EXPLORING THE INTERPLAY BETWEEN

A NON-NATIVE ENGLISH LANGUAGE TEACHER'S

PEDAGOGICAL BELIEFS, CLASSROOM PRACTICES AND

HER STUDENTS' LEARNING EXPERIENCES REGARDING L2 GRAMMAR

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BOĞAZİÇİ UNIVERSITY

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Thesis Abstract

Hande Serdar, "Exploring the Interplay between a Non-Native English Language Teacher's Pedagogical Beliefs, Classroom Practices and Her Students' Learning Experiences Regarding L2 Grammar"

The aim of this study is to explore the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and her students' learning experiences regarding L2 grammar using a case study design. For the purpose of the study, a qualitative research was carried out. The study utilized purposeful sampling. Among the purposeful sampling types, convenience sampling was employed. The study was conducted in a preparatory classroom of a private university's Department of Foreign Languages in Istanbul, Turkey. The tools that were used for data collection were background interviews, semi-structured interviews, classroom observation, stimulated recalls, teacher reflective notes, student academic diaries, written tasks, document collection and supplementary data collection.

The analysis of the data indicated that there is a dynamic relationship between the non-native English language teacher's pedagogical beliefs, her classroom practices and her students' learning experiences regarding L2 grammar. The participating teacher's own foreign language learning experience, teacher education she had received at the university and her teaching experiences, were to be seen constitutive of her pedagogical beliefs regarding L2 grammar. On the one hand, the participating teacher exhibited, to a great extent, congruence between her stated beliefs and her observed classroom practices regarding L2 grammar and on the other hand, some of her stated beliefs of were not evident in her observed classroom practices regarding L2 grammar. Analysis revealed that some of the participating teacher's perceptions about the students' expectations, and some external factors were overriding her beliefs and causing incongruence between her stated beliefs and observed classroom practices. These external factors were revealed as the element of time and the backwash effect of the exams. The participating students' L2 grammar learning seemed to be mediated by some common elements. Participating students highlighted that some affective and some instructional factors mediated their L2 grammar learning.

The findings of this study underlined that identification of the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and her students' L2 learning experiences enables gaining deeper insights into L2 grammar teaching and learning.

Tez Özeti

Hande Serdar, "Anadili İngilizce Olmayan Bir İngilizce Öğretmeninin Dilbilgisi ile İlgili Pedagojik İnanışları, Sınıf İçi Uygulamaları ve Öğrencilerinin Dilbilgisi Öğrenme Deneyimleri Arasındaki Etkileşimin Araştırılması"

Bu çalışmanın amacı anadili İngilizce olmayan bir İngilizce öğretmeninin dilbilgisi ile ilgili pedagojik inanışları, sınıf içi uygulamaları ve öğrencilerinin dilbilgisi öğrenme deneyimleri arasındaki etkileşimi araştırmaktır. Bu amaca ulaşmak adına nitel bir araştırma yöntemi kullanılmıştır. Araştırmada amaçlı örnekleme yolu izlenmiş, kolay ulaşılabilir durum örneklemesi yöntemi kullanılmıştır. Araştırma İstanbul'daki bir özel üniversitenin yabancı diller bölümü hazırlık sınıflarının birinde gerçekleştirilmiştir. Veri toplama araçları olarak yarı yapılandırılmış görüşmeler, gözlem, uyarıcılarla hatırlama seansları, öğretmenin ders sonrasında tuttuğu değerlendirme notları, akademik günlükler, yazılı görevler, doküman toplama ve tamamlayıcı materyaller kullanılmıştır.

Verilerin analizi sonucunda araştırmanın katılımcı öğretmeninin dilbilgisi ile ilgili pedagojik inanışları, sınıf içi uygulamaları ve öğrencilerinin dilbilgisi öğrenme deneyimleri arasında dinamik bir ilişki olduğu görülmüştür. Katılımcı öğretmenin dilbilgisi ile ilgili pedagojik inanışlarının kaynağı olarak kendi yabancı dil öğrenme deneyimleri, üniversitede gördüğü öğretmen eğitimi ve öğretmenlik deneyimleri ortaya çıkmıştır. Bir yandan katılımcı öğretmenin dilbilgisi ile ilgili pedagojik inanışlarının sınıf içi uygulamaları ile büyük bir kapsamda örtüştüğü görülürken, öte yandan da, bazı pedagojik inanışlarının sınıf içi uygulamalarına yansımadığı ortaya çıkmıştır. Verilerin analizi sonucu uyumsuzluğun katılımcı öğretmenin öğrenci beklentileri ve zaman ve sınav gibi dışsal faktörlerden kaynaklandığı görülmüştür. Katılımcı öğrencilerin ikinci dil dilbilgisi öğrenmelerin de bazı ortak noktalar ortaya çıkmıştır. Katılımcı öğrenciler kendi ikinci dil dilbilgisi öğrenme deneyimlerinde bazı duygusal ve yöntemsel faktörlerin etkili olduğunun altını çizmişlerdir.

Araştırmanın sonuçlarına dayanılarak anadili İngilizce olmayan bir İngilizce öğretmeninin dilbilgisi ile ilgili inanışları, sınıf içi davranışları ve öğrencilerinin dilbilgisi öğrenme deneyimlerinin etkileşiminin saptanmasının ikinci dilbilgisi öğretim ve öğreniminin içyüzünü anlamak hususunda olanak sağladığının altı çizilmiştir.

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To my beloved mother, Rasime Serdar (Seçkin), who is the wind beneath my wings

even after her sudden death on that sunny but unlucky day in August 1996.

CONTENTS

TABLES

FIGURES

PHOTOGRAPHS

CHAPTER I

INTRODUCTION

"A journey of a thousand miles must begin with a single step."

Lao Tzu

The Self of the Researcher

Prior to reporting my research, I feel the need to situate myself in the context of the research through the lenses of both my personal and professional biographies. This need stems from my agreement with Silverman (2001) that "the facts we find in the field never speak for themselves but are impregnated by our assumptions" (p. 1). Therefore, I think my personal life and my pedagogical assumptions should be uncovered and I should be unmasked as much as possible in the eyes of my readers through a description of who I am and how my life experiences have impregnated my own beliefs about learning and teaching. With this aim in mind, I kept a researcher identity memo that helped me determine my experiences, assumptions and values regarding both learning and teaching in general and L2 learning and teaching in particular. The following section reports some important points from my researcher identity memo.

I am an educated young adult female English language teacher. Born as the second daughter to a young loving couple, who were both teachers, I sometimes think that I was destined to become a teacher from an early age. My mother had a major in psychology and I always remember her telling me how lucky she thought she was to have chosen teaching as her profession. My father is a secondary school

literature teacher. Now being a sixty-year-old retired man, he is still working as a part-time teacher and has never thought of giving up the teaching profession entirely.

The profession of my parents gave me the opportunity to access the field very early in life. Both my mother and father took me to their schools sometimes out of necessity when there was no caregiver around to look after me on that day or sometimes due to my insistence on going to school with them. My early and easy access to schools enabled me to observe natural classroom environments even before I was a student myself.

My love of learning foreign languages goes way back to my childhood. As a young girl, I remember singing proudly in gibberish and claiming that I was singing in a foreign language that the people staring and laughing at me did not know. There were also a couple of instances in which I quarreled with my elder sister just because of my jealousy stemming from the fact that when she had started learning English, I was only a primary school student and in those days English had not been included in the primary school curriculum yet. Thus, when I started learning English, I felt as if I was crowned and told: "Thou art crowned with life!"

Without a doubt, my intrinsic motivation for learning English made language and literature my all time favorite subjects. Later, in high school, German was added to my favorite subjects list. Nowadays, I am full of enthusiasm for learning Spanish. The question of why I enjoy learning foreign languages is not difficult to answer. I enjoy learning foreign languages because I feel that it opens new doors in life. I enjoy learning foreign languages because I believe that I become armed with new perspectives that enable me to explore the world and meet new people. I enjoy learning foreign languages because it enables me to read more, to express myself

more and to think differently on various world issues that I would never consider thinking about if I were not multilingual.

