE: WHEN YOU TEACH YOUNG LEARNERS

FORM TWO: WHEN YOU TEACH ADULTS/YOUNG ADULTS

IMPLICIT GRAMMAR: PROVIDING GRAMMAR INPUT IMPLICITLY

EXPLICIT GRAMMAR TEACHING: PROVIDING GRAMMAR INPUT EXPLICITLY

INDUCTIVE GRAMMAR TEACHING: TEACHING GRAMMAR EXPLICITLY BUT ALLOWING THE STUDENTS TO DISCOVER THE FORM

DEDUCTIVE GRAMMAR TEACHING: TEACHING GRAMMAR EXPLICITLY, AND GIVING THE FORM AT THE BEGINNING

A.DEMOGRAPHIC INFORMATION

Gender: Year of ELT experience: ELT qualification (BA/MA):

Type of institution you currently work at: ☐ Primary school ☐ High school
☐ University ☐ Other (please specify):

In-Service Experience: ...times

on.....and.....

B. GENERAL COGNITION OF GRAMMAR TEACHING

1. I teach grammar, because...	Yes	No
a. I have to, according to the curriculum of the Ministry of Education.		
b. I must prepare students for some exams, and focusing on only meaning is a risk.		
c. I believe that grammar is necessary for all skills.		
d. my students need to know grammar of English to understand the meaning better.		
e. it helps my students use the language accurately.		

2. I do not teach grammar, because...	Yes	No
a. it is abstract for my students.		
b. I do not have enough time to focus on grammar.		
c. it is not useful for students.		
d. it is an ancient way of teaching a language.		
e. the curriculum has not been designed for this purpose.		
f. I have it learnt through skills or task-based activities.		
g. meaning is more important than form, and students must elicit		

the form from the context.		
h. students worry about making grammar mistakes and cannot improve their oral skills.		

3. I choose my teaching way according to the age of my learners.	Yes	No

4. I use grammatical explanations at higher proficiency levels.	Yes	No

5. I use grammatical explanations at lower proficiency levels.	Yes	No

6. I focus on the meaning while teaching grammar, because...	Yes	No
a. when students get the meaning, it will be easy for them to use the language.		
b. if the language is for communication, then the meaning is more important than the form.		

7. I focus on the form while teaching grammar, because...	Yes	No
form is necessary to understand meaning.		
students focus on the structure, and they make fewer mistakes.		

8. I teach grammar separately before skill classes, because...	Yes	No
a. form comes before meaning.		
b. it makes skill classes easier.		
c. students' level is too low to perform skills without grammar support.		

9. I don't teach grammar separately before skill classes, because...	Yes	No
a. grammar should be incorporated into skills and students should learn the language as a whole.		
b. I don't want to put so much emphasis on grammar, because improving skills is more important.		
c. I observe that students learn better when they are introduced the form in a context.		

10. Grammar instruction should precede a task based teaching.	Yes	No

	Yes	No
11. Grammar instruction should follow a task based teaching.		

12. I need to teach grammar with.....	Yes	No
a. speaking/ writing skills, because these productive skills reveal the grammatical mastery.		
b. listening/ speaking/ reading/ writing because grammar is the backbone of all skills and students must know how to use the language.		

13. I do not need to teach grammar with.....	Yes	No
a. reading / listening skills, because I want my students to focus on meaning in these receptive skills.		
b. listening/ speaking/ reading/ writing skills, because grammar already exists in related skills, and students can acquire it implicitly.		

14. While teaching grammar.....	Yes	No
a. I use TPR (Total Physical Response).		
b. I use GTM (Grammar Translation Method).		
c. I use CLT (Communicative Language Teaching).		
d. I use ALM (Audio-Lingual Method).		
e. I use TBT (Task Based Teaching).		
f. I use CBT (Content Based Teaching).		

C. COGNITION OF EXPLICIT GRAMMAR

1. I teach grammar explicitly and deductively (with the rules given at the beginning by the teacher), because...	Yes	No
a. students can't find the rules by themselves.		
b. I believe that grammar should be taught directly.		
c. the level of my students requires rules.		
d. learning becomes more permanent in this way.		
e. my students can't understand in the other way.		
f. Turkish learners are willing to hear that.		
g. I do not have enough time to give it in a context.		

h. I don't want my students to get lost in the jungle of grammar.		
---	--	--

2. I teach grammar explicitly and inductively (by letting the learners find the rules through discovery learning), because.....	Yes	No
a. once students discover the rule and internalize it, they do not forget it.		
b. it helps them to keep the rules in mind.		

3. I teach grammar explicitly with the writing skill, because...	Yes	No
a. students generally need a structural guide for grammatical accuracy.		
b. I want my students to practice the topic structure through a productive skill.		
c. students need to know about the underlying topic structure to edit their papers and those of their peers.		

4. I teach grammar explicitly with the speaking skill, because...	Yes	No
a. speaking requires the conscious attention to structure for accuracy and self-correction.		
b. speaking can be improved by learning new topic structures.		
c. communicative skills can be enhanced through grammatical accuracy.		

5. I teach grammar explicitly with the reading skill, because...	Yes	No
a. new structures prevent students from focusing on the meaning and making inferences.		
b. I can use reading texts for both meaning-focused and form-focused instruction.		

6. I teach grammar explicitly with the listening skill, because I can use listening texts for both meaning-focused and form-focused instruction.	Yes	No

7. I give explicit instruction of grammar.....	Yes	No
a. only when errors emerge.		
b. before errors emerge.		
c. after errors emerge.		

D. COGNITION OF IMPLICIT GRAMMAR

1. Grammar is implicit in my teaching, because...	Yes	No
a. students learn better when they learn it unconsciously.		

b. the curriculum requires implicit grammar.		
c. it facilitates learner-centeredness.		
d. implicit grammar opens space for more activities in the classroom.		

2. I do grammar lessons implicitly with the reading/ listening skills, because...	Yes	No
a. the target structure can be acquired through input enhancement.		
b. when students comprehend the structure from the context, they do not forget it easily.		

Appendix D: Questionnaire for Adults

Dear Participant,

This questionnaire aims to find out teacher cognition of grammar in the Turkish context, and has no other purpose but a scientific research. Thank you for the contribution.

Please answer BOTH FORMS provided for you:

FORM ONE: WHEN YOU TEACH YOUNG LEARNERS

FORM TWO: WHEN YOU TEACH ADULTS/YOUNG ADULTS

IMPLICIT GRAMMAR: PROVIDING GRAMMAR INPUT IMPLICITLY

EXPLICIT GRAMMAR TEACHING: PROVIDING GRAMMAR INPUT EXPLICITLY

INDUCTIVE GRAMMAR TEACHING: TEACHING GRAMMAR EXPLICITLY BUT ALLOWING THE STUDENTS TO DISCOVER THE FORM

DEDUCTIVE GRAMMAR TEACHING: TEACHING GRAMMAR EXPLICITLY, AND GIVING THE FORM AT THE BEGINNING

A.DEMOGRAPHIC INFORMATION

Gender: Year of ELT experience: ELT qualification (BA/MA):

Type of institution you currently work at: ☐ Primary school ☐ High school
☐ University Other (please specify):

In-Service Experience: ...times on.....and.....

B. GENERAL COGNITION OF GRAMMAR TEACHING

1. I teach grammar, because...	Yes	No
a. I have to, according to the curriculum of the Ministry of Education.		
b. I must prepare students for some exams, and focusing on only meaning is a risk.		
c. I believe that grammar is necessary for all skills.		
d. my students need to know grammar of English to understand the meaning better.		
e. it helps my students use the language accurately.		

2. I do not teach grammar, because...	Yes	No
a. it is abstract for my students.		
b. I do not have enough time to focus on grammar.		
c. it is not useful for students.		
d. it is an ancient way of teaching a language.		
e. the curriculum has not been designed for this purpose.		
f. I have it learnt through skills or task-based activities.		
g. meaning is more important than form, and students must elicit the form from the context.		
h. students worry about making grammar mistakes and cannot improve their oral skills.		

3. I choose my teaching way according to the age of my learners.	Yes	No

4. I use grammatical explanations at higher proficiency levels.	Yes	No

5. I use grammatical explanations at lower proficiency levels.	Yes	No

6. I focus on the meaning while teaching grammar, because...	Yes	No
a. when students get the meaning, it will be easy for them to use the language.		
b. if the language is for communication, then the meaning is more important than the form.		

7. I focus on the form while teaching grammar, because...	Yes	No
form is necessary to understand meaning.		
students focus on the structure, and they make fewer mistakes.		

8. I teach grammar separately before skill classes, because...	Yes	No
a. form comes before meaning.		
b. it makes skill classes easier.		
c. students' level is too low to perform skills without grammar support.		

9. I don't teach grammar separately before skill classes, because...	Yes	No
a. grammar should be incorporated into skills and students should learn the language as a whole.		
b. I don't want to put so much emphasis on grammar, because improving skills is more important.		
c. I observe that students learn better when they are introduced the form in a context.		

10. Grammar instruction should precede a task based teaching.	Yes	No

11. Grammar instruction should follow a task based teaching.	Yes	No

12. I need to teach grammar with.....	Yes	No
a. speaking/ writing skills, because these productive skills reveal the grammatical mastery.		
b. listening/ speaking/ reading/ writing because grammar is the backbone of all skills, and students must know how to use the language.		

13. I do not need to teach grammar with.....	Yes	No
a. reading / listening skills, because I want my students to focus on meaning in these receptive skills.		
b. listening/ speaking/ reading/ writing skills, because grammar already exists in related skills, and students can acquire it implicitly.		

14. While teaching grammar.....	Yes	No
c. I use TPR (Total Physical Response).		
d. I use GTM (Grammar Translation Method).		
i. I use CLT (Communicative Language Teaching).		
j. I use ALM (Audio-Lingual Method).		
k. I use TBT (Task Based Teaching).		
l. I use CBT (Content Based Teaching).		

C. COGNITION OF EXPLICIT GRAMMAR

1. I teach grammar explicitly and deductively (with the rules given at the beginning by the teacher), because...	Yes	No
a. students can't find the rules by themselves.		
b. I believe that grammar should be taught directly.		
c. the level of my students requires rules.		
d. learning becomes more permanent in this way.		
e. my students can't understand in the other way.		
f. Turkish learners are willing to hear that.		
g. I do not have enough time to give it in a context.		
h. I don't want my students to get lost in the jungle of grammar.		

2. I teach grammar explicitly and inductively (by letting the learners find the rules through discovery learning), because.....	Yes	No
a. once students discover the rule and internalize it, they do not forget it.		
b. it helps them to keep the rules in mind.		

3. I teach grammar explicitly with the writing skill, because...	Yes	No
a. students generally need a structural guide for grammatical accuracy.		
b. I want my students to practice the topic structure through a productive skill.		
c. students need to know about the underlying topic structure to edit their papers and those of their peers.		

4. I teach grammar explicitly with the speaking skill, because...	Yes	No
a. speaking requires the conscious attention to structure for accuracy and self-correction.		
b. speaking can be improved by learning new topic structures.		
c. communicative skills can be enhanced through grammatical accuracy.		

5. I teach grammar explicitly with the reading skill, because...	Yes	No
a. new structures prevent students from focusing on the meaning and making inferences.		
b. I can use reading texts for both meaning-focused and form-focused instruction.		

6. I teach grammar explicitly with the listening skill, because I can use listening texts for both meaning-focused and form-focused instruction.	Yes	No

7. I give explicit instruction of grammar.....	Yes	No
a. only when errors emerge.		
b. before errors emerge.		
c. after errors emerge.		

D. COGNITION OF IMPLICIT GRAMMAR

1. Grammar is implicit in my teaching, because...	Yes	No
a. students learn better when they learn it unconsciously.		
b. the curriculum requires implicit grammar.		
c. it facilitates learner-centeredness.		
d. implicit grammar opens space for more activities in the classroom.		

2. I do grammar lessons implicitly with the reading/ listening skills, because...	Yes	No
a. the target structure can be acquired through input enhancement.		
b. when students comprehend the structure from the context, they do not forget it easily.		

II. The implementation on the Moodle platform

Research Question 2: Which general problems do teachers encounter while teaching English?

Codes for general problems teachers encounter while teaching English

Linguistic Issues

ILP: Interlanguage is a problem.

SWB: Students have a weak linguistic background.

SAL: Students analyze rules.

AMFM: Adults make fossilized mistakes

CP: Copula is a problem.

WAL: Words are abstract for levels.

Methodological Issues

TGP: Translating grammar is a problem.

TVP: Teaching Vocabulary is a problem.

ANET: Adults need explicit teaching.

LPAT: Learner profile affects teaching.

FDTE: Face difficulty teaching English.

TA: Too many activities

TS: Too many subjects

TP: Time is a problem.

Problems about teacher competencies

TLIT: Teachers lack information technology.

TUIT: Teachers are unhappy with inductive teaching.

TOC: Teachers often change.

TSNM: Teachers seek new methodology.

Affective Issues

AES: Adults Experience Stress

MHF: Motivation is high in first grade

MLS: Motivation is low in second grade
 ALM: Adults have low motivation
 SABL: Students are biased against Learning English
 SBL: Students are biased against listening
 SBS: Students are biased against speaking
 SEO: Students are exam oriented
 SGO: Students are grammar oriented
 TNE: Time is not enough
 CC : Classes are crowded

External Issues

HTG: I have to teach grammar.
 ENIP: English is not important for parents
 LNC: Language is not merely a course

Codes for solutions teachers find

Pre- instruction

A M: Arouse motivation through lead-in
 PLAC: Prepare low anxiety classes
 COL: Create ownership of learning

During instruction

FETC: From easy to complex
 UTE: Use Turkish explanations and examples
 UTWN: Use Turkish when necessary
 RMG: Refer to the mother tongue grammar to teach the target grammar
 EI: Enhance input
 ECC: Error Correction during the course
 USP: Use Semi-controlled Practice
 UCP: Use Controlled Practice

Post-instruction

ECE: Error Correction after exams

Appendix E. Extract from Facebook kick- off meeting: professional background

Researcher: Good evening everybody. It is my pleasure to see people who are here for this sharing environment. As we have announced in the Facebook group, today we will be talking about INSET in Turkey, and the general tendency towards teaching grammar as well as the place of grammar and vocabulary in your classroom procedures. Yes, let's start with CEFR and INSET.

P.35: You know that CEFR is a guide, which has been designed to set a standard, and if we start with this point of view, it is not based on the grammar subjects, but it is based on the functional use of the language.

Researcher: You mean form vs. function.

P.35: Exactly. We teach Simple Past Tense with no problem, but when it comes to using it, we suffer from using the real functional language.

General Issues of Grammar Teaching

Researcher: What should we take into consideration while teaching grammar?

P.35: I personally think that grammar teaching requires the consideration of age and; relevantly, the materials. The examples you give for high school students cannot be the same as the examples for the primary school students. The quality of the environment is also of great importance to a person, but what is important is the learner interest and motivation. For instance, while teaching Simple Present Tense, we give the daily routine of a person, or ask the learners to write down their daily routines.

P.6: Moreover, the problem is that in the past, there were more contact hours in English Prep Classes and a more effective; rather, more intensive English was taught, but now that Preparation Program is not in use, we need to succeed in a very short time. This naturally remains general, for we have a very short time to teach what we have as the language target in the curriculum.

Using the Mother Tongue during Grammar Instruction

Researcher: For this to happen, we need a well planned education, more than an intensive one, and I think the key is to revert to the mother tongue to gain time while teaching a foreign language. The previously defined special difficulties need to take place in the portfolio of the teacher. For instance, if we think that one specific item is possibly a challenge for the learner, and that we allocate more time for this, it will be better for the language planning

P. 35: In fact to revert to the mother tongue is very effective for more help in most cases, but when it is used as a constant reference, the learner feels that the one to one representation takes place for every single item, and this results in ‘chicken translation’ examples. But in some cases we definitely use the mother tongue as a life saver.

P. 5: Yes, we need to use the mother tongue, but too much of it may not be very effective, for it creates individuals who know too much theoretical knowledge, but do not have much practice. I use the mother tongue for the foundation of the subject I am going to teach, and I use it for points that do not have their equals in English.