Being one of the lucky and successful students in Turkey, I passed the university entrance exam and achieved my goal of enrolling in my desired undergraduate programme at my dream university. I studied English language and literature at one of the top universities in Turkey. This was not a big surprise because all through my life I have always been a person of languages. Studying English language and literature tightened my links with English and polished my love of learning foreign languages. After getting my undergraduate degree, I attended a PGCE programme and this was my first step in the long journey of English language teaching.

I cannot come up with only one reason for why I chose to become a teacher. To be honest, there were times that I dreamt of choosing a different career path such as journalism or information technologies. In fact, I had experiences working in those fields and in a very short time I recognized that I would be happier in the teaching profession. After all, teaching was the profession I was born into. From the moment I met with my first class, I realized that I chose this profession because I liked sharing what I know with others. I also enjoyed the idea of having a place in the lives of others. Teaching English is like constructing a bridge in the lives of students. By connecting them with new places and people, this bridge makes the world approachable to my students and my students become more approachable to the world.

According to me a good teacher should be whole-hearted and feel responsible for understanding how her students learn, helping them realize their full potential and

accepting them as whole human beings. My teaching philosophy has always been "If you enjoy what you do in class, your students will enjoy and learn it too". In order to enjoy what you do in class, you need to be experimental in trying new things in class. Experience is not doing the same thing for fifty years rather; it is doing fifty different things in a year. Therefore, I believe that a good teacher is also a lifelong student and if s/he cannot bear this situation, s/he should not choose this profession in the first place.

Just as every rose has its thorn, teaching profession has its challenges that one needs to accept when entering the field. In my top five list of challenges of being a teacher I have included: Being able to live with a small amount of income, being continuously surrounded by people that in one way or another expect your help and care, being ready to work at home when doing tasks such as marking papers or preparing lectures, having to work collaboratively with colleagues that you may not like in your private life and being under pressure from educational institutions.

This year is my tenth year in the teaching profession. I taught various courses such as second language acquisition, research methods in ELT, approaches and methods in ELT and community service in English language departments. I have also worked as a general English instructor. Though I am never a fan of grammar, I cannot state that I have not enjoyed L2 grammar teaching especially with beginner and elementary level students. I always find it inspiring to see what students who cannot utter a single accurate sentence when they enter class can accomplish by the end of an academic term when they can give speech or write an essay. In order to achieve this, I hold the belief that grammar should be given in context in a communicative way. Yet my experiences have taught me that teaching is such a

challenging job that one may find herself abandoning ideals and taking the easy way out.

On a sunny day in September 2001, I got a foot in the door for my new career by walking through the door of a teachers' staff room for the first time as an English teacher. Teachers whom I would soon call *my* colleagues were waiting for the lesson hour to come. I greeted them and accepted their deepest wishes for a long and fruitful teaching career. I took a seat and opened the course book titled *English for Turkish Learners* just to seem busy with something until it was time for the lesson. Then rang the bell; first for students and then for teachers. Hearing the bell, I rushed to the class which I would call *my* class very soon.

On a sunny day in September 2001, I opened the door of a classroom for the first time as an English teacher. Students whom I would call *my* own students very soon were waiting for their first English lesson to begin. I walked in, stood for a moment and stared at them with many feelings in my eyes. I did not know back then that my students were aware of all those feelings which I am unable to define properly even today. My students turned to stare back at me with many feelings in their eyes. Unfortunately, I was unable to interpret that scene on the very first day of my teaching career. After all, I was the new one not only at school but also in the profession and time had to pass for me to settle in.

I had two classes that year. One was an intensive English language preparatory class at the super high school division and the other was a general English language class at the normal high school division within the same state school. The former had twenty-five students who were eager to spend a full academic year learning only English within a scheduled thirty hours of English

language instruction each week. The latter had fifty-three students who had only four hours of English instruction per week which was scheduled alongside other courses such as mathematics and history.

As time passed, I realized that I had evolved into two different teachers in terms of the approaches and methods I employed. In the preparatory class, my lessons were more communicative as I spent time on information gap activities, role-playing, pair-work, group-work, quiz shows and class discussions. We watched movies in English. We sang English songs together. We decorated the walls of the classroom with posters that we made together. As a follower of communicative language teaching, my practices reflected my beliefs about how a successful English class should be.

In the other class, with a different course book and lesson objectives, I spent hours on explaining rules and doing grammar drills. I ended up having a teacher-fronted grammar class and uninspiring lessons. The answer to the question of why I behaved like two different teachers though I was the same teacher with the same set of beliefs and ideals is hidden in the way I described the situation. Therefore, it would not be a failure to note that my interest in the congruence and incongruence of teachers' beliefs and practices goes back to my fist year in the profession.

Background of the Problem

With the emergence of teacher beliefs as a major area of inquiry in the field of language teaching during the last 30 years, there is now agreement that the exploration of teacher cognition –what teachers think, know and believe- and its links to teachers' classroom practices is fruitful for gaining insights into what teaching is and how it is realized (Borg, 2006; Borg, 2003; Freeman, 2002). This line

of theorization and research has generated findings that are of great importance in deepening our understanding of the nature of teachers' thought processes and instructional actions, seeking the sources of teachers' beliefs and any congruence and/or incongruence between teacher beliefs and teacher classroom practices (Altunbasak, 2010; Arıogul, 2007; Cummins, Cheek & Lindsey, 2004; Fang, 1996; Farrell & Tan Kiat Kun, 2007; Flores, 2001; Phipps & Borg, 2009). Yet, there is still more scope for extending teacher cognition research (Borg, 2006) and some sociological, theoretical and pedagogical issues I will focus on in the following section have provided me with the impetus to carry out the present study in the field of teacher cognition.

<div align="center">Sociological Issues</div>

Notwithstanding the time, money and effort spent on English language education, the students' levels of proficiency have remained far from the expected skill level and thus the project of English language education has been a troubled one in Turkey (Çetintaş, 2010; Demirel, 2012; Işık, 2008). Recently, as National Education Minister of Turkey, Nimet Çubukçu proclaimed the need for initiating a project that would enable students to practice English with native English-speaking teachers addressing the issue presented by Turkish students who cannot speak English properly even though they have taken foreign language classes. (Anatolia News Agency).The agenda of the project entails hiring native English-speaking teachers to accompany Turkish teachers and to take part in extra-curricular activities. While commenting on the project that received criticisms from the ELT professionals, the head of the ministry's projects department, Ünal Akyüz, declared the aim of the project as "showing that English language teaching is not limited to grammar teaching" (World Bulletin).

Similar to government authorities, some ELT professionals and the general public in Turkey have a tendency to regard the work being done in English language teaching primarily as English grammar instruction and therefore it is assumed that students are not empowered with communicative skills in English and thus they are not being taught English properly at schools (Demirel, 2012). This problematic situation continues in higher education and after many years of English language education at primary and secondary schools, some of the students still cannot pass the proficiency exam. These students then need to receive a year of intensive English language education prior to their departmental studies.

A quick glance demonstrates that there is a common concern about the standard of English language education in Turkey. There are a variety of reasons for concerns about the current success of English language education in Turkey, some of which are research based and some of which are not far from being unquestioned assumptions. Not surprisingly, grammar teaching is at the centre of all the debates. As Larsen-Freeman (2003) states "grammar is the vortex around which many controversies in language teaching have swirled" (p.9) and the Turkish context of English language education is not an exception. This is the reason why I have chosen to explore the interplay among teachers' pedagogical beliefs, practices and student learning experience regarding L2 grammar specifically in the context of L2 grammar rather than any other language learning areas.

<center>Theoretical Issues</center>

The growing interest in constructivism and cognitive psychology in education in the 1970s addressed teachers as active decision-makers and defined learning as the cognitive process of individual and social construction of knowledge. The teachers'

behavior was no longer seen as simply the outcome of their thought processes. According to the new paradigm, teachers' behavior was thoughtful and influenced by their thought processes. This paradigm shift generated the domain of inquiry known as teacher cognition (Phipps, 2010). Since then, teacher cognition research has been fruitful in exploring the nature of teachers' thought processes and instructional actions, engaging with the sources of teacher beliefs and pointing to the congruence and/or incongruence between teacher beliefs and teacher classroom practices (Altunbasak, 2010; Arıogul, 2007; Cummins, Cheek & Lindsey, 2004; Fang, 1996; Farrell & Tan Kiat Kun, 2007; Flores, 2001; Phipps & Borg, 2009).

It is a well known fact that teaching is not isolated from learning. As Tarone and Allwright (2005) have depicted:

> *Teach* is not an intransitive verb; it is not an activity one does by oneself. (….) One cannot teach in a vacuum; one always teaches someone (and learns from this process too); it is our view that teaching/learning must always be negotiated" (p.18).

Yet, to date, teacher cognition research has awarded scant attention on negotiating the two activities. Several eminent scholars have highlighted that teacher cognition research has been diffident about linking research on teacher cognition with research on student learning (Borg, 2006; Freeman & Johnson, 2005; Pajares; 1992; Thompson; 1992). The development of teacher cognition research may be dependent on this convergence. This is the reason why the present study is not solely interested in teachers' pedagogical beliefs and practices regarding L2 grammar but also students' learning experiences.

Pedagogical Issues

In her 1985 article, Lightbown states that "only research which is pedagogically based and which asks pedagogical questions can be expected …to answer pedagogical questions" (183). Likewise, while exploring L2 grammar teaching/learning in an EFL setting, a thorny issue among teachers, teacher trainers and other EFL professionals, this study stems from some pedagogical issues.

Grammar instruction in foreign language education has long been an essential issue in language pedagogy (Ellis, Basturkmen, & Loewen, 2002). To date, discussions have centered on the role of explicit grammar instruction in the development of students' interlanguage and target language competence in the SLA field (Mohammed, 2006). Different views on language learning have been associated with different approaches to teaching English grammar. Hinkel and Fotos (2002) provide an overview of these different approaches to language learning and grammar teaching, i.e., they describe traditional grammar instruction, structural grammar and the audiolingual grammar and direct approaches, functional approaches, universal grammar and the role of syntax, cognitive approaches, communicative language teaching and humanistic approaches, focus on form, noticing and consciousness raising, and discourse-based approaches.

Krashen's (1982) model of L2 acquisition argued that there is a distinction between conscious learning and the unconscious acquisition of language. The model suggests that language should be acquired through natural exposure to and experience with the target language, rather than learned from formal instruction. The argument is that explicit grammar instruction would result in declarative knowledge of grammar and it would not ensure procedural ability to apply grammar rules in

language use (Ellis, 2001). Following this line of thought, minimal attention to grammar was given during the Communicative Language Teaching movement (Richards & Rodgers, 2001) since explicit grammar instruction was viewed as ineffective and detrimental for language acquisition (Nassaji & Fotos, 2004).

Although the Communicative Language Teaching movement still affects foreign language education, there have been several discussions on its limitations and inefficiencies. It has been argued that grammatical competence is vital for communication (Brown, 1994; Larsen-Freeman, 1991) and simply being exposed to the target language cannot provide communicative ability by itself. It has also been noted that some knowledge and skills such as academic writing, professional speaking and writing cannot be attained through a purely communicative approach (Hinkel& Fotos, 2002). It has been argued that due to the neglect of grammar instruction, the implementation of communicative syllabi was inadequate and detrimental in terms of producing fossilization and classroom pidgins (Skehan, 1998). It is currently been claimed that students cannot reach advanced level of grammatical competence without grammar instruction (Ellis, 2002).

Due to the recent upsurge of attention on grammar, grammar instruction has once again come to be viewed as "an essential, inescapable component" of language learning (Burgess& Etherington, 2002, p. 433). Today's discussions center on questions regarding what stage grammar instruction should be given, with what intensity grammar instruction should be taught and whether grammar instruction can be integrated into meaning-focused instruction (Ellis, 2002). Karen Johnson (1999) explains her response to her colleagues' question of whether they should teach grammar explicitly, as "it depends." She claims that it is connected with who the students are and what is expected from them.

Keeping in mind that teaching cannot be divorced from students' learning; it is of utmost importance to note that all of the abovementioned questions make sense to the extent that their answers are linked to student learning. As Freeman and Johnson (2005) declare that "teach is transitive verb, and that who the learners are in classrooms are, what and how they learn (or don't learn, and under what circumstances and conditions) matters to the professional learning of their teachers" (p.31). Thus we need to explore how students see and experience their own L2 grammar learning and how this relates to teachers' pedagogical beliefs and classroom practices regarding L2 grammar. Such an insight into this interaction would equip us with an understanding of the nature of teaching/learning processes and their links to teacher cognition.

<div align="center">Statement of the Problem</div>

Recent research on teacher beliefs and practices, particularly in the area of L2 grammar instruction, is extensive. The majority of the research that has been conducted has examined the issue with the aims of revealing the sources of teachers' beliefs and exploring the congruence between teacher beliefs and classroom practices. Yet, if taken together, the sociological, theoretical and pedagogical background of the problem poses new areas to be explored.

Little progress has been achieved with regard to the relationship between teacher beliefs and student learning (Borg, 2006). Surprisingly, the focus of the research has not been comprehensive enough to include how students, the natural agents of the learning activity, see and experience learning and how this internalization interacts with teachers' pedagogical beliefs and classroom practices. Several eminent scholars have highlighted the need to converge research on teacher

beliefs and research on student learning (Borg, 2006; Freeman & Johnson, 2005; Pajares, 1992; Thompson, 1992).

Pajares (1992) is one of the first scholars who calls attention to the importance of understanding the nature of the relationship between teacher behavior, teacher beliefs and student learning. Likewise, Thompson (1992) highlights the need of conducting studies that explore connections between teacher's beliefs and student learning. The issue is still relevant. Similarly, in his discussion of the possibilities for extending research into teacher beliefs, Borg (2006) claims that the relationship between teacher beliefs and student learning is the issue that continues to challenge researchers who study in the teacher cognition field.

Although several recommendations and repeated calls for research have been made, to the best of my knowledge, no study has explored the interplay between teachers' pedagogical beliefs, their classroom practices and student learning experiences in EFL contexts. This situation is indicative of how little is currently known about the issue. Hence, it is necessary to conduct a study that explores the phenomenon and gains deeper insights into what the existing research misses. This study attempts to provide an emic perspective on the interplay between teachers' pedagogical beliefs, practices and students' learning experiences regarding L2 grammar in an EFL context.

Purpose of the Study

The purpose of this study is to understand the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and her students' learning experiences regarding L2 grammar using a case study design. The theoretical framework guiding this study is social constructivism. According to this

framework, reality is a dynamic process of construction that is based on individuals own meaning making and interpretations. Considering its theoretical framework and noting that this is not an intervention study; it is of high importance to acknowledge that the focus of this study is not to find out whether some students improved their L2 grammar based on an external criteria of measurement or nor is the purpose to identify effective teacher practices that lead to student learning.

Theoretical Framework

The theoretical framework that guides this study is social constructivism. Social constructivism, an educational theory that rests on the importance of interpersonal relationships within the educational setting, is primarily derived from the theories of Vygotsky (1978; Vygotsky, 1997; Vygotsky & Luria, 1993). The key to grasping this theory is an understanding of its assumptions about reality, knowledge and learning. These points also provide a rationale for why social constructivism is appropriate as a theoretical framework for the purposes of this study.