Researcher: I mean that the teacher will just make use of the mother tongue to predict which points could be challenges for the learners by making a comparison between Turkish and English. In this way, it becomes possible for the teacher to understand which grammar item needs more focus than the other. For example, Present Perfect Tense is more challenging than Present Progressive Tense to teach, for a Turkish learner of English uses the functional and syntactic similarity while learning Present Progressive Tense; however, the same is not true for Present Perfect Tense, because this tense needs more focus, for it combines two times: Present and Past, which Turkish doesn’t often use in the time scale. This can only be possible for the teacher by using syntactic, morphological and functional comparisons between languages. It is desirable for English classes to be conducted in English, and I believe this can be done by gearing the level of the learner to the instruction language. What I mean is that the teacher is supposed to make use of knowledge about language (KAL) or metalinguistic awareness while teaching the language to classes with this point in mind. Then, the teacher needs to use the mother tongue in the sense of referring to universal grammar.

P.5: In this case, I find it more useful for the teacher to use the mother tongue in the question and answer form. The teacher can teach adults more easily without much explanation; however, children need to hear more concrete explanations while learning as the age decreases, the need for more concrete concepts increases. Besides, many teachers try to teach through oral drills, but the importance of writing on learning is a fact, and this leads to effective teaching.

Researcher: Do you mean that teachers should be using the blackboard more so that learners could engage themselves cognitively more and that the other type of teaching, which uses technology doesn’t have an end in itself; in other words, when the teacher turns off the computer, so does the student.

P.19: For the current conditions of Turkey, it may sound like a utopia; however, I believe that using the mother tongue for teaching grammar is not the right way, because letting the students become confused and making them curious should be the second step. The first step should be the reinforcement of what students have already learnt.

I used this in the 4th grade students, and also in adult classes. I believe that it works and it is effective. Group works or drama may be the tools that we can use to start a subject. I applied this, and I was satisfied. Besides, when the mother tongue is used, students expect the teacher to explain the subject in Turkish, which can decrease their motivation and attention to the target language.

Researcher: Yes, at this point the choice is ours, and we need to distinguish between the instruction with the mother tongue and reference to the mother tongue when designing the curriculum at the macro level, and classroom applications at the micro level.

Explicit Instruction and Implicit Input

Researcher: Then, you need to give a lot of enhanced input in the form of a lot of English sentences in a context without using any Turkish.

P.9: At this point, visuals always work. As for me, presenting the information in a context or explaining it in a conversation is the best way. However, though I want more interaction among the students, the number of the students prevents me from giving such tasks.

Researcher: Certainly, such tools (songs, nursery rhymes, etc.) are of great help, and they are presented in the curriculum of 4th and 5th grade. They are really good materials for this age group. Yes, we have basically talked about the usage of the mother tongue in the discussions. What I mean is to get benefit from the mother tongue. That's to say, an English teacher should pay attention to the semantic, morphological, and syntactical processes of his/her language before determining the syllabus of the lesson and behavioral objectives of the curriculum content.

P.14: Since young learners do not understand theoretical explanations, I use nursery rhymes, poems and songs so that they can get the taste of a foreign language. Is this the right way?

Parameters as Cross-Linguistic Differences

Researcher: Yes, it is the right way. However, there might be times when we need to make comparisons. For instance, countable and uncountable nouns pose challenges for young learners since they come up with wrong examples used in Turkish. So, the

teacher is supposed to know the possible pitfalls for the learners, and take precautions beforehand. For example, a teacher should be armed against such questions as ‘why isn’t money countable though we can count it?’ or, ‘if we can count plural nouns, how about matches, why do we have to say ‘a box of matches ‘or a kilo of peas?’ At this point the teacher should know that he/she should not use Turkish examples as this grammar point is a parameter between Turkish and English, and if she compares the uses of English and Turkish, she could make a fatal mistake. To teach countable and uncountable nouns, the teacher needs to provide a lot of English input with concrete examples without any reference to Turkish. This does not mean that the teacher will not compare and contrast the linguistic properties of these nouns as for each language, but this thought provoking process is sure to produce implications that Turkish and English uses of one specific noun are completely different; thus, the implication to be drawn should be that Turkish examples could only be interference for the learners.

P.6: At the beginning of my teaching career, when I explained things with the mother tongue, I got negative feedback. For instance, “What is the reason for adding ‘at’ to ‘good’ and “What is the reason for adding ‘in’ to ‘be interested’. I explained these examples by saying, “this is the rule.”

Researcher: Do you think language teaching strategy of the teacher varies according to such learner variables as age, gender, etc.? Do you ever change your strategy of instruction according to learner variables and levels of your students?

P.6: I think, we have to consider the education at two levels: the first and second level. It is obvious that 4th and 5th grade students are not competent enough at the mother tongue, either, and to my personal experience, explaining items in English has not been useful, particularly, with 4th and 5th grade students.

Researcher: Field dependent learners, who are young learners, learn the language in context. If there is more input in big parts, they can learn the language more easily.

P.6: I totally agree with you. Instead of preparing small parts, the big part is always better. However, when it comes to exceptions, everything changes.

Researcher: As a conclusion, it can be said that grammar teaching needs to take two basic factors into consideration: learner variables and linguistic typology. These two points should basically determine the quality and the quantity of the linguistic content of the target language. As teachers, we have to make parameter-sensitive decisions while choosing the focus on the grammar item we have on the agenda.

Appendix F. Extract from the Facebook round up meeting: Grammar? I don't want to teach it.

Researcher: Good evening everybody, as you can understand from the title, we will be talking about grammar: whether to teach it or not.

Formal Grammar Instruction

P.9: However much we may be against explicit teaching of grammar, and we are educated that grammar should not be taught explicitly, I have to teach basic grammar rules with classical methods. Since students are not exposed to language in their daily lives, however hard we may try, it remains as a utopia to expect them to comprehend grammar in context only by speaking English for 2-4 hours”

Researcher: You mean that to let the concepts be settled, it is necessary to teach them explicitly. Do you think we need to change the methods and techniques? I think there is a problem somewhere.

P.9: More than the method, we need time; we have few contact hours with overcrowded classes. My lesson lasts just for 80 minutes. It is out of the question for me to do communicative lessons.

P.10: I don't think the problem lies only with English. The methods and techniques of teaching change for the first and second grade students: drama, songs, TPR, ALM and CLT. Since they are young learners, I focus on visual and enjoyable materials.

P.10: I agree with my friends in terms of contact hours and place for language education. Every school should have a language lab and the time of contact hours should be increased.

Researcher: Do you think teaching by using input enhancement is enough?

P.5: Students think they have understood, but actually they haven't. They have to engage themselves cognitively to understand, but if they make sure that Turkish translation will follow, they won't even listen to the English version.

Researcher: Do you think there should be no Turkish in classes?

P.3: If the lesson isn't Turkish, they are afraid to say something and become distressed and fear that they will not be able to manage. My students cannot take down even the written documents on the blackboard. For example, in the fifth class, fifteen students cannot write down anything from the blackboard.

P.5: We can let students do things when they cannot understand from a learner centered perspective. When I taught with a song, and did the exercises with classroom objects, the students didn't have any difficulty.

P.9: We have to teach in crowded classes to adults with some disadvantages, students are reserved, because they are over twenty; classes are crowded and they fear that they

will get embarrassed before their pairs. So it's impossible for me to make them speak even if I want.

Researcher: I think explicit teaching is necessary for the concepts to be understood well enough?

P.9: Yes, unfortunately for the learners who have never been exposed to English.

P.4: For grammar to be understood, students are supposed to master some concepts. I work with 4-5-6-7-8 classes, and this is necessary.

P.10: I also work at a primary school; however, I cannot say that grammar shouldn't be taught, but I try to let my students make inferences from the context. I try to use inductive method, but sometimes there are cases when I have to revert to explicit teaching of grammar.

P.4: I am trying to use inductive method as well, but I feel that I am doing the course by myself.

Researcher: Do you work with the same method for all the classes?

P.4: Yes. I use the same method for all the classes.

P.5 Turkish should be used when necessary. Drills and other means can be used for repetitive learning, and at the end of the lesson if learners don't understand, Turkish can be used.

P.19: I can say that now, it is really hard for me to teach English through inductive method for a student who has never learned English so far.

P.11: I have been teaching for 5 years, but teaching adults at a university was the most enjoyable experience for me.

P.2: I think it is really better to work with adults. This year I have started teaching at the primary school and it is a really difficult experience for me. Children do not know even the Turkish of some concepts let alone their English meanings. Children either forget or do not learn at all.

P.11: An inspector who visited my class told me to let students do everything from the books and use their dictionaries and I should make a guide to them. But they couldn't understand when I did so, what they all did was to find words from the dictionary. With many students in one class pair learning is not possible. Nor is the time enough, so you have to give Turkish equals, but the group you work with is also important. In the books you have to talk about four or five different things, which is a problem for the learner.

P.3: It is possible for us to teach some subjects without Turkish but not for others we cannot teach even in Turkish. We can have words from books, and books are tools for

education. However, we cannot be independent of them and teaching vocabulary is really hard for us to do.

P.4: But it is really hard to guess whether students have learned or not in crowded classes, and what the needs of the learner are. It is necessary to know if English for exams, or English for communication. What I gather from the whole conversation is that if a good learning environment is created with few students and good lesson equipments, it is possible to teach English without grammar. But for learners who question the language learning, it is really hard to teach and we may think that books are tools for us, but the contexts we have to follow is determined by books. In some books grammar is not directly taught, but there are clues to understand the grammar indirectly.

Teaching Lexico-Grammar in Context

P.5 Teaching vocabulary is a problem for us. I write all the vocabulary after units, and hand it out to my students for all classes. I give quizzes and teach songs, but this time grammar is left behind and teaching grammar without words may be a problem for the seventh and eight classes. And there are a lot of subjects in one unit. For example, in seventh classes the horoscopes and ‘will’ are hard for students to learn together.

Researcher: Teaching vocabulary might be the topic of another forum, but if we need to incorporate it into grammar teaching, we need to talk about the extent vocabulary teaching might interfere with grammar teaching. Do you think the vocabulary that takes place in books is a handicap for teaching grammar?

P.2: I found out all the new words in the books and handed out to my students.

Researcher: You mean that you have removed the vocabulary handicap from the teaching of grammar. If vocabulary is a handicap for you, at which levels is it a problem?

P.2: I think so.

P.3: I don’t think it is a problem. Because what we focus on is the grammar, not vocabulary

P.6: I cannot teach grammar directly. For example; when you say you use ‘does’ for singular nouns the chart asks whether ‘I’ is singular or not. This can be English or Turkish, it doesn’t matter.

P.3: If you can teach with gestures you don’t need to, but if you have to explain abstract concepts you need to revert to it.

Researcher: Then, we need to choose which items we can teach in Turkish, which items in English. More abstract concepts can be taught in Turkish since it will be hard to

explain its meaning in English. So with first level learners we can use little Turkish because the target vocabulary is mostly based on more concrete words. However, when it comes to second level in primary school; particularly, the 7th and 8th grades require the Turkish explanation for more abstract concepts.

P.5: It would be a good idea to teach words in English.

P.3: I use very little Turkish in my 4th grade classes, but in 5th class, more Turkish. We naturally think that students know this concept in their mother tongue.

P.19: But this depends on the learner profile, there are those who can make inferences without the Turkish meaning and those who don't understand anything and what they hear in Turkish in all cases.

P.3: The number of the student as a learner variable is also of great importance. The children cannot learn exactly, because there are too many subjects and structures and too many activities in 5th grade books which are impossible to learn. For example, there are Geographical Regions in the 5th grade book, but they soon forget after they learn the subject. We need to arrange the activities. I agree with the idea that in 7th grade the horoscopes are taught in very difficult passages.

P.6: In my opinion, teachers of the same class often change; one teacher teaches in this way and the other in another way, so the common solution has always been translating the lesson into Turkish for the students. If they started and continued with the same teacher such a problem wouldn't emerge and there won't be a problem in the future.

Researcher: Yes, it looks as if we will keep this heated session for ever. How about meeting again for a more comprehensive sharing? It is related to teaching grammar, but this time we will have a face to face interview. It would be great if you could have time and attend to it. Thanks everybody. I hope it has been a useful session

Appendix G. Extract from face-to face focus group interview

Researcher: Welcome everybody. Today we will focus on how to teach a grammar, also discussing the techniques and suggesting solutions. We have ample time to focus on the selected item. Yes, how do you teach grammar in your classroom? Do you encounter difficulties while teaching it?

P.3: Everybody says that I cannot teach what I learnt at university, but I can use them without any questions in my mind. I have been working for 6 years as a teacher, and I have never started a lesson by giving the rule at the beginning. This is just what you have suggested us at the university. I never say “We are going to learn Simple Past Tense today.” Instead of it, there are numerous stories in the book to be used; however, some teachers do not spare time to do them. They avoid teaching with them as they include unknown vocabulary, and they just give a few sample sentences with “yesterday, last week” on the board. They give the formula, and they expect the students to learn this formula.

A Lesson Procedure for Inductive Grammar Teaching

As an effective way of teaching Simple Past Tense, let me tell you the classroom procedure that I have used recently: I found a long story of Nasreddin Hodja, and I did a role play activity with it. At first, I dramatized the role play activity. I wrote the title ‘new words’ on the board. After these words had been comprehended by the students, I had my students repeat them. Once I had reinforced the important words, I invited one of the students to the board. I said “you can use a joker or you can ask for help from your friends if you don’t know a word.” I asked “Instead of you, who is going to do the action?” for instance, the student forgot the Turkish of ‘turnip’. The student either looked at the new words section on the board, or asked for help from a friend. Thus, an interaction was created among the students, and they wanted to learn the story. After these steps, we read the story and I asked “What did you understand?”. We answered the questions about the story, and still I didn’t say anything about Simple Past Tense. There were ‘answer the questions’ ‘fill in the blanks’ and ‘vocabulary’ activities in the book. In the vocabulary activity, I wanted my students to find the closest meaning. Afterwards, I asked them the following questions;

What did we read?

What was it about?

Which tense did we use?

Why did we use this tense?

I asked them to circle the verbs. I still didn't say "we are learning Simple Past Tense" Then, I asked them "what are these?" and "what are the roles of these?" Thus, they wanted to translate the words. And then, I asked "why did we read the story?" At first, they encountered difficulties, but after a while, they got used to this method. In that sense, they understood what we had studied. They began to say, "well, this is Simple Past Tense". When I heard these sentences, I felt relieved. Perhaps, I was about two contact hours behind the other teachers, but the students had read a story, learnt new words, repeated them and used them. They enjoyed the taste of learning by doing. Otherwise, it would be hard for the 7th grade students to learn these phrasal verbs and vocabulary items. Following this, I wanted them to read the sentences which they had circled. I wrote them on the board; that's why; they could see all the verbs, time expressions and structures on the board. At the beginning, I wrote the regular verbs, and then they asked the irregular ones, but I went on writing the regular ones. I had them notice the verb inflections. At last, I defined Simple Past Tense and explained all the inflection types. That's to say, I make a connection with Turkish grammar at the end. I use the details that we had been taught in morphology and syntax classes at the university. I say "Let's make a sentence with Simple Past Tense in Turkish."

Instructor: In this way, you can hold them responsible for their own learning. They become autonomous; moreover, their motivation increases.

Researcher: In my opinion, your instruction is in line with inductive teaching and discovery learning. Also, I appreciate your teaching, referring to Turkish morphology and syntax. You have used both allomorphs and allophones. Your reference to native language is of crucial importance.