According to social constructivism, reality is constructed through human activity. The social world and any phenomena related to it are not given and reality is not independent of the individuals that are involved in it. All social phenomena develop in a social context. Individuals and the social groups they form create the perceived social reality. Therefore, reality is based on multiple realities that are constructed and shared by individuals. A socially constructed reality is an ongoing, dynamic process of construction that is based on individuals' processes of meaning making and interpretation (Williams & Burden, 1997). It is worth noting that in social constructivism the notion of objective truth is rejected. Therefore, researchers and scholars cannot discover a final truth which is true across time and place. To

social constructivists, knowledge construction is a social and collaborative process that occurs through social interaction and individual reflection. These perspectives of reality and knowledge are in line with this study in relation to its qualitative case study methodology.

In social constructivist paradigm, what the learners bring to the learning context as active meaning-makers and problem-solvers has a central role. The interaction between teachers, learners and tasks leads to an interactive understanding of learning and teaching. As Williams and Burden suggest (1997), "learners make their own sense of the world but they do so within a social context, and through social interactions" (p.28). Vygotsky has highlighted the importance of social interaction. Simply, he has argued that effective learning/teaching lies in the nature of the social interaction between individuals with different levels of skills and knowledge (Williams & Burden, 1997). In consideration of what I have summarized so far, social constructivism is consistent with my beliefs about the nature of learning and teaching and my views on the classroom as a social context. It is appropriate for the purpose of this study as well.

<div align="center">Research Questions</div>

Using a case study research, this study attempts to answer the following questions:

1. What pedagogical beliefs does a non-native English language teacher hold regarding L2 grammar?

2. What are the sources of the teacher's pedagogical beliefs regarding L2 grammar?

3. What are the teacher's classroom practices regarding L2 grammar?

4. What is the relationship, if any, between the teacher's pedagogical beliefs and classroom practices regarding L2 grammar?

5. How do the students of the teacher see and experience L2 grammar learning?

6. What is the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experience regarding L2 grammar?

Definition of Key Terms

In teacher cognition research, definitional variance is a problematic issue (Borg, 2006; Pajares, 1992). The definitions of key terms according to how they are used for the purposes of this study are listed alphabetically below.

EFL: The acronym EFL stands for English as a foreign language. In an EFL context English language is not the official language. The native language of the speakers is not English in an EFL context.

ELT: The acronym stands for English language teaching.

L2: The acronym L2 stands for the second/foreign language i.e. English language grammar for the purposes of this study.

PPP: The acronym PPP stands for the teaching format known as Present-Practice-Produce.

Students' learning experiences: Student learning is defined as "how students see and experience the tools i.e. classroom activities" (Freeman & Johnson, 2005, p.80). Students' learning experiences are viewed as students' reflections about what they see and experience regarding their own learning and their teachers' instructions.

Teacher beliefs: Teacher beliefs are defined as "psychologically held understandings, premises and propositions about the world that are felt to be true" (Richardson, 1996, p.103). No distinction is made between beliefs and knowledge in this study.

Teacher pedagogical/educational beliefs: Teacher pedagogical beliefs are defined as "teachers' instructional beliefs about a specific subject i.e. L2 grammar for the purposes of the study." (Pajares, 1992).

Teacher practices: Teacher practices are defined as the routine instructional activities done by the teacher during the instruction of the subject matter.

L2 grammar: L2 grammar is the acronym that stands for the grammar of the second/foreign language i.e. English language grammar for the purposes of the study.

Target Audiences

There are five target audiences for this study. The study is relevant to in-service teachers, pre-service teachers, teacher educators, program and curriculum developers and researchers. The study will help in-service teachers to better understand the connections between their pedagogical beliefs, practices and students' learning experiences regarding L2 grammar. This understanding will be useful for raising in-service teachers' awareness of their own teaching and their students' perspectives on their own learning of L2 grammar. Pre-service teachers can benefit from the study by learning about authentic classroom examples. In this respect, they will be informed about possible situations they may face with regards to L2 grammar teaching. Additionally, they may be more inclined to reflect on their pedagogical beliefs and practices and their connections with their students' learning in their future careers.

Nowadays, there is an increasing awareness of the quality of English language teacher education. The study will greatly assist teacher educators and program and curriculum developers in raising their awareness of the importance of the interplay between teacher cognition, practices and student learning. By doing so, the study provides teacher educators and program and curriculum developers with constructive suggestions for introducing courses where teacher candidates can explore their pedagogical beliefs and their possible links to their future practices and their prospective students' learning. Last but not least, I hope the study provides suggestions for researchers that might further studies in the area of teacher cognition and L2 grammar teaching and learning.

Delimitations and Limitations

A research study should determine its' boundaries, expectations, reservations and qualifications: delimitations and limitations (Cassetter & Heisler, 1977, cited in Creswell, 1994). The present study has some delimitations and limitations that will be explored below.

Miles Byrant (2004) states that "delimitations are the factors that prevent you from claiming that your findings are true for all people in all times and places" (p.57). Creswell (1994) clarifies that delimitations are used "to address how the study will be narrowed in scope" (p. 110). Primarily, this study is a case study on the interplay between a teacher's pedagogical beliefs, classroom practices and students' learning experiences regarding L2 grammar for a non-native English language teacher and her students. Therefore, the focus of the study is narrowed to the interaction of one non-native English language teacher and six of her students in one of her classes. The research site of the study is a preparatory classroom in a school of

languages at a private university in an EFL context i.e. Istanbul, Turkey. Therefore, the findings may vary if the study is replicated in a different EFL context and/or in a different educational setting with different participants. The findings of the study are also bound by the timing of the data collection. Whether the participating teacher still holds the same pedagogical beliefs about L2 grammar and whether the participating students' still have the same view on their L2 grammar learning cannot be answered by this study.

Another delimitation of the present study is its non-generic nature. It focuses on a specific curriculum domain within English language education, that of L2 grammar teaching and learning. Therefore; the findings of the study claim relevance primarily for L2 grammar teaching and learning. Yet, some findings of the study are likely to be relevant for foreign language teaching and learning in general as well as for some pedagogical aspects of foreign language teaching.

Miles Byrant (2004) notes that "limitations are those restrictions created by your methodology" (p. 58). Creswell (1994) claims limitations are for identifying "potential weaknesses of the study" (p.110). Initially, the present study confines itself to qualitative data collection methods such as non-participant observation, semi-structured, informal conversational and stimulated recall interviews, reflection notes, academic diaries and reflective tasks. These methods used in the study have their own limitations. There is a possibility that my presence as an observer may have impacted the behavior of the participants to a certain degree despite my role as a non-participant observer. Due to the nature of self-reported verbal commentaries, the interviews carried out provided only a limited insight into the pedagogical beliefs of the participating teacher and the learning experiences of participating students. It

is also assumed that participants offered honest answers and displayed genuine actions during the study.

The limitations of the study also include the researcher bias. My personal and professional biographies have had impact on my pedagogical beliefs about L2 grammar and my understanding of teaching and learning processes and thus have shaped my role as the researcher. In order to overcome this bias, though I took steps to enhance reflexivity and overcome subjectivity, I must acknowledge that there is still the possibility for this study to be carried out differently and the findings to be interpreted differently if done by a different researcher. Yet, it is of great importance to note that I have provided the steps that I took to overcome these limitations in Chapter 3.

Significance of the Study

The proposed study contributes in various ways to the literature on teacher cognition and L2 grammar instruction in English language education. First of all, the relevant literature presents little insights into the interplay between teachers 'pedagogical beliefs, their practices and students' learning experiences. To this day, the relationship between teacher cognition and student learning is an issue that continues to challenge researchers in the field of teacher cognition (Borg, 2006) even though several eminent scholars have already highlighted the need to unite research on teacher beliefs and research on student learning (Borg, 2006; Freeman & Johnson, 2005; Pajares, 1992; Thompson, 1992).

To the best of my knowledge, the proposed study is the first study done on the convergence of teacher's cognitions, practices and students' learning experiences in an EFL setting. Therefore, the study aims to fill a significant gap in the relevant

literature and to provide a new perspective for exploring the interplay between teacher's pedagogical beliefs, practices and students' learning experiences regarding L2 grammar.

Additionally, the study provides deeper insights into authentic L2 grammar teaching and learning situations through the qualitative perspective it employs. Getting opportunities to learn about real life classroom stories in foreign language education is vital in terms of opening doors to what actually happens in classrooms. Therefore, the study is beneficial with regards to understanding and thus improving L2 grammar instruction in EFL classes.

Organization of the Manuscript

The purpose of this part is to provide readers with an overview of the contents of the following chapters. This thesis consists of seven chapters organized mainly into the following sections: (1) Chapters 1-2 introduce the study, demonstrate the need for the study and situate the study in the existing relevant literature; (2) Chapters 3 describes the methodology, research design and data analysis; (3) Chapters 4 presents the data; (4) Chapter 5 discusses the findings and highlights their implications for the field and for further research.

CHAPTER II

A REVIEW OF LITERATURE

A civilization is a heritage of beliefs, customs and knowledge slowly accumulated in the course of centuries, elements difficult at times to justify by logic, but justifying themselves as paths when they lead somewhere, since they open up for man his inner distance.

Antoine de Saint Exupery

The present study explores the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and her students' learning experiences regarding L2 grammar using a case study design. Therefore, it brings together three areas of inquiry: teacher beliefs, L2 grammar teaching and students' learning. The review of the literature here draws on the theoretical overview of these three areas.

The first part of the literature review is intended to review teacher beliefs, the importance of teacher beliefs research, the conceptual issues in the field, and a historical review of teacher beliefs research. The second part of the literature review aims to review definitions of grammar, types of grammar, approaches to L2 grammar teaching, the importance of beliefs in teaching grammar, research on teacher beliefs in teaching grammar and congruence between grammar teaching beliefs and practices. The third part is committed to review the literature on student learning through the exploration of the importance of student learning research, and conceptual issues in the related field.

All in all, it is hoped that this chapter provides readers with a better understanding of the primary inquiry areas of the study and an exploration of the historical overview of the related literature.

Teacher Beliefs

The study of teacher beliefs became a major focus of research in the fields of teaching and teacher education in the past 30 years (Phipps, 2010). Until mid-1970s, under the influence of process-product paradigm, general educational research had centered on answering the questions of what effective teaching was and what effective teachers did in class in terms of discrete and observable teaching behaviors and routines (Freeman & Johnson, 1998). Focusing on teachers' actions and their observable effects, general educational research investigated how teacher behavior was connected to student achievement (Fang, 1996).

As the influence of cognitive psychology and constructivism had increased in the mid-1970s, a new body of research emerged whereby teachers were viewed as active decision-makers and teachers' thoughts, judgments and decisions were seen as cognitive processes that shaped their behaviors (Calderhead, 1987; Carter, 1990; Fang, 1996; Richardson, 1996; Shavelson & Stern, 1981). Borg (2009) states that the questions being addressed then "were not simply 'what do teachers do?' but also 'what do they think?' what decisions do they make?' and 'why?'" (p.1). Fang (1996) claims that "this signals that research on teaching and learning has shifted from a unidirectional emphasis on correlates of observable teacher behavior with student achievement to a focus on teachers' thinking, beliefs, planning and decision-making processes" (p.47).

Conceptual Issues

The concept of teacher cognition is so broad that it involves many mental constructs such as beliefs, attitudes, assumptions, perspectives and theories. Beliefs are considered to be one of the central constructs in disciplines that are related to human behavior and learning such as sociology, social psychology, philosophy and educational sciences (Bernat & Gvozdenlo, 2005). Beliefs are also considered to be one of the best indicators of a person's decisions, choices and behaviors (Borg, 2001; Deryakulu, 2004; Pajares, 1992). Though beliefs are central to many disciplines, a quick glance of the related literature displays that there are some problems associated with the concept of belief. These problems lie in the lack of a clear definition of the concept of belief, confusion over terminology and difficulty of distinguishing beliefs and knowledge. Accordingly these problems lead to a proliferation of terms, conceptual confusion and difficulty in empirical investigations (Borg, 2003; Clandinin & Connelly, 1987; Pajares, 1992).

There is no complete agreement arrived at with respect to how the concept of belief is defined. Pajares (1992) labels "belief" as "a messy construct" and notes that defining the term is not an easy task as it "travel(s) in disguise and often under alliances" (p.309). The aliases he lists include:

> attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy (p. 309).

A review of literature shows that there are numerous terms used to describe similar and in some cases identical concepts as shown in the following table.

Table 1. Terminology and the Concept of Belief in Teacher Cognition Research

Source	Term	Definition
Harste & Burke (1977)	theoretical orientations	belief systems and philosophical principles employed by teachers to develop expectations about students and make decisions about classroom life
Schön (1983)	knowing-in-action	actions, recognitions and judgments which professionals carry out spontaneously and based on their tacit knowledge of the situation
Clark & Peterson (1986)	teachers' theories and beliefs	the rich store of knowledge teachers have that affects their planning and their interactive thoughts and decisions
Sanders & McCutcheon (1986)	practical theories	the conceptual structures and visions that provide teachers with reasons for acting as they do, and for choosing the teaching activities and curriculum materials they choose in order to be effective; they are the principles or propositions that undergird and guide teachers' appreciations, decisions and actions
Tabachnick & Zeichner (1986)	perspective	a coordinated set of ideas and actions which a person uses in dealing with some problematic situation; perspectives differ from attitudes since they include actions and not merely dispositions to act; similar to beliefs and implicit theories
Handal & Lauvas (1987)	practical theory	a person's private, integrated, but ever changing system of knowledge, experience, and values which is relevant to teaching practice at any particular time
Carter& Doyle (1987)	schema	an ordered representation of objects, episodes, actions or situations that contain slots or variables into which specific instances of experience in a particular context can be fitted
Connelly& Clandinin (1988)	personal practical knowledge	an individual's particular way of reconstructing the past and intentions for the future to deal with the exigencies of a present situation
Kagan (1990)	cognition	teachers' self-reflections; beliefs and knowledge about teaching, students and content

Dirkx & Spurgin (1992)	implicit theories	the complex aggregate of cause-effect propositions, rules of thumb, generalizations based in personal experiences, beliefs and assumptions that teachers use to guide their behaviors
Holt Reynolds (1992)	lay theories	beliefs developed naturally over time without the influence of instruction
Tobin & LaMaster (1995)	belief	knowledge that is viable in that it enables an individual to meet goals in specific circumstances
Richards & Lockhart (1996)	beliefs	the goals and values that serve as the background to much of the teachers' decision making and action
Woods (1996)	beliefs, assumptions and knowledge (BAK)	integrated sets of thoughts which guide teachers action
Richards (1996)	maxims	personal working principles which reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education experiences and from their own personal beliefs and value systems
Richards (1998)	implicit theories	personal and subjective philosophy and their understanding of what constitutes good teaching
Sendan & Roberts (1998)	personal theories	an underlying system of constructs that student teachers draw upon in thinking about, evaluating, classifying and guiding pedagogic practice
Borg (2003)	teacher cognitions	the unobservable cognitive dimension of teaching- what teachers know, believe and think in relation to their work
Tabachnick & Zeichner (2003)	teaching perspectives	a coordinated set of ideas and actions used in teaching

Adapted from Borg (2006) & Erkmen (2010)

Besides definitional problems and a proliferation of terms, another matter of concern

for researchers has been whether there is a distinction between knowledge and

beliefs (Phipps, 2010).Some researchers consider belief and knowledge as

inseparable (Calderhead, 1996; Kagan, 1990; Murphy& Mason, 2006; Pajares, 1992;

Smith & Siegel, 2004) whereas some others view beliefs to be more subjective and

implicit, and knowledge to be more objective and explicit. Some researchers used

different terms that combine the two such as "perceptions" (Fenstermacher, 1994), "assumptions" (Woods, 1996) and "insights" (E. Ellis, 2006).