P.3. Yes, I often do that. In this lesson, I never mention irregular verb forms. I let my students do exercises in the course book and those in the worksheet. I write time expressions on the board, and say, "When you see these expressions, you see that the sentence is in Simple Past Tense" The moment regular verbs are reinforced, I start with irregular verbs. I encounter difficulties in the verb copula 'be'. When I have such a problem, I generally leave aside English and start teaching Turkish grammar. I believe that they have problems in Turkish grammar. Generally, they cannot distinguish 'to be' and 'do/does' Once they have been introduced with 'am-is-are+ Ving', the problem arises again. I cannot teach Simple Present and Present Continuous Tenses very well. The reason is that they cannot label the nouns and the verbs. In every lesson, I try to

explain the origins of the words, and separate them into verb and noun categories. I give them Turkish examples. Sometimes, my students even say “we wish you were our Turkish teacher”

Parameters as Cross-Linguistic Differences

Researcher: The reason why predicates with nouns are not comprehended easily is that ‘-Dir’ is an elliptical structure in Turkish. That is to say, if our students understand that ‘-Dir’ is a Simple Present Tense inflection, they can understand that ‘to be’ is a subcategory under it. For instance, a student says:

“Öğretmenimiz çok güzel –Our teacher is very beautiful” instead of,
“Öğretmenimiz çok güzel-dir”

You can say that this is not explicitly taught in Turkish, and you may not mention ‘to be’ in this case, because it doubles your trouble.

P.3: As you have said before, I try to teach everything inductively. However, sometimes, I am stuck with ‘to be’. That’s why, I start by teaching verbs first. Secondly, I teach the difference between verbs and nouns. Thirdly, I translate them. I explain why we use ‘to be’ in English. I have never had problems with teaching regular/irregular verbs. I say, “There are good tempered children (regular verbs), and there are bad tempered children (irregular verbs), and I sometimes make a song for the irregular verbs. In that way, I make my lesson vivid, and I involve students in the lesson. Unfortunately, although I believe that they have learnt the distinction between them, they might get confused in the exam.

Instructor: So, you use the inductive way of teaching grammar. You present the rules through examples. You observe your students’ errors in a successful way, and then you know the right place to use the mother tongue. We have a graduate student who holds her MA degree in Educational Management. She said that she had followed the curriculum, and she used the worksheets that she had prepared for the course books. She said she had successful students in the exams although the students did not have private courses or any teachers except her. At that point, we can say that the difference lies in the teacher. On the other hand, deductive teaching is the easiest way, which most teachers prefer

Content Knowledge from ITE

Researcher: Yes, this teacher has also written a detailed self report, which reveals that she follows all the steps of an ideal inductive teaching of an English course. Moreover, I

think the knowledge of morphology and syntax contributes to our lessons to a great extent.

Instructor: Sure, in addition to micro teaching, we need these classes in ITE programs. I think the success of our graduate students from the faculty can be traced back to what they have learnt as subject matter in addition to their teaching skills.

P. 42: The current curriculum has become student centered. I have been teaching for 4 years. In the first two years, there was a curriculum which emphasized grammar structures. Another point that attracts my attention is that English curriculum is in line with Turkish, Social Sciences and Science curriculums.

Instructor: Certainly, there should be links between the lessons.

P. 42: For instance, when we teach ‘Body Parts’, students learn the same subject in another lesson at the same time. To illustrate how I teach a grammar point, for instance, the context is ‘fortune teller’, and the grammar subject is ‘Future Tense’. This fortune teller makes sentences, and says, ‘You will have a good day.’ After I let my students read sentences, I ask them to answer this question “What will a fortune teller tell about you?” Then, I hear their answers. I give importance to the structure, and ask them, “What does a fortune teller do?” In that sense, they come to an understanding that fortune tellers talk about future, and in order to talk about future, we use ‘will’. I apply CLT principles at that point, and they write dialogues with their pairs. One of them acts as if he/she were a fortune teller, and the other student answers the question with ‘will’. Then, I teach them ‘be going to’ After all, I tell them that ‘be going to’ and ‘will’ refer to ‘-EcEk’ in Turkish.

Researcher: You said that you used morphology. For instance, do you frequently use ‘EcEk’?

P. 42: I frequently use it in the grammar structures; particularly in tenses and structures which are connected with Turkish.

Teaching Grammar in Context

P. 3: Moreover, I remember that you frequently used the term ‘context’ in our classes at the university. I try to use it in my classes, too. Instead of teaching them the difference between ‘on foot’ and ‘by bus’ on the board, I create a contextual relationship. The same is true for ‘directions’ I create a context, and give a responsibility to each student. One of them becomes a post office, the other one becomes a hospital. Even the laziest student feels the responsibility, and feels pride as he/she writes the name ‘street’ on the poster. Therefore, they will never ever make noise in the class.

Instructor: It is better in that way. In most of the course books, people give the underground map of London. It was not a good way to teach the directions even at the university, let alone your school in the village. Although the map is the easiest one in the world, it doesn't make sense with the children's world knowledge.

Instructor: When I used a local map afterwards, I was able to teach directions at the university. I mean we need to be careful about such cultural differences.

ITE Programs and TG

Researcher: Due to this fact, grammar in context is important both for cultural aspects and for the classroom context. Let alone cultural and national context, classroom contexts also change.

P. 3: Just as I was teaching 'If Clause-Type 2', an inspector visited my class. There were just a few sentences in the book. My students had learnt 'If Clause-Type 0' and 'If Clause-Type 1' in the 6th grade with just a few examples. To teach 'If Clause', I started by reviewing 6th grade. They did not comprehend the difference between the two sentences of 'Type 1' and 'Type 2'. I explained it like this: "If you heat water, it boils. Does the time change? Then, we shouldn't use future time here." For 'Type 1', I said that "If you study, you will be successful. However, it is not 100% true. You may not be successful. You may become ill on the exam day. That's why, we do not use 'Simple Present Tense' here. This is just in the same line with what you taught us at the university years." At the 7th grade, the main subject is 'Type 2'. I had to revert to Turkish as it was impossible for them to comprehend unreal past. I created sentences in Turkish, and then asked them to think about their bad habits. I said "If I were you, I would study.", and I gave examples from their lives like that. All of them started with "If I were you...", and then, I said "I am not you, and you are not me." I reinforced it, and let them comprehend that these things were not a fact. After that, I wrote two sentences and asked them "Which one is Simple Past Tense?" Then, they asked "Why do we use 'were'?" I explained that this rule was specific to it. I frequently give homework to my students, which are about making sentences about their daily lives with the target structure, and I gave homework again.

The Place of Translation in TG

Researcher: Do you give Turkish-English translation homework?

P. 3: No, I don't. I always want them to make sentences. In the classroom, I don't let them translate everything, either. As you taught us at the university, I ask them to find positive and negative connotations. Moreover, I want them to comprehend the general

meaning. Also, I attach vital importance to the homework check. I allocate 10 minutes for it.

Instructor: In my opinion, giving translation homework is helpful in adult classes. I did it in quizzes or as homework. It was useful.

Researcher: We also did the same while I was working at an Anatolian High School. It triggers more mental practice. I believe that controlled translation from English to Turkish is helpful.

P. 42: I graduated from Teacher Anatolian High School. We also used the translation method, and we really liked it.

P. 42: I don't give homework; however, when I teach the subject, I always want them to make sentences. They translate it in the class, and they show me in order to feel happy. They say "Ask a sentence again." I put a tick for their correct answers.

Researcher: However, we should be careful about translation. When we want students to translate Type 2, we should say the sentence as, "Senin yerinde olsaydım.... yapardım." instead of "Senin yerinde olsam,.....", so that the inflection of Simple Past tense can be marked overtly. In this case, the teacher is supposed to know the handicaps that students might face while translating the structure from Turkish into English. The unmarked, easier structures can be used as sources of translation.

Researcher: What materials do you use in your classroom?

P. 3: I don't use properties of students in teaching Comparatives and Superlatives. I ask for help from my students if I have been teaching them for a long time. At that point I think the relationship between a teacher and a student is important.

Instructor: I think that depends on the context and age.

P. 3: To teach Simple Present Tense, we can benefit from students, one of them can say "I like apples." and the other student can say "he likes apples." I also use flash cards and computers to teach 'comparatives' because it is not effective to say solely, 'it is smaller than this'. In this process, using visuals is really effective.

Instructor: Using visuals can create miracles.

P. 3: Yes, exactly. When I cannot use the computer lab, I don't feel effective, and I generally try to find something that can attract students' attention. I can even use my mobile phone and let them listen to a song at the beginning of the lesson. In that way, I motivate my students and start my lesson. It really works.

Researcher : Yes, we have wonderful innovative teachers with practical solutions. I am hopeful about the future of ELT **J**. It has been a fruitful session with a more detailed

focus on the grammar teaching process. Basically, we have discussed the place of grammar in our classroom, accompanied by two good examples of inductive teaching of parametric subjects. I thank you, all as the focus group members.

Appendix H. Sample teacher self reports for lessons (P.3)

Dear participant,

I need your invaluable experiences for my thesis. For this reason, I ask you to answer the following questions as detailed as possible. Thank you for your contribution.

Gender: Female

The city you work in: Mersin

Grades you teach: Primary school students

Teaching experience: 5

In -service experience: 1 If yes, what was the in-service subject of the course?

Teaching Methodology

1. What is the name of the grammar item? Do you use the course book/teachers book to teach the target structure?

The name of the grammar item is comparatives. I use the course book while starting the subject. I don't use teacher's book very often, because it doesn't include interesting activities. My own teaching methods are more effective; however, I use teacher's book not to miss the functions of the grammar item.

2. How do you present the subject? Which methods and techniques do you use?

I never use Grammar Translation Method, because the lesson becomes very boring, and I have trouble in getting the students to attend to what I am saying. The rhythm and dynamism of the lesson decrease. To decide on the method and to make a start with a new and interesting way makes the teacher's job unbelievably easy.

3. Do you teach the grammar point implicitly or explicitly?

I teach grammar explicitly, but inductively. I definitely use a context to teach the grammar point. I do not think that learning realizes without a context. Grammar seems to be easy to teach, if you aim to teach grammar simply, yes it is easy; however, if you target the intake of the grammar item, then it takes a harder time to fulfil your goal, because teaching a grammar item without the support of the reading, writing and speaking skills, the permanent learning does not realize.

5. If you teach inductively in a context, which courses of action do you follow?

First of all, I decide on the type of the material that I will use in a context. Having decided whether I will use the context in the course book or the context I will create I begin to teach, I start my lesson with a warm up activity. I ask the class if they like surfing on the net. Then, I ask the learners to guess before reading the paragraph in

the book. Next, I let the students focus on the parts by underlining the items that I tell them to do the paragraph. After motivating everybody in the classroom, I go on to teach the most important part of my lesson. I start to read the paragraph starting with, “Here are some tips about two types of bikes” and students underline the sentences; “a touring bike is more comfortable than a sports bike. It is lighter than a sports bike. It is cheaper than a sports bike”, and I ask the learners why there are two sentences and the reason for the two bikes in the two sentences of the paragraph. With my guidance, students come to the conclusion that there is a comparison between these two sentences. Therefore, they find out what they will learn, but I never tell the rule.

Making Use of Turkish Morphology

I ask the students to tell me the sentences that they have underlined, and I write them on the board. I attract their attention to -r, -er and -ier morphemes, and ask which words they are appended to. Though hard, the answer comes as adjectives, and I go on with the lesson. Later, I explain why we use ‘than’, delete ‘than’ from the sentence and see the meaning. After that, I begin to use grammar translation method (I cannot help using it **J**). Then, I ask the learners if something has attracted their attention. While some students can answer this question, some cannot. I focus on the allomorphs for the comparison. While explaining this, I revert to Turkish. I talk about the allophones and allomorphs of Turkish words (gel-di, git-ti, uyu-du, etc.) stating that Turkish has the same system as well, and I give English comparative examples: safe-r, tall-er, happ-ier, etc. After doing some exercise related to this, I start to mention ‘more’ and state that these two forms have the same function. After the exercises with these two forms, I move onto the sentences in the paragraph, and follow the same way to tell these examples.

6. After the instruction, what kind of exercises/ activities do you use?

I use the exercises in the workbook. The properties of the two camera models and related adjectives are given in boxes. They do the exercises except a few -er/more mistakes. The workbook gives the task of comparing the student with a close friend, and they can make very good sentences because they have understood the lesson. After the grammar item has been internalized, they can do the reading comprehension activity in the grammar book even more easily.

7. How do you make an evaluation of your lesson? Do you have any application of skill based or task based kind?

I ask students to make 10 sentences with ‘-er’ and 10 sentences with ‘more’, and ask them to prepare a poster with pictures on them. They write very good sentences, and they also prepare their web pages, and compare themselves with their friends as was assigned in the book.

8. Do you think grammar should be taught in the current conditions of the Turkish contexts?

Grammar teaching is a must in language teaching. Can you think of a person who cannot give advice, use imperative structures, and does not know time or tense expressions? How can we express our feelings or give messages without using grammar? We become robotic people deprived of feelings.

Screenshot of Course I: Introduction to the course

TEACHING GRAMMAR

E Learning With Moodle > TO > Lessons > COURSE I: INTRODUCTION TO THE COURSE

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COURSE I: INTRODUCTION TO THE COURSE

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Introduction

This model aims to develop the professional needs of the teachers of English in Turkey. The study includes the place of grammar in language teaching in the world with related literature, and it also includes approaches, methods and techniques that are used while teaching this essential component of language. The aim is to provide a realistic and rational syllabus for the teachers by means of their professional development.

The model, which aims to work as a complementary tool for INSET in the long term, uses web-based platforms such as Moodle, Facebook and e-mail correspondence, and offers opportunities for the participants to develop professionally. Moodle is modular, so the participants are supposed to register the course if they wish to develop themselves professionally. The platform includes weekly scheduled courses related to issues of grammar teaching. Moodle as a professional tool has many components, but the forum and course modules have been used in this study, the other components left out of our scope.

The system includes Pedagogical Content Knowledge PCK (Shulman, 1986), and the course aims to touch upon the following issues:

- Knowledge of language (Chomsky, 1995),
- Knowledge of L1, linguistic competence, pragmatic competence (Hymes, 1992),
- Universal grammar (Chomsky, 1961),
- Verb meaning and teaching tenses,
- Argument structure and thematic roles (Grimshaw, 1990; Saeed, 2009),
- Lexicalization (Talmy, 1985),
- Foreign language grammar and pedagogic grammar (Watkins, 2005),
- The deductive and inductive approaches to grammar teaching (Hartnett 1974; Hammerly, 1975; Fischer, 1979; Brown, 1994),
- Form-focused instruction (FFI) (Long, 1983, 1988, 1991; Yee & Wagner 1984; Faerch 1985; Doughty & Williams, 1998; Williams, 2005),
- Techniques for FFI: Consciousness-raising (Fotos & Ellis, 1991), input enhancement (Shanwood-Smith, 1991, 1993) and noticing (Schmidt, 1990; Ellis, 2006),
- Samples of task-based and skill-based teaching (Fotos, 1998; Harmer, 2007),
- Samples of grammar teaching from the past to the present,
- Basic principles for teaching contextual grammar (Weaver, 1996; Wilkins, 1972; Celce-Murcia & McIntosh, 1979).

Continue

Screenshot of Course II: Issues in grammar and grammar teaching

COURSE II: ISSUES IN GRAMMAR AND GRAMMAR TEACHING

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ISSUES IN GRAMMAR AND GRAMMAR TEACHING

ISSUES IN GRAMMAR AND GRAMMAR TEACHING

Some Key Concepts in Grammar

What is grammar?
Grammar which occupies language teaching domain in many aspects has many definitions, one of which is closest to the current view of language teaching. The Longman Dictionary of Applied Linguistics defines grammar as "a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language" (Richards et al., 1985).
This general definition lays grammar somewhere between first language (L1), second language (L2) and foreign language (FL) grammar, which should be made distinct in terms of English as a Foreign Language (EFL).

Two Basic Divisions of Grammar:
1.1 First Language (L1) / Mother Tongue (MT) Grammar
This is the grammar that is acquired during the acquisition of the language in its simplest form, is the implicit knowledge of the language system, in other words, the speaker of one language may not overtly say the rules of the grammar of his language despite the mastery of the same rules in terms of its use.

Types of competence in L1

What is linguistic competence?
The implicit knowledge of the language system is termed as linguistic competence by Chomsky (1965), who states all human beings are endowed with a linguistic system when they are born. This knowledge is common to all languages, and can be used once the child-environment interaction has been facilitated. This inherent linguistic device helps the language speaker acquire and use the universal principles of the language system.