A teacher cognition perspective is involved with how teachers themselves construct ideas and concepts. For the followers of this perspective, there may not be a clear-cut separation between knowledge and beliefs in the minds of teachers (Andrews, 2003; Pajares, 1992; Phipps, 2010; Tsui, 2003).Their claim is that knowledge and beliefs may be seen as separate constructs only if knowledge is to be seen as truth. Yet, from the teacher cognition perspective, knowledge is viewed as a personal construct in teachers' minds (Verloop, van Driel & Meiher, 2001). According to Phipps (2010), "while this stand is unlikely to solve the above epistemological debate, it does reflect a constructivist view of teachers and teaching."(p.17).

Methodological Issues

Sources of Teacher Beliefs

Research in the related literature has highlighted four different sources that have impact on the development of teacher beliefs. The first important source on teachers' beliefs is what Lortie (1975) calls "the apprenticeship of observation" that is the observation they carry out during their student hood years. From primary school onwards, teachers' beliefs about teaching and learning are both positively and negatively influenced by the process of observing their own teachers. Research has shown that by the time pre-service teachers begin their departmental studies; their pedagogical beliefs have already become well-established (Pajares, 1992).

The second essential source of teachers' beliefs is teachers' prior language learning experiences. Several studies highlighted the major role of teachers'

educational biographies in shaping their beliefs (Abdullah-Sani, 2000; Almazra, 1996; Bailey et. al., 1998; Borg, 2005; Borg, 2006; Eisentein-Ebsworth & Schweers, 1997; Farrell, 1999; Hollingsworth, 1989; Johnson, 1994; Numrich, 1996; Richards & Pennington, 1998; Sanchez, 2010; Sato & Kleinsasser, 2004, Woods, 1996). For instance, the study conducted by Bailey et.al. (1996) revealed that participating teachers believed in the importance of the teachers' style and personality, and of fostering a positive learning environment which they themselves considered to be essential in their own language learning biographies.

The third important source of teachers' beliefs is teachers' own language teaching experiences. Several studies have drawn attention to the influence of teachers' own experiences of teaching on their pedagogical beliefs (Breen, Hird, Milton, Oliwer & Thwaite, 2001; Carter, 1990; Calderhead, 1996; Mok, 1994). The related literature has indicated that experienced teachers have a tendency to base their teaching on routines which have developed and reinforced over time (Nunan, 1992; Richards, 1998; Tsui, 2003).

The fourth important source of teachers' beliefs cited in the related literature is teacher education. The impact of teacher education on teachers' beliefs has been a debatable issue. Despite Kagan's (1992) often quoted finding that teacher education has no significant impact on teacher cognition, there is also evidence that it may influence teachers' pedagogical beliefs (Borg, 1998; M. Borg, 2005; Richards, Ho & Giblin, 1996). The figure below indicates the abovementioned four important sources of teacher beliefs and how they interrelate to one another.
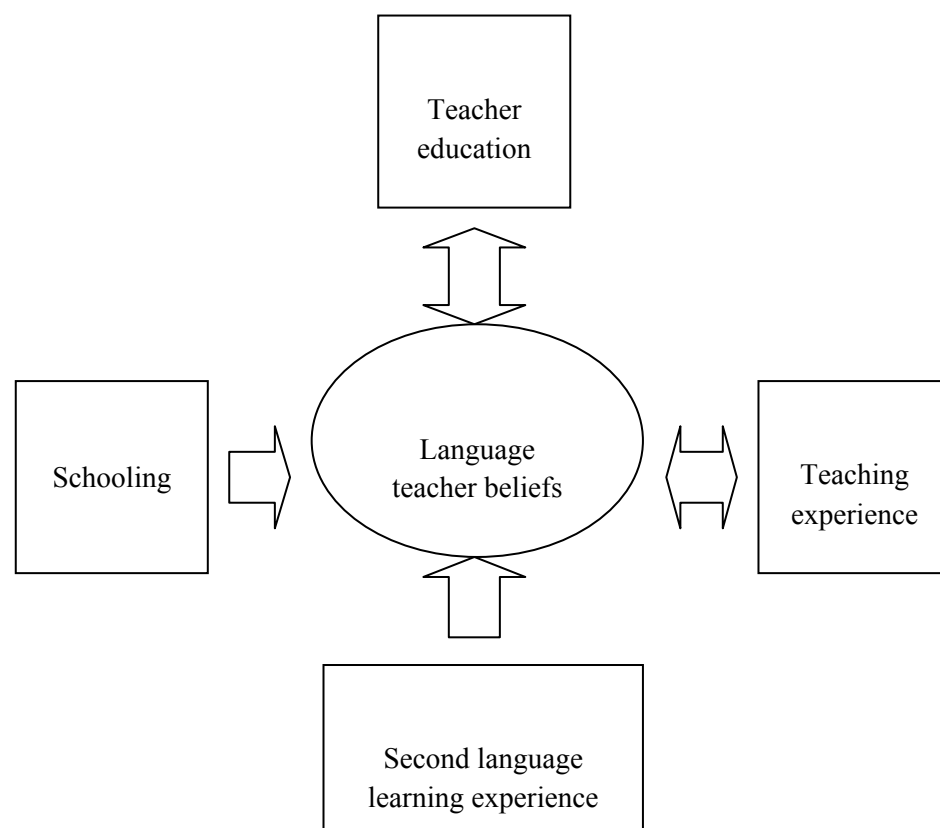
Fig. 1. Sources of teacher beliefs and how they interrelate Phipps (2010, p.18).

The figure shows that schooling and second language learning experience both have a unidirectional relation whereas teacher education and teaching experience both influence and influenced by beliefs at the same time.

<div align="center">Beliefs and Classroom Practice</div>

The issue of teachers' beliefs in relation to classroom practices has generated by far the most interest in the field of L2 teacher cognition research. One particular area of interest has been exploring teachers' decision making processes. The findings of Gabbonton (1999) revealed that experienced ESL teachers' thoughts and decisions were extensively related to some language concerns such as creating contexts for meaningful language use. On the other hand, the study of Nunan (1992) on the interactive decisions of ESL teachers indicated that teachers' instructional decisions

were related little to language concerns. The major concern for the teachers in this study appeared to be issues of classroom management such as pacing and timing of the lessons.

Another particular area of interest has been whether differences in contexts have an impact on varying nature of teachers' instructional decisions. Various studies have investigated the impact of the context – the social, psychological and environmental factors such as school requirements, society's expectations, curriculum, and workload on teachers' classroom practices -on teachers' beliefs. The study of Burns (1996) revealed the external factors to have a key role in teachers' decisions and planning as well as the instructional content of the ESL courses. Likewise, the study of Crookes and Araraki (1999) revealed that workloads and difficult working conditions had a great impact on the pedagogical decisions teachers had made. It was notable that teachers in their study preferred instructional practices that were suitable to the context even if these practices were conflicting with their beliefs.

The research concluded that the relationship between teacher beliefs and classroom practices seems to be highly complex; neither linear nor causal (Fang, 1996) but dialectic (Clark & Peterson, 1986), symbiotic (Foss & Kleinsasser, 1996) and interactive (Richardson, 1996). Furthermore, teachers 'own teaching contexts seemed to have a key role as mediators of learning and teaching (Borg, 2006).