What is communicative competence?
The social aspect of L1 is communicative competence (Hymes, 1992) which can be defined as the proper use of a language function in an environment such as eating at a restaurant, saying goodbye to someone, asking for a cup of tea, etc. also watching the context of situation in which there are participants of that context as well as the other environmental factors.

What is pragmatic competence?
Another language function, which is not solely restricted to the communicative competence, is pragmatic competence, which pinpoints all the possible uses of a language in a wide range of public and individual functions, also including communication.

Screenshot of Course III: Teaching Grammar

COURSE III: TEACHING GRAMMAR

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a. Why should we teach grammar?

In the current conditions of the Turkish EFL context, the great majority of the teachers revert to grammar teaching, as it seems to be a firm ground for an effective language teaching. Weever (1990) gives a number of reasons offered for teaching formal grammar some of which are given below:

1. The study of grammar is important simply because language is a supreme human achievement that deserves to be studied as such.
2. The study of grammar can be an important vehicle for learning to study something the way a scientist does.
3. The study of grammar will help form the mind by promoting "mental discipline."
4. The study of grammar will help students score better on standardized tests that include grammar, usage, and punctuation.
5. The study of grammar will help people master another language more easily.
6. The study of grammar will help master the socially prestigious conventions of spoken and written usage.
7. The study of grammar will help people become better users of the language, that is, more effective as listeners and speakers, and especially as readers and writers (p. 7-8).

b. Two Basic Ways of Teaching Grammar

In the language classroom, the teacher comes to classroads for explicit teaching or implicit grammar input. The action plan for teachers' instructional decisions of dealing with grammar is shaped according to the class context, learner variable, and implications of SLA research. Implicit category involves the acquisition of implicit knowledge through input, and this knowledge is "the information that is automatically and spontaneously used in language tasks" (Brown, 2000). Explicit category involves the learning, in the form of "facts that a person knows about language".

Explicit teaching can be employed in inductive and deductive forms. Deductive teaching is starting the lesson with the overt explanation of rules. In this type, the teacher uses grammatical terminology, talks about the language, and in most cases, explains how to make the form (e.g. the teacher writes the word order of Present Progressive tense in English, overtly showing the position of subject, the verb, the auxiliary, and the object as well as giving some tips for the rule to be accommodated in the minds of the learners (e.g. the teacher overtly explains that the object of the sentence with active voice becomes the subject of the sentence with Passive Voice while presenting the form of Passive Voice).

Inductive Teaching is starting the lesson with the presentation of the focused form, allowing the learners some time to discover the rule and figure out the grammatical function. Inductive teaching can be conducted in planned and incidental forms. If the teacher plans what to teach in advance, and the learners are also aware of this objective, this is planned (and); on the other hand, if the teacher lets the learners' curiosity and discovery focus on a grammar item which emerges spontaneously, this is incidental (random) (p. 10).

Screenshot of Course IV: Approaches to teaching grammar from the two ends of the continuum: Traditional vs. Contemporary

COURSE IV: Approaches to teaching grammar from the two ends of the continuum: Traditional vs. Contemporary

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ELT has been attacked by various points of view, approaches, methods and suggestions for the best way of teaching a language. Each new methodology has brought about its own folder, techniques, materials, classroom procedures, teacher and learner roles all included. However, behaviorism and cognitivism have emerged as the two clashing fields in psychology and their reflections onto education have introduced two extreme ELT methodology issues. These are categorized as options in language teaching, ranging from the traditional to the contemporary.

Larsen-Freeman (2001) suggests that traditional grammar teaching used the structural syllabus and lessons included three stages: Presentation, Practice, and Production (PPP). This approach assumed that communication could be built systematically. On the other hand, most teachers today adopt a more communicative approach and the target grammar is not taught in advance; instead, it gives support to students for their completion of the task or making sense of a specific field of content. She further states that a teacher has to decide how to deal with the grammar in any form of teaching, and that it is important to stress on meaningful practice of form, because mechanical drills do not involve the learner in transforming meaning by means of language.

Fotos (2001) gives a generalized version of an English lesson currently used in many EFL settings.

1. The new grammar point is explained.
2. New words and phrases are explained, and there may be a pronunciation lesson as well.
3. A tape of a dialogue containing the new grammar structure and vocabulary is played.
4. Students practice the dialogue in chunks or in parts.
5. Students imitate the dialogue in their native language.
6. As a final activity, listening exercises and practice drills are presented (p. 281).

Fotos (2001, p. 279-280) suggests the application of a cognitive model to the communicative grammar lesson as follows:

- Step 1: **Sensory reception:** Auditory and visual input is received at this step.
- Step 2: **Selective perception:** the learner focused attention on the grammar item.
- Step 3: **Short-term memory:** the learner places the grammar item correctly into the short-term memory through some cognitive strategies.
- Step 4: **Encoding into long-term memory:** The student enters information into long-term memory consciously or unconsciously.
- Step 5: **Storage into long-term memory:** Students store syntactic and semantic forms.
- Step 6: **Hypothesis generation and testing (restructuring of implicit knowledge):** The learner notices language occurrences in the input, makes a comparison between his knowledge and the new input, constructs new language assumptions according to the new information and his old information.
- Step 7: **Retrieval from long-term memory:** There are cues that either excite or suppress elements in long-term memory.
- Step 8: **Production strategies and output:** the learner doesn't have to produce the correct form, only recognize it. However, during the subsequent practice activities, they will need to produce output.
- Step 9: **Feedback:** The students receive feedback from the teacher.

Screenshot of Course V: UG principles and parameters

COURSE V: UG Principles and Parameters

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What is Universal Grammar (UG)?

What is Universal Grammar (UG)?

All natural languages work on the same general principles of design, which can be mainly called 'Universal Grammar' (Chomsky, 1998). The existence of such a grammar helps us to understand and reshape the language system for other language learning processes. The implications of research highlight the existence of an inherent and universal linguistic competence (Chomsky, 1980). UG makes the distinction between the core parts of the linguistic competence, which maintains that all human beings inherently have a universal set, comprised of principles and parameters. The principles are the unvarying, shared components that exist across all languages and they are transferred positively; on the other hand, parameters are open values emerging as differences from the cross-linguistic perspective, and they lead to negative transfer between languages, thus forming the fossilized interlanguage grammar unless they are dealt with as the objects of a grammar class.

In this study, UG will be taken as an umbrella term and assigned to grammar teaching. Therefore, similarities between Turkish and English in other words, grammar items that learners find easy to learn have been called as 'principles'; on the other hand, differences; namely, the grammar items that learners find difficult to learn have been called 'parameters'. The following account aims to give an explanation for the reason why teachers have difficulty teaching Present Perfect Tense, which is a parameter between Turkish and English.

Why can't we teach Present Perfect Tense easily?

A Turkish learner of English has difficulty learning Present Perfect Tense for many reasons:

1. Almost every L2 learner can talk about Present Perfect Tense, but cannot use it perfectly (It is like giving the perfect recipe from a cookbook, but cooking awful meals).
2. Most teachers do a lot of exercises, but do not use situational contexts (even if they do, these are artificial examples, and they do not include real life situations).
3. The Present Tense is translated into Turkish with the same morpheme, '-d?' as in Past Tense.
4. Most grammar books give the same definition of the tense for international students, which do not meet their needs; on the contrary, it leads to confusion: "We use this tense for actions that started in the past, and they are still going on." It is not easy for the learner to jump from the past to the present in the imaginary time line to accommodate the tense in the right place.
5. The tense is in the interface between present and past time, therefore, talking about the tense needs ultimate care, for the definition can be changeable from language to language.
6. Web examples place constraints on the tense, and verb meaning becomes the important concern of the user. For instance, it is not so easy to explain "I have been to the shop", for the learner cannot accommodate the new meaning of the state verb, 'to be' in the sense of 'to land'. Moreover, Turkish provides the English version of this verb with two verbs, 'git' and 'don', which might change cross-linguistically. In this way, the verb, 'to be' in the meaning, 'to visit' is not used with progressive aspect, because it is the sixth listed only in the dictionary, and it is an accomplishment verb.
7. Learners are not given task-based opportunities to practice the form, the meaning is not accommodated even though the form has been mastered.

Screenshot of Course VI: Techniques for form-focused instruction: Discovery learning

COURSE VI: Techniques for Form-Focused Instruction: Discovery Learning

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This course has been prepared to illustrate how discovery learning can be applied.

Scenario: Sample lesson for form-focused instruction through discovery learning

Level: B1

Age group: Young adolescent

Grammar item: 'will' as a form of willingness

Stages of teaching:

1. The teacher presents the following context that includes 'will' as a modal of willingness.
 Jane is staying in Tina's latches. She is visiting Tina, and they are going to have breakfast together. Tina is busy with the eggs. She has broken them for the omelette, and she is putting the mixture into the pan.
 Tina: Here we are. We can sit for breakfast as soon as the omelette is ready, but first I will wash my hands, because they are sticky with the eggs.
 Jane: Be quick! I will serve the tea.
 Tina: OK, I will be back soon. I will take the breakfast tray to the balcony. It is nice outside.
 Jane: Fine, in that case, I will wait the pot to the balcony to save our job.
 Tina: Good idea. The omelette is ready, and I won't take too long to serve it.
 Tina: The bell is ringing. That could be the delivery man.
 Jane: OK, I will answer it.
 Tina: Thank you.
2. The teacher asks some questions to direct the students.
 The teacher: Does anything attract your attention in this dialogue?
 One of the students: Yes. There are many uses of 'will' for the Future Tense.
 The teacher: These two people are at home and they are talking about that moment. Is that future?
 One of the students: But isn't 'will' Future Tense?
 The teacher: Yes, but one form may have many functions.
 We can understand this from the context. The place, the time, the purpose of that situation and the one who uses it and other factors determine this (same form, different functions comparison).
 The teacher: Now look at the sentences that include 'will'.
 'I will wash my hands.'
 'Be quick! I will serve the tea.'
 'I will be back.'
 'I will take the breakfast tray to the balcony.'
 'In that case, I will wait the pot to the balcony to save our job.'

'Ok, I will answer it'.

The teacher: Do speakers intend to do these actions in the future or at that time?

The teacher: Let's add 'tomorrow' to these sentences. How do they sound? Do they sound meaningful?

Students: No, they don't.

The teacher: Let's add 'soon' to these sentences. How about the meaning?

The teacher: Do speakers intend to do these actions willingly or unwillingly?

One of the students: What does that mean?

Teacher: I mean, 'do they want to do these actions?' 'Is it their choice?'

Students: Yes, of course.

The teacher: Now, look at the sentence again and choose one of the functions (concept checking).

a. I will wash my hands, because they are sticky with the eggs.
 a. This action will take place in the future.
 b. I'm willing to wash my hands, and she will do it soon.
 One of the students: It is a, because 'will' shows future.
 Another student: Listen to the teacher, it is not Future Tense.
 Teacher: b, because, yes, it is not Future Tense.

3. The teacher makes the final explanation with limitations:
 This dialogue has another function of 'will', it is not Future Tense here, it shows the intention of the speaker about an action, and this action is going to happen soon. When we translate it into Turkish, we say 'kayalayacağım', not 'kayayacağım', because intention is a modal, and we use 'will' to show our intention to do something. This may be useful for help in the future or a need, but each time we agree to do the action making a comparative analysis with the mother tongue.
 Teacher: Now somebody can write the form on the board, but remember that future time expression does not take place here.

Screenshot of Course VII: Verb meaning, situation type, and teaching tenses

COURSE VII: Verb Meaning, Situation Type, and Teaching Tenses

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Every verb needs a subject to take place in the sentence.

The subject could be in different forms of a noun phrase (NP).
 Not all subjects are agents.

Agent is the initiator of an action, must be capable of acting with volition.
 1. The fox jumped out of the ditch.
 2. David cooked the fishes.

Theme: the entity, which is moved by an action, or whose location is described.
 1. The book is in the library.

Experiencer: The entity, which is aware of the action or the state described by the predicate, but which is not in control of the action or state.
 1. Mary saw the smoke.
 2. Lorcan heard the door shut. (Saeed, 2009).

As can be followed from the examples, the subject slot is not always filled with the same NP, and unlike the common view, the subject is not always agent. For this reason, while deciding on the situation type of the verb, thematic roles are always great help:

3. The Taurus-Kizilirmak river lies on the Taurus Canyon.
 In the example, it is possible to see that the verb 'to extend' is a state verb and that the Kizilirmak River is Theme as the thematic role.

However, in the example:
 4. Ozgur lies in the sun during her holiday.
 underlines another situation type, low dynamic activity verb, which has agent in the subject slot.

Similarly, since the meaning or the hold turns out to be different in the following examples due to the subjects:

5. This hall holds fifty people.
 6. Tim holds his briefcase loosely while walking in the street.

examples let us figure out another meaning and situation type of the verb. In example five, the verb 'hold' means 'to take' as a state verb while in example six it refers to an activity verb.

In conclusion, while interpreting verb meaning thematic roles, particularly, those in the subject slot help us to make out the verb meaning and situation type.

Screenshot of Course VIII: Noticing

COURSE VIII: Noticing

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Noticing Hypothesis (Schmidt, 1990)

In the Noticing Hypothesis (Schmidt, 1990), it is asserted that SLAs have to notice the grammatical form of the input consciously if they want to acquire grammar. In that sense, language focus can be in covert or overt ways. One of the overt ways is noticing, in which the learner pays attention to certain language properties in the context and the integration of forms into interactive tasks.

Noticing can be done through cognitive engagement on one form as it is done by conscious error raising. Grammar teachers can use 'noticing' while teaching specific forms at the presentation stage. In the video, for teaching 'used to', noticing technique has been used.

Screenshot of the Moodle page for “used to”

TEACHING GRAMMAR

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Noticing (used to)

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Nese and the good old days

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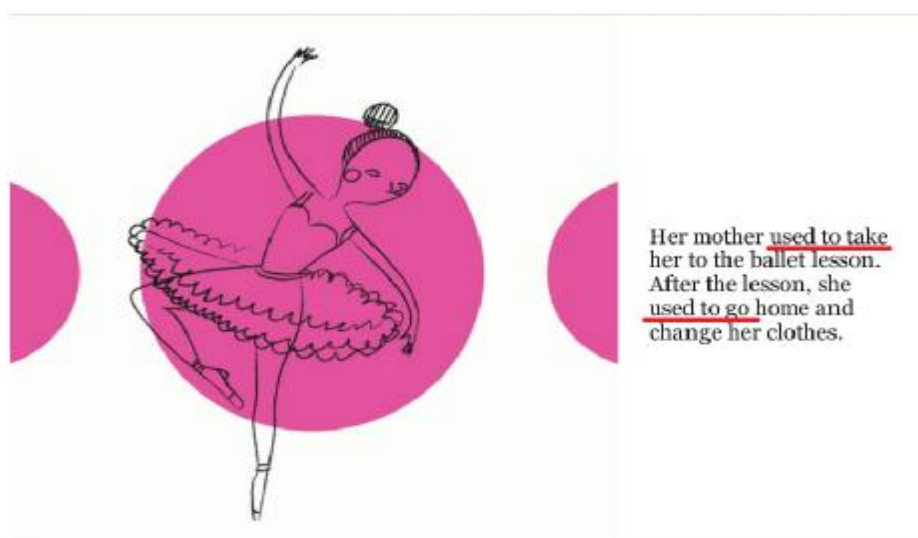
Language Focus: Used to
Level: B1 (Lower Intermediate)
Technique: Storytelling through 'noticing'

Please click the link below:

http://www.dnarcandnuk.com/files/index.php?id=5&wdn=%2FTEACHING_GRAMMAR%2FLESSON_THREE_NOTICING&chose=

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Screenshot of the digital storytelling for “used to” (see the References)



Her mother used to take her to the ballet lesson. After the lesson, she used to go home and change her clothes.

Exercises for practicing “used to/would”: Tom and his friends

Used to-Would

Circle would/used to or both of them in the following questions

1. Tom used to/would be happy when he saw his friends at school.
2. They used to/would spend hours together at the school canteen.
3. They used to/would play games together.
4. They would/used to study their lessons there.
5. Teachers would/used to like them a lot.
6. They would/used to stay there for a long time.
7. In the evening, everybody used to/would go home.