A Review of Teacher Cognition in Grammar Teaching

The study of teachers' beliefs has emerged as an area of inquiry in the past 30 years (Phipps, 2010) and has occupied a substantial place in the field of English language teaching (Borg, 2003). There is a significant body of research on language teachers'

beliefs with regard to the generic processes such as the impact of teacher education, interactive decision-making and the nature of expertise. Over the years, teacher beliefs research has also provided considerable support for the importance of teachers' beliefs in relation to specific curricular domains (Borg, 2006) such as use of technology (Lam, 2000; Lawrence, 2001), vocabulary instruction, (Konopak & Williams, 1994) students' oral production in the classroom, (Cohen & Fas, 2001), internationally-published materials, (Zacharias, 2005) and foreign language reading (Barnyak, Paquette, 2010; Collie Graden, 1996; Varol (2010) and writing instruction (Burns, 1992; Nguyen & Hudson, 2010). However, the attention given to specific curricular domains in teacher beliefs research has been very limited; except in two domains: grammar teaching and literacy instruction (Borg, 2006).

Borg and Burns (2008) argue that "no area of second and foreign language learning has been the subject of as much empirical and practical interest as grammar teaching" (p. 456). Likewise, grammar teaching has attracted considerable attention in the field of teacher cognition. The following section focuses on teacher beliefs research about grammar teaching within the framework of Borg (2003) which categorizes the related studies into three groups. The first group explores teachers' knowledge about grammar. The second group examines teachers' stated beliefs about grammar. The third group investigates teachers' beliefs in relation to their grammar teaching practices. Each group of studies will be reported subsequently.

Teachers' Knowledge about Grammar

Being similar in terms of both purpose and method, studies on native and non-native, potential, prospective and in-service language teachers' explicit or declarative knowledge about grammar constitute an area of inquiry in teacher cognition research.

Beginning from the late 1980s, research has pointed out that the subject matter knowledge of teachers of English is a matter worthy of concern (Andrews, 1994; Bloor, 1986; Chandler, Robinson & Noyes, 1988; Shuib, 2009; Wray, 1993).

In an early study, Bloor (1986) investigated the metalinguistic knowledge of students entering modern language or linguistics courses at two British universities and found out that verb and noun were the only grammatical terms that could be identified by all participants. Similarly, in their examination of levels of grammatical and linguistic knowledge of 99 trainee teachers, Williamson and Hardman (1995) identified gaps in trainee teachers' knowledge about grammar and reported insufficiencies in trainee teachers' metalinguistic knowledge for analyzing language use. Likewise, the results of other studies conducted in the UK (Chandler et al., 1988; Williamson & Hardman, 1995; Wray, 1993) expressed similar concerns for the level of subject matter knowledge of language teachers.

When the issue began to attract attention in the UK, concerns over subject matter knowledge of NNS prospective and in-service language teachers in EFL contexts were not overriding compared to the subject matter knowledge of NS prospective and in-service teachers. NNS prospective and in-service language teachers in EFL contexts were themselves products of an education system that was typically form-focused. They were being trained in an education system that valued their subject-matter knowledge. Yet, in current years, in EFL contexts the growing demand of the number of language teachers trained and employed in the short term and the increase in the use of benchmark tests resulted in having concerns about the quality of language teacher education (Andrews, 2003) particularly regarding NNS prospective and in-service language teachers' subject-matter knowledge.

Andrews (1999) investigated the issue of teachers' metalinguistic awareness as it relates to grammar. He conducted a study with a group of non-native speakers teaching English in Hong Kong secondary schools. He furthered his study by comparing the explicit knowledge of grammar and grammatical terminology of teachers of four different groups: non-native-speaker (NNS) teachers of English, NNS of prospective teachers of English, English native speaker (NS) prospective teachers of two groups: one group with a background in English Studies and the other group with a background in Modern Language Studies. One of the key findings of the study was that "teaching experience may indeed have a significant impact upon the development of a teacher's explicit knowledge of grammar and grammatical terminology" (p. 155). Concerning the comparison of groups of teachers, it was found out that there was a significant difference in performance of NNS teachers and NS teachers in terms of explicit knowledge of grammar and grammatical terminology. NNS teachers of English did significantly better on the administered test than the other group.

In another study, Andrews (2001) examined the language awareness of L2 teachers and its impact on their pedagogical practices. One of the key findings of the study was that the subject-matter knowledge of the teacher is an essential part of the teacher's language awareness yet alone it is not adequate to "ensure the effective application of teacher language awareness in pedagogical practice" (p.76). Revisiting the issues discussed in the study, Andrews (2003) shared his personal view on the nature and scope of teacher language awareness particularly through the discussion of the link between knowledge about language and knowledge of language. He argued that "central to any teacher's language awareness is the closeness of the

relationship between knowledge about language (subject-matter-knowledge) and knowledge of language (language proficiency)" (p.85).

<center>Teachers' Stated Beliefs about Grammar</center>

The second group of studies in teacher cognition research focused on teachers' beliefs about formal instruction of grammar in L2 and FL contexts. Several studies of teachers' beliefs carried out have drawn attention to teachers' tendency to value grammar teaching (Andrews, 2003; Berry, 1997; Burgess & Etherington, 2002; Chia, 2003; Eisentein-Ebsworth & Schweers, 1997; Scultz, 1996; 2001).

Eisenstein-Ebsworth and Schweers (1997) investigated ESL teachers' views about conscious grammar instruction in two contexts: New York and Puerto Rico. The analysis of data elicited through questionnaires and interviews revealed that the majority of teachers believed that grammar should be taught at least sometimes. Teacher in Puerto Rico context were more in favor of conscious grammar instruction than their counterparts teaching in New York. The researchers discussed the more traditional approach teachers in Puerto Rico were exposed to as being one of the reasons of this finding. They argued that as conscious grammar teaching had always been a part of these teachers' language learning experiences; they did not feel a need to abandon it totally.

Also concerned with investigating teachers' beliefs about grammar and grammar teaching, Burgess and Etherington (2002) conducted a study on English for academic purposes teachers working at UK universities. Similar to the previously mentioned study, participating teachers in this study held the belief that formal instruction had a contribution to the development of their students' proficiency. It was notable that participating teachers reported that their students expected deductive

<center>34</center>

grammar teaching though they were more in favor of an integrated, focus-on-form approach to teaching grammar. It was also revealed that the participating teachers' awareness of student variables had an impact on their views about what approach to follow in grammar teaching. Students' prior experience of language learning was noted as one of the student variables influential on teachers' beliefs.

Further insight into teacher beliefs about grammar teaching was provided by the study conducted by Chia (2003). Participating teachers in this study favored formal instruction based on explicit, deductive teaching similar to the findings of the previously mentioned studies.

Though research indicated that teachers have a tendency to value grammar teaching, their reasons of choosing to teach grammar are highly complex (Phipps, 2010). For instance, Borg's (1998) study revealed that participating teachers tended to teach grammar explicitly as they believed it to meet learners' expectations and thereby enhance learning through their involvement and motivation. Likewise, another study conducted by Borg (1999) revealed that participating teachers justified grammar teaching with students' expectations. In another study Borg (2003) noted that the participating teachers tended to teach grammar for various reasons: as they viewed it to be a necessary aspect of language, as they believed students expected it and thereby respond positively to it, as they viewed it to be factor to change the pacing of the lesson and as for diagnostic purposes.

The research reviewed in this part indicated some common findings. First, formal instruction has still been valued and favored in language classrooms mostly in L2 and FL contexts. Second, grammar teaching is influenced by a complex interaction of some factors. As highlighted by Phipps (2010), "Acquisitional,

diagnostic, contextual and psychological factors" (p.29) have an impact on grammar teaching.

<p style="text-align:center">Beliefs and Teaching Practices Regarding Grammar</p>

The last group of studies in teacher cognition research involved the analysis of teachers' beliefs and their actual classroom practices. These studies have drawn attention to the complex relationship between beliefs and practices (Bastürkmen, Loewen, & Ellis (2004), Breen et. al (2001), Borg, 1998; 1999; 2001, 2003, 2005; Burns & Knox, 2005; Farrell, 1999; Farrell & Lim, 2005; Ng & Farrell, 2003).