A sample video of Course VIII (see the References)

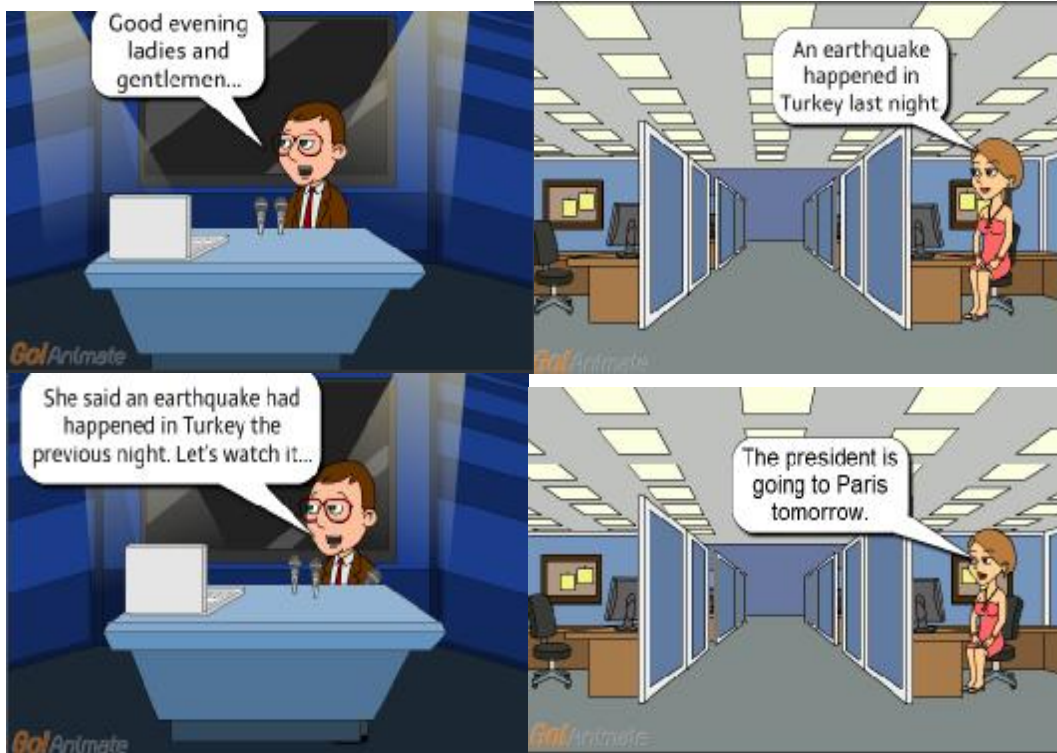
Language Focus: Reported Speech: Reporting events about the past

Level: B1

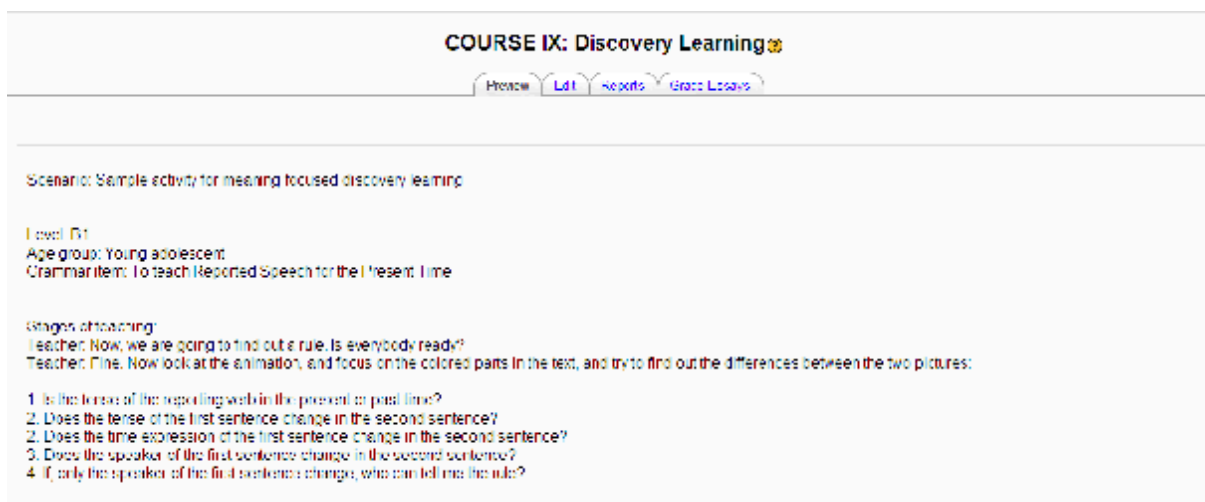
Technique: Storytelling through ‘noticing’

Age Group: Young adolescent





Screenshot of Course IX: Discovery learning



COURSE IX: Discovery Learning

Previous Edit Reports Grant Access

Scenario: Sample activity for meaning focused discovery learning

Level: B1
Age group: Young adolescent
Grammar item: To teach Reported Speech for the Present Time

Stages of teaching:
Teacher: Now, we are going to find out a rule. Is everybody ready?
Teacher: Fine. Now look at the animation, and focus on the colored parts in the text, and try to find out the differences between the two pictures:

1. Is the tense of the reporting verb in the present or past time?
2. Does the tense of the first sentence change in the second sentence?
3. Does the time expression of the first sentence change in the second sentence?
4. Does the speaker of the first sentence change in the second sentence?
5. If only the speaker of the first sentence change, who can tell me the rule?

A lesson procedure of Course IX for Discovery Learning

Language Focus: Reported Speech for the Present Time

Level: B1

Technique: Discovery Learning

Age group: Young adolescent

Stages of teaching:

Teacher: Now, we are going to find out a rule. Is everybody ready?

Teacher: Fine. Now look at the animation, and focus on the coloured parts in the text, and try to find out the differences between the two pictures:

1. Is the tense of the reporting verb in the present or past time?
2. Does the tense of the first sentence change in the second sentence?
2. Does the time expression of the first sentence change in the second sentence?
3. Does the speaker of the first sentence change in the second sentence?
4. If, only the speaker of the first sentence change, who can tell me the rule?

Screenshot of the cartoon for “Teaching Reported Speech: Reporting events about the present” (See the References)



A sample activity for form-focused discovery learning

Language Focus: Reported Speech

Technique: Discovery Learning

Level: B1

Age group: Young adolescent

Stages of teaching:

Teacher: Now, we are going to find out a rule. Is everybody ready?

Teacher: Fine. Now, look at the animation, and focus on the coloured parts in the text, and try to find out the differences between the two pictures:

1. Is the tense of the reporting verb in the present or past time?
2. Does the tense of the first sentence change in the second sentence?
2. Does the time expression of the first sentence change in the second sentence?
3. Does the speaker of the first sentence change in the second sentence?
4. If, the speaker, the time expression, and the tense of the first sentence change, who can tell me the rule?

Screenshot of the video for “Reported Speech: Reporting events about the past” (see the References)



Screenshot of Course X: FonF

COURSE X: FonF

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FOCUS ON FORM

What is FonF (Focus on Form)?

The FonF technique you use as teachers helps to process the meaning and form (Doughty & Williams, 1998). Williams (2005) interprets 'focus' as the cognitive engagement, as any brief focusing and dividing of learner attention during an act of communication, toward some feature of language.

Ellis (2006) makes a distinction between planned focus on form (a focused task is necessary to elicit the predetermined form), focus on forms (isolated grammar points in the form of Presentation, Practice and Production as proposed by Doughty & Williams (1998)), and incidental focus on form.

FonF occurs when students direct their conscious attention to some feature of the language, such as verb forms or another structure. In many cases such an involvement is 'incidental', which comes out of tasks, and it is not predetermined by a book or syllabus. However, structures that are determined in course books as part of a syllabus is different, because the organizing principle behind a course is the learning of these forms.

Screenshot of Course XI: Pre-emptive focus on form

COURSE XI: Pre-emptive Focus on Form

[Preview](#)
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[Grade Essays](#)

One of the techniques of form-focused instruction is suggested by Ellis et al. (2001), who give the following example:

Scenario 1: The learner does not really know the meaning of 'sacked':

S: What's sacked?
 T: Sacked is, when you lose your job, you do something wrong maybe, you sack something, and your boss says, right, leave it to go (p. 416)

Scenario 2: The learner does not know 'sack' (Ellis et al., 2001)
 T: Just look here (pointing to text) desperately seeking someone, okay desperately

S: What does seeking mean?
 T: Anyone? What does seeking mean?
 S: Seeking, like find?
 T: Seeking, look for
 SS: Ah
 T: Yes, very good
 SS: What desperately?
 T: Anyone? What's desperately?
 S: Oh, I know what mean, I don't know
 SS: No, don't give up
 T: Don't give up, Yes, but okay, looking for someone (acts it out) okay looking for someone,
 SS: Don't give up
 T: Desperately looking for someone (acts) (gasp, gasp)
 S: Ah
 T: Yeah, you're very strong, you must find someone now
 S: Now, quickly
 T: Yeah, good... (p. 419).

Screenshot of Course XII: Input enhancement

COURSE XII: Input Enhancement

[Preview](#)
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Input enhancement is a concept in acquisition, which was coined by (Sharwood-Smith, 1991, 1999).

The concept is used to show the methods that a teacher uses in order to take the predetermined forms of a second language easier to understand and use. It makes the language easier using explicit and traditional techniques; therefore, the more overt attention the learner pays, the more they talk about specific points of grammar and usage.

The cartoon for teaching 'countable nouns and like nouns' in this lesson illustrates how input enhancement can be done.

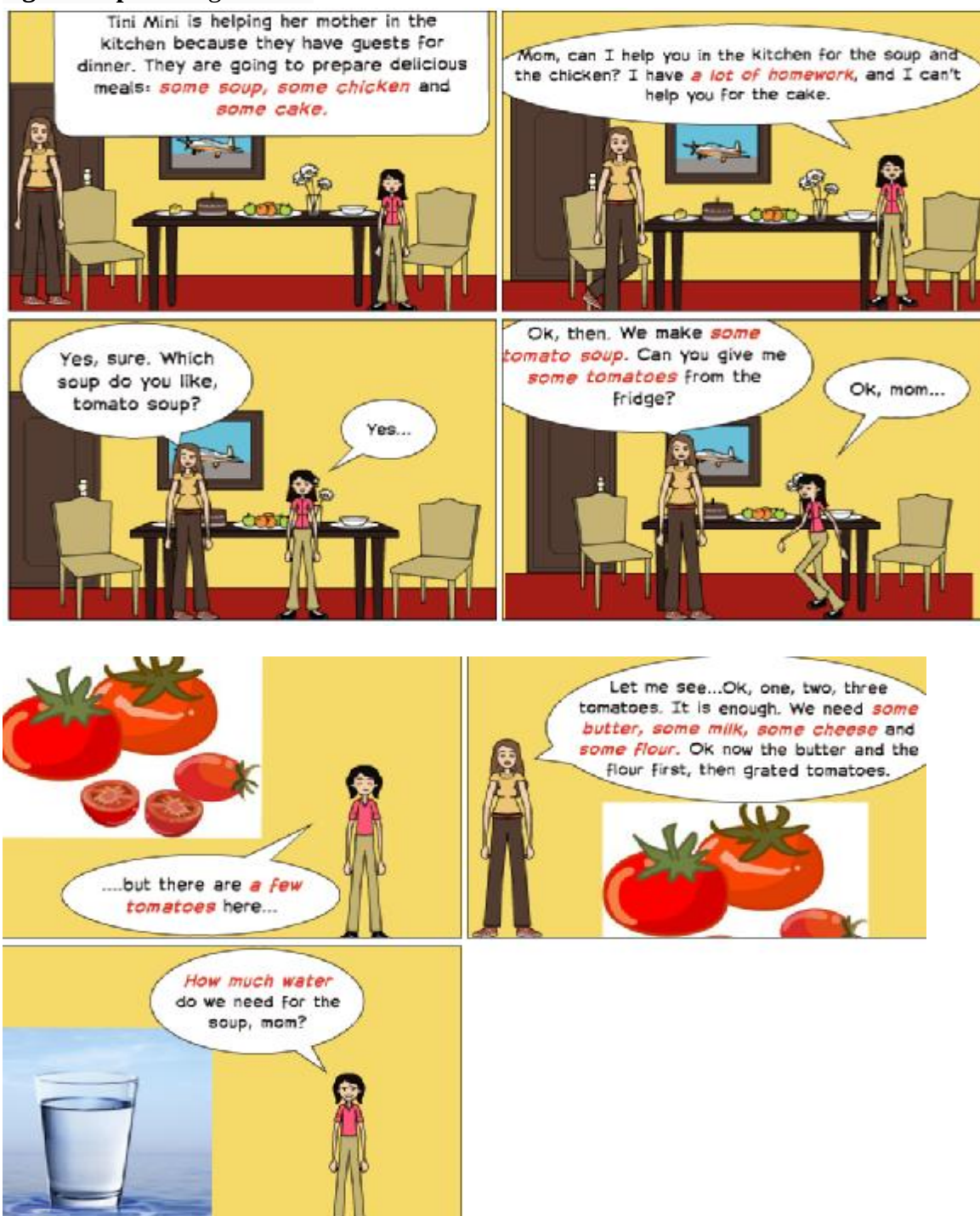
A Sample Cartoon of Course XII: Input Enhancement

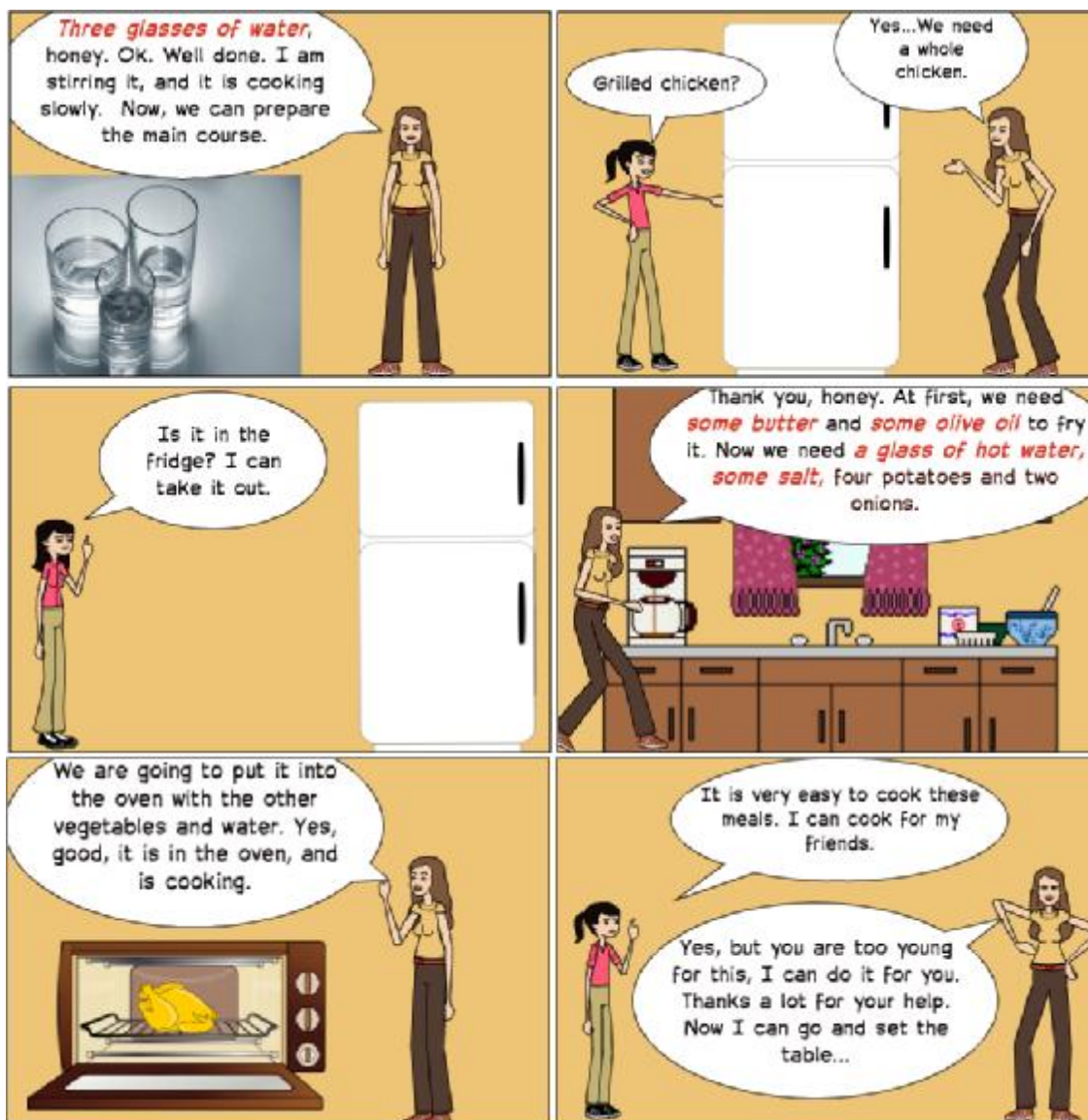
Language Focus: Countable/ Uncountable Nouns

Level: A1

Technique: Storytelling through 'input enhancement' (see the References)

Age Group: Young Learner





Screenshot of Course XIII: The given to new principle

COURSE XIII: The Given to New Principle 🤖

[Preview](#)
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The principles Batstone&Ellis (2009) mention are directed by one general principle: effective grammar teaching must be complementary to the mechanism of L2 acquisition.

1. The Given-to-New Principle

This principle refers to the notion that the course of making new form/function relations includes the use of current world knowledge of the learners, which is used as the resource to help them understand how a familiar meaning is encoded by a specific grammar form. The principle focuses on two processes: dealing with the old meaning for the learner, and using this knowledge as a basement for the incoming new grammar item. The following conversation has been adapted from the example of Soars and Soars (1986, p. 24, cited in Batstone& Ellis, 2009).

A: What are you going to cook for dinner?
 B: I am going to make pizza.
 A: I see. Where are the ingredients?
 B: I bought them all. They are in the fridge: tomatoes, cheese and butter.
 A: Where is the flour?
 B: Gosh, I forgot it, and there is not any flour at home. I cannot make pizza without flour.
 A: No problem. I will go to the market and I will buy a packet of flour. Is there anything else?
 B: Nothing, thanks. I will chop the tomatoes and slice the cheese until you come back.
 A: See you then.

Concept Checking:

1. Did B plan the dinner before or at that moment? How do you understand?
2. Why can't B make pizza?
3. Did A decide to buy flour before or at that moment?
4. Did B decide to chop the tomatoes and slice the cheese before or at that moment?

New Information: will vs. going to

Old Information:

1. **Meals are planned beforehand, and ingredients are prepared within that plan.**
2. **If there is a problem, people make a spontaneous decision (generally) to solve the problem.**

2. The Awareness Principle

The principle aims to raise awareness of the form-meaning interrelation, in other words, how meaning is provided through form. It states that although it is sometimes possible to make connections implicitly, he considers Schmidt's (2001, cited in Batstone& Ellis, 2009) statement that "people learn about the things they attend to and do not learn much about the things they do not attend to". The Principle accepts the importance of consciousness in language learning, and introduces ways in which consciousness at the levels of noticing, comprehending, and real use (such as monitoring) can be put into practice in teaching activities (see the scenario for ForE).

3. Real Operating Conditions Principle

The third is the real operating conditions principle, in which the process of acquiring form-meaning mappings is not finished until learners have the mastery of practicing them in a communicative context, with the meaning is focused more than form.

Screenshot of Course XIV: A new tool for teaching grammar

COURSE XIV: Corpus: A new tool for teaching grammar

[Overview](#) | [Full](#) | [Topics](#) | [Course Page](#)

BRIEF INTRODUCTION TO CORPUS LINGUISTICS WITH QUESTIONS

WHAT IS A CORPUS?
A corpus is a collection of running text which has been compiled and stored on the computer. The compilation as the linguistic data can be analyzed by software programs.

WHAT CAN BE DONE WITH THE CORPUS?
Authentic language as it takes place in its real setting, marked can be observed, which used to be done intuitively with little success in the past.

WHY CORPUS?
Major reference grammars now use corpus findings; therefore, leading to the use of corpus-based grammar in the classrooms. Individual, decontextual sentences have been replaced by sentences that gain meaning in their context.

Since grammar books fail to highlight the use of the language in different contexts of situation, learners encounter the written grammar, consequently, placing little emphasis on actual communication.

Corpus grammar displays the way possible uses of a given item in given contexts, thus enabling the observation of one form for various functions.

HOW CAN WE USE CORPUS IN THE CLASSROOM?

Contributions of the corpus to language teaching can be felt most in lexis-grammatical interface between syntax (WORD ORDER) and semantics (WORD MEANING).

Corpus linguistics research and its educational implications pave the way for a new approach towards the teaching of grammar, which has recently been considered to be embodied in the skills and should not be taught orally.

Unlike traditional ways which suggest teaching grammar deductively by dealing with decontextualized sentences, the corpus facilitates the insight into the use of authentic grammar.

WHICH TECHNIQUE HELPS US FOR CORPUS IMPLEMENTATION?
Focus on Form (FoF) is a technique that places stress on the way forms are introduced in the classroom context of learning, which is further specified by the meaning.

Data-Driven Learning (DDL), which offers an inductive discovery learning through the concordance as a suitable way for the proficient learner.

Sample corpus entries for 'is starting' and 'starting is' (Retrieved from: British National Corpus)

Your query was "is starting"
AJ9 197 Confidence is starting to return.
ART 234 It is unimposing fellow, who had failed at every stage so far, is starting a brand?
B74 1725 (An example is starting daytime adult education classes, or getting involved in voluntary work.)
CBC 3545 A 19 day strike by Indian Airlines pilots is starting to cause chaos on the sub-continent with no signs of management according to a list of 14 demands.
CFS 46 It is description, I realize, is starting to sound like the ecological ravings of a highly imaginative estate agent, but I can't help it.

Your query was "starting is"
Only 10 solutions found for this query
ACR 3183 Cold starting is poor as alcohols don't evaporate well.
ANB 341 The official date of the starting is 1387....
AT8 1028 Of all the skills in wind surfing water starting is the most highly prized. ... GAN 433 Starting is Cymmering-simplic.
C1 C 948 Re-starting a swimmer only requires one pull on the cord, but the instructions give advice it swim starting is a problem.

As it can be seen from the query, it is possible to focus on any given grammar item, with its collocating parts, as well as its arguments (e.g. subjects, and objects). Corpus is used mostly for discovery learning purposes. Steps are as follows:

1. The teacher greets the class and starts the lesson. (S) he writes some sentences with the web-ling, and asks their functions.
2. Then, the teacher shows the students the sentences of the corpus. The students focus on the form, and try to find out a consistency in all the examples.
3. The teacher helps the students to have a cognitive engagement, giving them some clues about the forms.
4. The teacher writes a few sentences with gaps on the board so that students can fill in with starting is, or is starting (structured input: Van Latten, 1990). In this way learners understand where to supply the verb, where to supply the noun form.
4. The teacher raises awareness (consciousness-raising) for different functions of the same form so that input becomes intake (Lao & Huang, 2008), attracting the attention to 'the' (e.g. the starting), or adjectives (e.g. wind surfing water starting), implying that this form is a noun.
5. As a summary, the teacher states that one form can represent many functions, and that it is not enough only to look at the form itself.
6. The objective of the course is fulfilled when the learners discover that one grammatical form does not stand alone, but it has its roots in the sentence structure. Therefore, it is also necessary to consider the other accompanying elements in the forms of collocating words for the right decision of the type of the word class.

Appendix J. Distant implementation on Moodle: Forums

TEACHING GRAMMAR Jump to...

[Learning With Moodle](#) [TG](#) [Forums](#) Search forums Subscribe to all forums Unsubscribe from all forums

General forums

Forum	Description	Discussions	Subscribed
News forum	General news and announcements	0	Yes

Learning forums

Week	Forum	Description	Discussions	Subscribed
4	TEACHING 'WHEN' AND 'WHILE'	Please state if you experience some problems while teaching 'when' and 'while' and share your solutions if you have any.	0	Yes
	TEACHING 'WHEN' AND 'WHILE'	Please state your views about the lesson material, and state how you would teach these time connectors.	0	No
5	TEACHING 'USED TO' AND 'WOULD'	Please state if you experience some problems while teaching 'used to' and 'would' and share your solutions if you have any.	0	Yes
6	TEACHING COUNTABLE AND UNCOUNTABLE NOUNS	This is one of the most difficult grammar subjects, most of the students cannot really be sure about the uses of many concepts such as 'furniture', 'money' etc. as they have not acquired these concepts that way in L1. I usually try to deal with it by just saying that it is normal to have ...	0	Yes
7	TEACHING SIMPLE PRESENT TENSE	Please state if you experience some problems while teaching 'SIMPLE PRESENT TENSE' and share your solutions if you have any.	0	Yes

Screenshot of Moodle page from forums

Problems of Teaching a Foreign Language: Problem of language teaching

Problems of teaching a foreign language
 By [Dorcas D. GONÇALVES](#) - Sunday, 24 April 2011, 11:41 AM

Problems of teaching a foreign language
 By [Dorcas D. GONÇALVES](#) - Sunday, 24 April 2011, 11:41 AM

Teaching a foreign language is a big problem in our country because I don't have enough input for classes. The main problem in our students' minds, they generally think they must learn the language. When we create this thought from their minds, we will be more successful. The second problem is cultural differences between the two languages. Some topics don't mean anything for the students. They say 'We can express it easily in our mother tongue'. If they use the foreign language in their life and practice more, it will be more beneficial for them. The last problem is evaluation in teaching a foreign language is complex and difficult for them. So, we should use symbolic ways to help them to evaluate them in our class and our methods. Their exams must be based on their listening and speaking skills and on communication.

By [Dorcas D. GONÇALVES](#) - Sunday, 24 April 2011, 11:41 AM

There are several problems when we come across while teaching a foreign language with cultural differences as a part of it. Firstly, the biggest problem is that we don't present it as a real subject. It is geography, history or math which consists of lots of formulas and rules to remember. Language is different, actually, its the essence of life. If we accept the fact that language is for communication. The second biggest problem is the fact that language as a skill is usually neglected. You can try to explain the working mechanism of cars; you can show diagrams of the parts of the car; you can give tips about how to drive carefully, but if you do not let the one drive a 'real car', one will never be able to drive it. So, practise practice and practice.

By [Dorcas D. GONÇALVES](#) - Sunday, 24 April 2011, 11:41 AM

Yes, and there are other subjects as well, foreign languages are the product of interaction and communication. Thus, the problem lies with the way it is handled by the students. They tend to see the subject as a set of rules to be followed. The whole language must be used to be able to communicate. The whole language must be used to be able to communicate. The whole language must be used to be able to communicate.

By [Dorcas D. GONÇALVES](#) - Sunday, 24 April 2011, 11:41 AM

First of all, the problem is that students are shaped actually and forced in a fixed frame where all of the students have the same images of language. What is the underlying cause? Of course, exams. Students are examined on their grammar, but exams do not evaluate and assess real skills which are thought to be the characteristics of a language. Unfortunately, under the circumstances, they focus on vocabulary and grammar items.

Appendix K. A course extract from Gatenby (1951)

Lesson Two

A VISIT TO LONDON

- Mrs. Brown* (who has been reading a letter). Do you remember those Richardsons we met last summer?
- Mr. Brown.* Yes, they had two noisy children.
- Mary.* Alfred and Margaret. They were very nice.
- Jack.* That was a good holiday. I wish we were there now. Why can't we go away oftener?
- Mr. Brown.* Because we haven't time, and it costs too much. When you grow up you'll know what work means. (To *Mrs. Brown*) What about those Richardsons?
- Mrs. Brown.* They're coming up to London next week, and would like to meet us. They ask our advice about sight-seeing.

Use *since* or *for* in the following:

(*Since* is followed by a special time or date in the past.
For is used for a length of time.)

1. I have lived in London — 1942.
2. I have lived there — ten years.
3. What have you been doing — the last month?
4. What have you been doing — March?
5. "How long have you worked here?" "— five years."
6. We have known him — he was a little boy.
7. We have known him — more than a year.
8. He's been learning English — two months.
9. He's been learning English — the beginning of the year.
10. I haven't seen him — a long time.

Research Question 3: Which problematic grammar points do teachers encounter while teaching English?

Appendix L. The problematic grammar points survey (see the References)

1. Dear teachers,

Please choose 'yes' if you find it difficult to teach the given grammar item; please choose 'no' if you do not find it difficult to teach the given grammar item.

The word order of English vs. that of Turkish:

☐ Yes

☐ No

2. Countable and Uncountable Nouns

☐ Yes

☐ No

3. Articles

☐ Yes

☐ No

4. Determiners

☐ Yes

☐ No

5. Irregular verb forms

☐ Yes

☐ No

6. Simple Present Tense

☐ Yes

☐ No

7. Simple Past Tense

☐ Yes

☐ No

8. Simple Past Tense to be

☐ Yes

☐ No

9. Simple Future Tense

☐ Yes

☐ No

10. Present Continuous Tense

☐ Yes

☐ No

11. Present Perfect Tense

☐ Yes

☐ No

12. Past Perfect Tense

☐ Yes

☐ No

13. Future Perfect Tense

☐ Yes

☐ No

14. Present Perfect Continuous Tense

☐ Yes

☐ No

15. Past Perfect Continuous Tense

☐ Yes

☐ No

16. Future Perfect Continuous Tense

☐ Yes

☐ No

Research Question 4: What is the teacher perception of the Distant INSET implementation in terms of professional development?

Appendix M. INSET evaluation questionnaire (see the References)

Woodie INSET™ Evaluation Form

Woodie INSET™ (17) Evaluation form

*1. I raised my awareness of personal theories, rules and beliefs of language teaching.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*2. I reflected on my own language learning style.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*3. I raised awareness of my current performance as a teacher.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*4. I developed the ability to analyse teaching situations.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*5. I reviewed and assessed my own actions in class.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*6. I raised awareness of my routines and my rationales.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*7. I raised the consistency between classroom events and educational theories.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*8. I became able to reform interpretations of my own practice.

Yes	☐	☐
No	☐	☐
Other (please specify):		

*9. I would like to have in-service at.....

English Media Course	☐	☐
Exam Techniques	☐	☐
English Grammar Progression Course	☐	☐
English Media Workshop for Business	☐	☐
English Theory Education in Education and Approaches and Methods Course	☐	☐
English Grammar and Materials and Teaching and Evaluation Course	☐	☐
English Methods and Techniques Course	☐	☐
Observing English in the	☐	☐
General English Progression Course	☐	☐
General English Academic Course	☐	☐

*10. I submitted from your program at Woodie and Facebook, because.....

--

Appendix N: Extract from the data of participants' views about Distant INSET program

1. I have raised my awareness of personal theories, rules and beliefs of language teaching.

It has changed my outlook to teaching methodology.

Teachers make the following remarks in terms of the change of the outlook they perceive in themselves as for teaching methodology:

- “Instead of using old style cliché teaching methods, I have noticed that I could follow a new, effective way of teaching.”
- “During my profession, I have used a variety of approaches and methods. In order to make my pupils active and to motivate them, I have taken part in some training courses in Turkey and in Europe. Besides, I have been following this program and I believe that such an exclusive program presents a lot of opportunities to English teachers. It provides an atmosphere to share our ideas related to teaching English and the use of materials in EFL/ ESL classrooms.”
- “The study helped me to see that it's very important to benefit from different techniques and materials, especially while teaching.”
- “It helps shape my personal image of teaching. How? While I am trying to answer these questions, I think of my own teaching method or what I do in the classroom. It shows me that everyone, in fact, has an individual teaching way that he follows subconsciously.”
- “Reviewing theories, rules and beliefs related to language teaching has definitely increased my personal awareness, because theory serves as the basis in the language teaching process. Theories, methods and approaches give an insight to the educator. Methods and techniques should be in harmony with the theories that they are based on; so knowledge of theory definitely gives an insight.”
- “It was especially good to notice that benefiting from technology while teaching grammar is very useful.”
- “I have seen that I can change my teaching style.
- “I will try to apply more student centered activities. I will try to integrate cartoons, videos as visual aids to my grammar lessons.”
- “With the help of the Facebook meetings and Moodle discussions, I have formed a better personal image of teaching. I have realized that I display the characteristics of a classroom-oriented teacher.”
- “I have confronted the techniques I can use for grammar teaching.”
- “I had always thought that I could teach English only through writing and reading, because the course duration was not enough. But after I followed the

group on Facebook, I recognized that there are other ways to access to my students. I downloaded educational programs such as animated videos and used them in the classroom environment. Now I use them in mostly speaking and listening activities in my classroom. My students watch the videos in the classroom and listen to them; they write dialogues and act them out. My personal image of teaching has absolutely changed. Thanks to the Moodle, I have seen different teaching styles and teaching ideas.”

2. I have reflected on my own language learning style.

The research procedure has triggered my reflective practices.

- “Since I started following this program, I have reflected on my personal theories.”
- “After reviewing the theories, sharing my experiences and learning about other educators' experiences; I have had a chance to reflect on my own language style.”
- “I have become a reflective teacher.”

I have learnt to force the alternatives.

- “ My personal beliefs and rules about teaching the students' having biased thoughts towards learning English have changed, because I have tried another way of teaching, and it has worked effectively. The students have started to enjoy the lesson and have changed their unwilling attitudes.”
- “Yes, whatever we learn from many methods and techniques, student level, psychological state in the lesson, motivation, environment, self-experience, personality, classroom management, etc. identify our personal theories and style. In the questionnaires, we express our own teaching method. The questions always force us to explain our approach and techniques.”
- “Every teacher creates his or her own theories and rules in the classroom environment utilizing general theories and rules as well as the meetings with other colleagues in the Moodle environment. I understand my classroom theories and rules better; also, I see different beliefs about EFL teaching process, and I can say that the region where you work, level of your students and your experiences profoundly affect your beliefs and theories.”
- “Reviewing theories, rules and beliefs related to language teaching has definitely increased my personal awareness, because theory serves as the basis in the language teaching process. Methods and techniques should be in harmony

with the theories they are based on; so knowledge of theory definitely gives an insight.”

3. I have raised awareness of my current performance as a learner.

I think that I can benefit from this learning experience.

- “I have been learning Spanish, and I am aware that I can use these techniques while learning. Instead of studying grammar within the books, I can use such a way.”
- “As a teacher, we are responsible for teaching English in the best way. We should provide an atmosphere in which our pupils can use English. Because of this, we should follow new methods and techniques for our pupils, and in the meantime, we also learn. I have had the opportunity to see my current performance thanks to this program.”
- “Moodle was good for me to see that I should improve my profession. Because learning isn’t over if we don’t want to be a traditional teacher who always benefits from the same techniques.”
- “Learning about new ideas and how to use them, as well as seeing the employment of those ideas in a real classroom environment raised my performance, because I tried to employ those new ideas in my classes. Then, I started to make some necessary changes for my cases i.e. adaptation and I can say that it resulted in an increase in my performance.”

I have realized that my learning style guides or defines my teaching style.

- “Certainly, our personal teaching style connects with whether we notice different learning styles, because our learning style guides or defines our teaching style. Hence, it unveils the awareness of the learning style.”
- “Language is a living thing, and it always renews itself; so even if we attend ITE programs for five years, after graduating from the faculty, we always learn new information about English language. But our learning types and strategies can change according to our work experience. One of the reasons is our working conditions such as the level of our students, the city or town where we work, opportunities of our school and so on, and the second reason is our study habits, which cannot change easily. The last reason is feedback from our learning type; “this means that if we can reach our aim with our study skill or strategy, we go on using this strategy.” And, with the help of meetings, we can learn other people’s experience about both their teaching and learning skills, as well as strategies. In this way, I can compare my strategies, and this comparison can

help me understand both strengths and weaknesses of my learning type and learning strategy.”

- “I have learnt preparing animated videos, and I have used them in the classroom. I always find new things on this site, so this contributes to my learning. I am a learner on the site, so I always encounter new ideas via teachers in the forum or lesson-materials prepared by the researcher.”

4. I have developed the ability to analyze teaching situations.

I developed my skill of analysis.

- “When I used some materials and some methods presented on the Moodle, I observed my students and analyzed myself. These observations enlightened me about my future teaching.”
- “I have already learnt that those theories and ideas I learnt at university for the sake of exams is different than internalizing the knowledge. I was a student at that time, and I did not have an actual class to employ those ideas. After having classes, I understood how theory should be reflected onto the teaching process.”
- “In the classroom, teachers can come across different teaching situations, and generally they believe that this situation has happened only to them. His/her colleagues never come across the same situations. Moreover, their experience or current mood determines his/her behaviour towards the situations. When we talk with our colleagues, we see that similar situations can happen in different classes as well. Moreover, through the meetings, we learn different situations and different reactions for these situations.”
- “The page includes ‘forum’ part in which colleagues can share their problems and offer solutions. As a result, you have the chance to analyze recent learning experiences and gain new perspectives.”
- “In Moodle, I like reading and commenting on the issues that my colleagues are discussing. With the help of these issues on Moodle, I try to analyze my teaching situations. I mostly use camera in my classroom and reflect on my practice.”

5. I have reviewed and assessed my own actions in class.

My previous learning experiences have shed light onto my new and recent learning experiences.

- “It lets me revise my teaching techniques and style. I think whether what I do during the teaching is correct and suitable, or not.”

- “I already use technology in my classes, but after seeing the products of other young learners, I decided to use technology in a more product-based way.”
- “In the past, while I was learning English, everything was mechanical. The lessons were teacher centered. Because of this I was always afraid of making mistakes, and I wasn't active enough, but lessons are student centered currently. There are plays, games and actions. The lessons are supported by technology. So, now, students are successful, and they are willing to participate in the learning process.”
- “In interactive meetings with our colleagues, we can observe that each teacher has different learning experiences. When I talk about them I have an opportunity to analyze these experiences. In this way, if I come across the same situations, I will know how I should behave in those circumstances.”
- “Although the level of exercises is above my students, I follow them and adopt the materials to my lessons such as videos on Moodle or on the Facebook page. I try to find videos related to my lessons and compare them with those I used in the past.”

6. I have raised awareness of my routines and my rationales.

I have evaluated my actions, and changed my teaching.

- “I am changing some old style teaching techniques, so there is less boredom among the learners.”
- “After the INSET, I've assessed my own actions in class, and I've seen that I follow right techniques and methods while teaching a grammar subject as I try to teach grammar inductively.”
- “I have faced different experiences during the lesson. The students' answers may vary in the same situation or subject. While completing the questionnaire, I recalled them from time to time.”
- “Sharing experiences with other educators helped me to look over what I've been doing in my classes. After seeing some products of the students of my colleagues in other parts of the country, I decided not to underestimate their intelligence and the importance of technology in the classroom.”
- “Because of the unsuccessful and reluctant students, my lessons are sometimes very boring, and I don't want to do anything. After these activities, I started to think that there must be something to do in order to teach English.”

- “On the Moodle page, lesson materials are given and questions such as how you would teach ‘while and when’ are asked, which helped me review and assess my own actions teaching these subjects.”
- “In the forums on Moodle, I can share my ideas with my colleagues so I can find where I am wrong or what I am missing. This helps me to assess my own actions in class. I have used “some-any-a lot of” exercises on the board for my students. It was very effective.”

7. I have tested the consistency between classroom events and educational theories.

- “The students have self awareness, so they can easily evaluate their actions and learning styles. Besides, they have been encouraged to learn a foreign language in an enjoyable and easy way.”
- “As teachers, we need to use new methods and techniques for our pupils. By using different methods, techniques and consequently materials, we will open up one’s horizon. Thanks to this program, I noticed my routines and after having tried some things, I improved my image of teaching.”
- “At first, my students always wanted me to tell them about the grammar rules at the beginning of a lesson, but as I always followed inductive teaching, they got used to contextual learning and now they infer the grammar point in a context.”
- “We know that all of the actions we do in the classroom must have a logical reason such as drawing students’ attention, clarifying the subject or emphasizing something related to the subject. Also, we perform our routines as a teacher and other times we perform it as an individual. By way of Moodle and Facebook meetings, I better understand differences of my routines.”

8. I have become able to reframe interpretations of my own practice.

- “I realized that there should be a link between them, because both classroom events and educational theories get themselves on the same way at the same time. Without one, they are useless in the name of being effective.”
- “Classroom events help me test the methods. I benefited from Moodle and I used some materials which were shared by the moderator and some colleagues. For example, I have used visual materials this year in the 4th and 5th classrooms, and noticed that my pupils are more active in this year than the previous other

years. In the same way, a communicative approach is better for 8th grade students.”

- “I see that it’s not easy to follow all the educational theories in the classroom as the level of all students isn’t the same. Also, it’s sometimes hard to teach students while some of them aren’t willing to learn. I’ve experienced that firstly we have to get our students to enjoy English which becomes possible when we use visual materials.”

- “The questions help me think of our routine and review everything that we do. After some years, teachers determine their style and rules and follow them without any change. We need to review our routines and maybe change some of them.”

- “When I think of the classroom events and the educational theories, there are some unsuitable theories for students. Now, in my classrooms, some students don’t know reading and writing, so teaching English becomes very challenging for me.

- “Like most of the other working fields, in education, theories and practice are mostly different. In the ELT department. We learn what we must do in the classroom according to the best and most proper conditions, but in real classroom environment, as you know, we don’t have the best environment. We come across different situations in the classroom environment and educational theories cannot foresee everything which happens in the classroom. But teachers benefit from educational theories when they create their own theories and techniques in the classroom.”

- “I have been teaching English for six years. I always reflect on my teaching methods and techniques. That is, I check whether my applications work or not. Thanks to courses in Moodle, I have had the chance to review the educational theories and their relationship with the applications in my classroom.”

9. I have benefited from your program at Moodle and Facebook, because.....

- “According to the feedback about the course, I was able to see the positive and negative sides of the practice, so finding effective solutions or applying recent techniques by adding necessary points for the learners became easy.”
- “Thanks to the courses on Moodle, I chose the right way to teach grammar subjects, as I always benefit from inductive teaching in a context.”

- “For the better teaching, teachers always renew their methods, techniques and strategies according to new conditions and feedbacks. Through online meetings, I take different comments and ideas about my colleagues’ classroom practices. And it helps me to reinterpret my classroom practices.”
- “I have already been working as a teacher in the field for more than 5 years and reviewing theories. However, learning about new ideas and seeing real-classroom environments examples helped me to have a look at my own works and revise them.”
- “I am lucky that I can read and write comments of my friends on Moodle. Thanks to this, I try to develop my teaching skills. Moodle enables me to reframe my interpretations of my practice.”
- “In today’s world, I believe that the old styles of teaching or learning a course is becoming useless as today’s generations are born with ICT knowledge on account of living in a technological world. So, their needs are very different from those in the past, and these kinds of programs are very helpful for both teachers and learners to raise awareness of methods, techniques and mostly attitudes to learning a language.”
- “With the questions, a person presents his own practice in detail. It lets us become conscious of our teaching style and our present situation in the profession. Thanks for your work... I think it contributes to improve my teaching style.”
- “Researches in EFL teaching and learning have been going on constantly and the findings of the researches show us different learning and teaching methods and techniques. However, classroom practice is generally different from these theories. Teachers come across unexpected situations, and they sometimes believe that only he/she runs into these situations. Generally, they are wrong; many teachers have the same circumstances. If they share their experiments, they overcome most of the problems. Moreover, online environments are good opportunities to share information and experience. In the classroom, there are just students and the teacher, so the teacher just takes feedback from his/her students, but I think it is not enough. He/she needs his/her colleagues’ feedback. By the way of online meetings, teachers give feedback to each other.”

- “Learning about new ideas and seeing the implementation of those ideas in a real classroom environment has raised my performance, because I have tried to employ those new ideas in my classes. Then, I started to make some necessary changes in my situations, and I can say that they resulted in an increase in my performance.”
- "It is really important for me to introduce a new structure in a meaningful context, but sometimes I find it difficult to create a context for the target language. Thanks to the resources presented on Facebook and on the Moodle page, I have developed new ideas."
- “This program is really beneficial for the new teachers to share their experiences and ideas during their teaching in their schools. There are many reasons affecting learners' and teachers' teaching-learning process. As the teachers, we should consider and try to create new ways to attract students' attention to increase their interest in language. With the help of this project, we learnt and discussed new and different ways in language teaching.”
 - “I have learnt new programs that help me to teach English such as the animation website. Thanks to this, my students have even created animations about what they learnt in the classroom.”
 - “It has got a very crucial role in terms of sharing ideas with other colleagues and raise the awareness about teaching a foreign language. Moreover, I can make use of the videos and ideas sent from other colleagues.”
 - “I benefited from your program at Moodle and Facebook, because it gave me a chance to see where I'm standing. I was able to see what my colleagues are doing in the classroom and how they're doing it. As I believe that knowledge is nothing if not shared, I can say that this program gave all the participants a real atmosphere to share and express ideas and experiences.”
 - “It encourages me as a teacher.”
 - “Resources are easy to reach.”
 - “I really liked the videos and PPT presentations you’ve prepared. There are lots of examples to use in the classroom and these examples provided me with teaching the subjects in a different way.”
 - “I was easily able to reach the materials and apply them in the classroom. The animations became very effective on the 9th grade students as they didn’t get

bored with the grammar lesson. The students became very encouraged to prepare animations like these instead of writing standard old style grammar assignments. Finally, despite the attitudes of my low level and unwilling students towards English language, I really started to develop myself and change techniques and materials of my teaching style in English. Your program caused us to enjoy English grammar teaching.”

- “It helped me to teach English grammar easily.”
- “I have the opportunity to discover my own interest in teaching and learning English thanks Moodle and Facebook platforms.”
- “I have opportunities to see new ideas about teaching English and to compare different approaches and methods used in English classrooms by colleagues from different parts of Turkey.”
- “They have provided me with self-awareness. I have evaluated my teaching techniques and methods and criticized myself whether I am sufficient or not in the classroom from every aspect... Thanks for all your contributions.”
- “They gave some clues to me about how to use technology in my classes effectively, and how to make my lessons more enjoyable for my students.”
- “I can evaluate myself in the area of teaching a foreign language regarding techniques and methods. With the help of the website, I can meet other colleagues and compare our performance and practice in our field or profession. I feel happy to become a part of a scientific research prepared by our researcher. Thanks for your effort and patience.”
- “I came across different and various activities and materials on the Moodle and I can benefit from them in my lessons. Different suggestions and comments on Facebook meetings are beneficial for me.”
- “Sharing ideas and materials make me feel positive, and it is useful for creating something.”
- “There are lots of useful materials and by means of this program, I also create videos and try to use all the information I have learnt from Moodle”

Codes for participant views about Distant INSET

Theme 1: I have raised my awareness of personal theories, rules and beliefs of language teaching.

COM: Changed old cliché methods

PPO: Program presented opportunities

RP: Reflected on my practice

STW: Subconscious teaching ways

GKT: Gained knowledge of theory

ASC: Applied student centeredness

PIT: Personal image of teaching

PS: Practical solution

Theme 2: I have reflected on my own language learning style.

RPT: Reflected on my personal theories

RLTS: Reflected on teaching style

BRT: Become a reflective teacher

IPAR: Increased personal awareness through reflection

MNA: Met new alternatives of learning

CVT: Changed my view of teaching

SDBT: Seen different beliefs of teaching

Theme 3: I have raised awareness of my current performance as a learner.

ATE: Adapted to other teaching experiences

LLL: Life long learning

IP: Improved performance

TRL: Teaching is related to learning

SSW: Seen strengths and weaknesses

LNT: Learnt new things

Theme 4: I have developed the ability to analyze teaching situations.

DSA: Developed skills of analysis

AS: Analyzed students

APT: Analyzed personal theories

IAP: Improved ability for problems

SPC: Shared problems with colleagues

ATM: Analyzed teaching methodology

Theme 5: I have reviewed and assessed my own actions in class.

EE: Evaluated experiences

UTM: Used technology more

AOE: Analyzed other experiences

AMC: Analyzed material for courses

Theme 6: I have raised awareness of my routines and my rationales.

AAR: Awareness of actions and routines

AMP: Awareness of mirroring onto practices

ACS: Awareness of current situation

ACM: Awareness of contemporary methodology

Theme 7: I have tested the consistency between classroom events and educational theories.

TCTS: Tested consistency between theory and the self

TCTP: Tested consistency between theory and personal practice

TCMO: Tested consistency between my practice and others'

TCTP: Tested consistency between theory and practice

TCIP: Tested consistency between INSET and my Practice

Theme 8: I have become able to reframe interpretations of my own practice.

RICS: Reframed interpretations for the current situation

RIM: Reframed interpretations of materials

RIM: Reframed interpretations of methodology

RIP: Reframed interpretations of practice

Theme 9: I have benefited from your program at Moodle and Facebook,

LFC: Learnt from colleagues

ITC: Inspired through collaboration

CTP: Challenged teaching practice

RSP: Reflected on self practice

AM: Aroused motivation

UEM: Updated ELT methodology

FHPR: Felt happy to take part in a research

FGSR: Felt good to share resources

HAPCK: Had access to pedagogical content knowledge

IPCKI: Improved PCK through INSET

SAAL: Seen it is applicable to all learner types

Appendix O. Sample evaluation reports from the participants for Distant INSET

Report by Participant 33 (Questions provided by the researcher)

1. Had you thought about the place of grammar in ELT before you started the program?

Yes, I taught grammar to B1 and B2 learners for two years and I often questioned its importance and place in teaching. So as to make our learners efficient users, it is necessary to teach grammar in context. Thus, learning becomes more meaningful.

2. Did you know the concepts of grammar teaching (explicit, deductive, etc.) before you started this program? What was new for you?

Yes, I did. These concepts were not new for me.

3. Has answering the questions in the forms contributed to your professional development? If your answer is 'yes' in what way? Can you give (a) specific example(s)?

Yes, it has contributed in terms of providing awareness in some aspects of teaching grammar. Also it has helped me question the way I teach grammar. I became more careful about the whole process. I started to revise what I do in every step from warm-up to evaluation.

4. Have you learnt innovative practices from your colleagues and from your moderator in the Moodle and Facebook environments? Can you give (a) specific example(s)?

I learnt precious things thanks to my moderator. Especially, in terms of thematic roles, her lessons helped me enlighten my students.

5. What is the contribution of the lessons of Moodle Courses to your teaching? What is new information for you?

Before the program, I did not know the significance of FonF (Focus on Form) and DDL (Data Driven Learning). With the help of this program, I started giving more prominence and designed the flow of my courses accordingly. As FonF places stress on the way forms are introduced in context of learning and DDL offers inductive discovery

learning, it was possible to make the learning process self-determined and meaningful for the students.

6. Have the linguistic course and sample lessons changed your approach to teaching grammar? Can you give (an) example(s)?

Surely, they have. As I stated above, I started giving more importance to FonF and DDL. These helped me change my approach to teaching grammar and made my lessons more productive and the learning became more permanent since students were allowed self-discovery.

Report by Participant 14 (A full account of some courses implemented in the class)

Firstly, your sample lessons and the explanations are really beneficial. I believe that your research will be a guide for many foreign language teachers in the field of grammar teaching. I would like to write my comments on the courses I have found particularly useful for instructional practice.

Course III

In the teaching process, both explicit teaching and implicit grammar are inevitable forms. As a teacher, implicit grammar is more modern, innovative and enjoyable than explicit grammar. However, Turkish students who learn English as foreign language prefer explicit grammar teaching, especially deductive teaching to implicit grammar. Because it lets them acquire the rules of grammar without making any effort. In my opinion, though the students suppose that they comprehend the given rules of grammar in this way, in fact, it is temporary knowledge. After a short time, they might forget some of them, because the students who don't attend the learning process in activities can't have permanent knowledge. I generally use implicit grammar input in many grammar subjects such as Reported Speech and Present Continuous Tense. Yet, I use explicit grammar teaching with inductive or deductive teaching in some subjects such as gerunds & infinitives, causatives, etc. To be honest, implicit grammar teaching needs a teacher to prepare before lesson. Therefore, some teachers may consider that explicit and deductive teaching is easier and more practical than inductive teaching.

Course V

I have sometimes used parameters and principles in lessons. Yet, I can face some problems such as teaching Present Perfect Tense. In these situations, I have to explain to the students that each language has its own features and rules and also there may be some concepts that cannot be explained. For example, "I like dancing" is written in

Simple Present Tense, but it is translated into Turkish in Present Continuous Tense as “dans etmeyi seviyorum”. Therefore, I explain that “like” is a state verb and we can’t add “-ing” to this verb.

Course VII

This sample lesson is quite wonderful. It is a very reasonable way in order to show verb usage, verb type and function in the sentence. I haven’t used it. From now on, I will integrate this into my lessons.

Course VIII

I have used meaning-focused discovery learning as in the sample lesson activity. So as to do this kind of lesson, the teacher needs more time and silence (no crowded class). This can be practiced in especially at Anatolian High School, 9th grade and language classes. So, I can use it easily.

Course IX

I have used “noticing” but with different videos or pictures. It is a useful and effective technique.

Course XI

Pre-emptive focus on form is appropriate for word game activities. Through the end of lesson, I make the students play word games with the help of pictures or actions.

Course XII

This year, in 9th grade and 10th grade (language classes), I have used this kind of video and materials from the other course books. A short video can arouse the students’ curiosity easily, and it turns the lesson into an amusing activity and a great game.

Course XIII

I have used this sample lesson in a different form for Present Perfect & Present Perfect Continuous Tense. This is quite an explanatory activity especially so as to show the differences between two similar grammar structures such as will/be going to or Present Perfect Tense & Present Perfect Continuous Tense.

Report by Participant 31

Grammar, as one of the most vital areas in education has been ignored recently with the current communicative approaches. However, as far as I can observe, ignoring grammar produces undesirable results. In my opinion, if a person does not have an idea about the structure of language, he/she cannot make correct sentences. Just for the sake of being communicative, grammar should not be ignored.

I work in a private language course. In my work place, I try to apply CLT as the course book is designed in line with it. I taught two A1 level adult classes with the same book. However, the problem was that, one group of the adult students wanted more and more drills, and I thought that they were used to doing exercises. I applied drills in the classroom in addition to the material that I downloaded from the Moodle. On the other hand, for the other class, I used the same book, only with the materials of your platform. The students of the second class reported that the activities were enough for them, but in the end, I realized that communicative competences of the students in the first group had increased because I used drills and videos together. Due to the fact that I didn't let the second group do the exercises, only guiding them to watch the video, they just spoke a few words while the first group was more successful in oral production. Hence, I became aware of the fact that "one cannot achieve communicative competence without grammar teaching"

Report by Participant 36

Firstly, participating in this program enabled me to go over my teaching period. Before the program started, I had often thought about the place of grammar in ELT, I had discussed this issue in some professional environments and I had read articles, but that was a long time ago. This program revived my knowledge of teaching grammar.

Besides, I have come across such new concepts as Data Driven Learning, Focus on Form, Universal Grammar and Corpus Linguistics. Courses in linguistics have affected my teaching in a positive way. Moreover, I realized that the use of animation and realia in classes seem to be effective ways for teaching grammar.

Secondly, I confronted the fact that I was using deductive teaching in practice very often, and that there were many other ways of teaching grammar through the inductive way. Moreover, the course inspired me with ideas of grammar teaching. For instance, I would not have thought that it would be possible to teach Reported Speech by using the 'noticing' technique.

Thirdly, though I used materials, I realized that it was rare, and I used no animation at all. Throughout my participation in the courses, I have reflected on my teaching, comparing and contrasting with the ideal ones given in the course modules. Besides, I have had the opportunity to see real classroom experiences and sample lessons of my colleagues, which triggered reflection on my own practice.

Thank you for opening such a platform for the use of teachers in contextual grammar teaching.

CURRICULUM VITAE

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Educational Background

Degree	Department	University	Year
Undergraduate	English Language Teaching	Çukurova University	1979-1982
BA	English Language Teaching	Anadolu University	1993-1994
MA	English Language and Literature Department (Linguistics)	Mersin University	1998-2000
PhD	English Language Teaching	Çukurova University	2008-2012

I. Publications:

Articles presented in scientific meetings and published in the proceedings/papers

- Özmen, N. & Dönük, D. (2001). Türkçede eylem anlambilimi üzerine bir çalışma: eylem üye yapısı ve görünüş kategorileri. Ö. F. Ekmekçi (Eds.) *XIV. Dilbilim Kurultay Bildirileri* (pp. 288-298). Çukurova Üniversitesi Yayınevi (Poster Presentation).
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- Dönük, D. (2008). Anlambilim sözdizimi arayüzü ve okuma becerileri dersi uygulamaları. S. Ağildere & N. Ceviz (Eds.) *Türkiye’de Yabancı Dil Eğitimi Ulusal Kongresi Bildiri Kitabı* (pp. 363-369). Bizim Büro Basımevi: Ankara/ Turkey.
- Dönük, D. & Özdemir, V. (2008). Sözlü iletişim becerileri dersi uygulamalarında yeni bir model: etkinlik ve içerik tabanlı, teknoloji destekli öğretimi. *Proceedings of Muğla Üniversitesi Yabancı Dil Bölümleri ve Yüksekokullarının Yabancı Dil Öğretimindeki Sorunları Kurultayı* (pp. 294-302). Muğla-Turkey.
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- Tezbaşaran, A., Özdemir, O., Yaman, Ş., Ergene, O., Dönük, D. (2009). Yabancı dil olarak Türkçe öğretimi sertifikası. *8. Uluslararası Dünyada Türkçe Öğretimi Sempozyumu: Türkçeyi Yabancı Dil Olarak Öğretenler Zirvesi Bildiri Kitabı*. Ankara/ Turkey.

8. Dönük, D. & Özdemir, V. (2009). Spots, camera, action! Learner on the stage for evaluation. *Proceedings of IATEFL TEA SIG Recent Approaches to Teaching and Assessing Speaking* (pp. 294-302).
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10. Dönük, D. Kutlu, Ö. & Özölmez, S. (2010). Convert blogging to glogging. *Proceedings of 10th International Education Technology and Conference* (pp. 305-308). İstanbul/ Turkey.
11. Dönük, D. & Özkan, M. B. (2010). Testing language through ICT game modules. *Proceedings of 6th International ELT Research Conference: Currents Trends in SLA Research and Language Teaching* (pp. 218-221). İzmir/Turkey.
12. Dönük, D. & Özkan, M. B. (2010). Testing oral proficiency through ICT: Game modules and Google Talk. *Proceedings of IODL & ICEM, International Conference and Media Days* (pp. 237-247).
13. Dönük, D., Kutlu, Ö., & Özölmez, S. (2010). A breakthrough in language teaching: ICT animation heroes. *Proceedings of 6th International ELT Research Conference: Currents Trends in SLA Research and Language Teaching*, İzmir/Turkey (Poster Presentation).
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16. Dönük, D. (2012). A binary model for future language learning through ICT. *International Conference: The Future of Education, Italy*.

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1. Dönük, D. (2005). Additive enclitic suffix -da in Turkish as a cohesive device. *Ankara Üniversitesi Dil Dergisi*, 130, 54-67.
2. Çakır, Ö., Aksan, Y., Alıcı, D., Dönük, D. (2008). İkidilli yetişkinlerin sesli düşünme yöntemi kullanılarak metin işleme süreçlerinin belirlenmesi. *Mersin Üniversitesi Dil ve Edebiyat Dergisi*, 5 (1), 17-38.
3. Dönük, D. (2010). Teaching Turkish verbs to foreigners in a system. L. Subaşı Uzun ve Ü. Bozkurt (Eds.) *Türkçe öğretiminde güncel tartışmalar* (pp. 364-375). Ankara: Ankara Üniversitesi Basımevi.
4. Dönük, D., & Özdemir, V. (2010). Yabancı dil olarak Türkçe öğretiminde eylem: Birleşik eylemler ve değişen çatı kavramı. L. Subaşı Uzun & Ü. Bozkurt (Eds.) *Türkçe öğretiminde güncel tartışmalar* (pp. 376-387). Ankara: Ankara Üniversitesi Basımevi.
5. Sofu, H., & Dönük, D. (2011). Türkçe biçimbilimsel-sözdizimsel yapıların edinimi: Sözdizimi ve anlambilim arayüzü. V. D. Günay, Ö. Fidan, B. Çetin & F. Yıldız (Eds.) *Türkçe öğretimi üzerine çalışmalar* (pp. 365-375). Dokuz Eylül Üniversitesi Matbaası.

II. Conferences Attended

1. IX. International Conference on Turkish Linguistics. Boğaziçi University, Istanbul, 1998.
2. Dual Language Education: Teaching and learning two languages in the EFL setting. Boğaziçi University, Istanbul, 2005.
3. 10th. International ELT Conference the Future of ELT: A quest for common standards & Approaches. Bilkent University, 2007.
4. World Conference on Information Technology. Bahçeşehir University, 2010.

III. Conferences delivered

1. Çakmak, F. & Dönük, D. (2008). Revisiting and modularizing INSET for language teachers in Turkey and in the UK. '42. IATEFL Annual Conference and Exhibition'. Devon/ England.
2. Dönük, D. & Çakmak, F. (2008). Birleşik eylemler sözlükçesi: Türkçenin yabancı dil olarak öğretiminde hızlı başvuru. 'XXII. Ulusal Dilbilim Kurultayı', Van/ Turkey.
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10. Dönük, D., Kutlu, Ö., & Özölmez, S. (2010). Convert blogging to glogging. '10th International Education Technology and Conference', İstanbul/ Turkey.
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13. Sofu, H., & Dönük, D. (2010). Türkçe biçimbilimsel-sözdizimsel yapıların edinimi: Sözdizimi ve anlambilim arayüzü. '3. Türkçenin Eğitimi ve Öğretimi Kurultayı', İzmir/Türkiye.

14. Dönük, D. (2010). A distance educational tool for INSET: Moodle. '3rd ICT for Language Learning International Conference', Florence /Italy.
15. Sofu,H.,& Dönük, D. (2010). Türkçe biçimbilimsel-sözdizimsel yapıların edinimi: Sözdizimi ve anlambilim arayüzü. '3. Türkçenin Eğitimi ve Öğretimi Kurultayı', İzmir/Türkiye.
16. Dönük, D. (2011). Is excellence achieved through practice?: Teacher cognition and language testing. EQUALS International Conference and AGM, Prag, Czech Republic.
17. Dönük, D. & Kutlu, Ö. (2011). An e-learning tool to teach lexico grammatical vocabulary to young learners. Paper presented at Hacettepe University; 15th INGED ELT Conference.
18. Dönük, D. (2011). The Revival of Grammar through Web 2.0 Tools and the Corpus. Paper presented at 2nd World Conference on Information Technology.
19. Dönük, D. (2011). A Distant INSET Tool for Novice English Teachers to Use in Virtual Classrooms. Paper presented at 2nd World Conference on Information Technology.
20. Dönük, D. (2011). Teaching English grammar using the corpus. Paper presented at 8th METU Postgraduate Conference on Linguistics and Language Teaching.
21. Dönük, D. & Can, C. (2011). Bir hizmetiçi eğitim modeli: Bağlamsal Dilbilgisi Öğretimine Dilbilimsel bir Yaklaşım. 25. Ulusal Dilbilim Kurultayı. (Poster Sunumu)
22. Dönük, D. (2012). A Binary Model for Future Language Learning through ICT. *International Conference: The Future of Education*, Italy.

IV. Scientific Projects:

İkidiilli Yetişkinlerin Metin İşleme Süreçleri: Sesli Düşünme Yöntemi ve Bilişsel İlişkiler (completed as the assistant researcher)

V. Research Interests:

Applied linguistics and teacher education, teaching modern Turkish as a foreign language, translation skills based on linguistics