Borg's (1998; 1999; 2001; 2003; 2005) in-depth case analysis of EFL teachers in Malta have made an important contribution to our understanding of how teachers' beliefs about grammar affect their practices. For instance, teachers were seen to follow explicit grammar instruction even they did not believe in its usefulness in promoting learning (Borg, 1998). Teachers were seen to have an eclectic approach in their teaching. Teachers' instructional decisions were seen to be affected by their confidence of their own language knowledge (1999).

The study of Breen et. al. (2001) also revealed the complex relationship between teachers' beliefs and practices. Their study which was conducted though observation and elicitation procedures in the Australian education context revealed that participating teachers had unique configurations of beliefs and practices at an individual level though at a group level, several of their beliefs were identified as common.

In another study, Ng and Farrell (2003) examined the congruence between the beliefs and practices in grammar teaching of teachers in Singapore. Their findings pointed out varying degrees of congruence between the beliefs and practices of the

participating teachers. For instance, there seemed to be a lack of congruence between participating teachers' stated beliefs about the explicit error correction and the amount of explicit error correction they used. It was argued that the lack of congruence had been due to the contextual factors such as time and the need to prepare students for examinations.

In a similar study, Farrell and Lim (2005) explored the beliefs and actual instructional practices of two experienced primary school teachers. Their findings suggested that participating teachers had a set of complex belief systems which are not always manifested in their teaching practices. While discussing the areas where practices converged with or diverged from beliefs about grammar teaching, Farrell and Lim (2005) argued that the participating teachers had a set of complex beliefs systems that were sometimes not reflected in their actual classroom practices for numerous complicated reasons, some of which were directly related to the context of teaching. These reasons included time factors, participating teachers' reverence for traditional grammar instruction and the influential role of the traditional approach of grammar teaching. In addition, the study revealed that participating teachers were not consciously aware of their classroom practices and the divergences observed in their stated beliefs and classroom practices.

Another study that highlighted the powerful effect of contextual factors on teachers' grammar practices had been carried out by Burns and Knox (2005). They explored two in-service teachers' grammar teaching beliefs and actual classroom practices in Australia. They argued that a range of factors such as teachers' beliefs, their perceptions of their students' needs and curricular constraints have an impact on the way teacher teach grammar.

A study by Baştürkmen, Loewen and Ellis (2004) also illuminated the relationship between beliefs and practices. The findings of their study provided evidence of incongruence both in teachers' own belief systems and between teachers' stated beliefs and their actual classroom practices regarding form-focused instruction. In particular, the inconsistencies emerged with regard to participating teachers' beliefs about the importance of not interfering with the communicative flow of the lesson and their beliefs about the need to focus on errors or to address students' questions with regard to forms of structures. Thus, the participating teachers' beliefs demonstrated inconsistencies. As to the relationship between the teachers' practices on focus-on-form and their stated beliefs, they found out discrepancies between the two. While discussing the findings, the researchers referred to the distinction of technical knowledge and practical knowledge and of espoused theories and theories in use (Argyris & Schon, 1974).

In a study about Turkish English language teachers' beliefs about grammar teaching and their grammar teaching practices, Altunbaşak (2010) put forward that the majority of the participating teachers believed that formal grammar teaching had a value in language learning and supported language development. The researcher highlighted congruence between participating teachers' stated beliefs and their observed classroom practices. Yet, there seemed to be incongruence between the participating teachers' beliefs and observed classroom practices with regard to activity types, the use of grammatical terminology and corrective feedback.

Grammar and L2 Grammar Teaching

Based on one's theoretical orientation to language, there are different grammar definitions. How grammar is defined is essential in terms of determining the way

grammar is taught, L2 grammar being not an exception. Therefore, definitions of grammar and grammar types are important in exploring grammar and L2 grammar teaching.

Defining Grammar

Though the term "grammar" is well-known and extremely used, there are different grammar definitions in the field. In fact, David Nunan (2007) argues that "a satisfactory definition of "grammar" is extremely elusive" (p. 70). For some people, grammar and language are synonymous yet the way language is defined and analyzed has a direct link with how grammar is defined and taught.

As Wardhaugh (1997) asserts that: "the system (or the grammar, to use a well-known technical term) is something that each speaker "knows", but two very important questions for linguists are just what that "knowledge" is knowledge of and how it may be characterized" (p.1). In order to answer these two fundamental questions, there have been numerous theories of language and linguistic analysis. Nunan (2007) has claimed that the most influential theories dominating the field of linguistics are mentalists and functionalists.

Mentalists approach grammar as a psychological phenomenon. According to them, grammar is a highly abstract system of set of rules that generates well-formed utterances at sentence level. They propose that grammar is about the form and its relation to meaning should be rejected.

The leading figure of mentalists is Noam Chomsky (1965) who advanced the idealization of the language system by asserting the distinction between *performance* and *competence*. The former is defined as "the actual use of language in concrete situations (p.4).The latter is defined as "an idealized capacity, an unconscious

knowledge of possible grammatical structures in an idealized speaker-listener".

According to Chomsky, a linguist's task is to characterize what an ideal speaker-hearer in a completely homogenous speech community knows about language. His widely quoted words explain his understanding of linguistic theory and the study of language:

> Linguistic theory is concerned with primarily with an ideal speaker-listener, in a completely homogenous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristics) in applying his knowledge of the language in actual use. This seems to me to have been the position of the founders of modern general linguistics, and no cogent reason for modifying it has been offered (Chomsky, 1965, p.3).

The *competence-performance* distinction echoes Ferdinand de Sausure's (1916) *langue and parole* distinction. Saussure who is known to be the founder of modern linguistics defined language as a system of signs that express ideas (Hamlick, 2008) and distinguished two components of language i.e. langue and parole. Sausure's distinction between langue which is defined as an abstract system of language that is internalized by a given speech community and parole which is defined as the individual use of language has great importance in the field of linguistics. According to Saussure, to be able to approach language as a proper object of study, the problem of language in use should be solved (Larsen-Freeman, 2003).

Functionalists are on the other side of the discussion as they depart from mentalists in terms of their argument based on the inseparability of form and meaning. From the perspective of functionalists, the definition of grammar evolves into a more functional orientation. The term *functional* signifies that the approach has reference to "contextualized, practical uses to which language is put, as opposed

to formal grammar which focuses on compositional semantics, syntax and word classes such as nouns and verbs" (Altunbaşak, 2010, p.10). Thus, functionalists propose a functional view on the nature of language as language also has a social dimension. For them, grammar is defined as "a resource for making meanings" (Nunan, 2007, p.86). Such a definition involves exploration of meaning in social contexts as an object of study unlike mentalists.

The prominent figure of the functionalists is Michael Halliday (1973) whose work represents a contrasting viewpoint to the approaches that value cognitive aspects of language as opposed to its communicative aspects. The core of Halliday's systematic functional linguistics is "context of situation" through "a systematic relationship between the social environment on the one hand and the functional organization of language on the other" (Halliday, 1985, p.11). Halliday has also listed the instrumental, the regulatory, representational, interactional, personal, heuristic and imaginative functions of the language respectively (Brown, 1994).

The synopsis of the definitions of grammar found in dictionaries and introductory textbooks can reflect common understanding of how grammar is defined since they encapsulate the most significant features of grammar. A representative selection of dictionary and textbook definitions of grammar are as follows.

1. The study of sentence structure, especially with reference to syntax and morphology, often presented as a text book or manual.
2. A systematic account of the rules governing language in general, or specific languages, including semantics, phonology, and often pragmatics (The Cambridge Encyclopedia of The English Language, 2004, p.463).

Grammar may be roughly defined as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 1989, p.4).

> [Grammar] is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join clauses to make one sentence (Harmer, 1987).

A brief outline of definitions of grammar shows a considerable variation yet there are also connecting threads found in that variation. A comprehensive review of the definitions of grammar yields two common key points. Referring to these key points, Nunan (2007) states that "the first is that grammar has to do with how words are formed, and secondly, with the ways in which they are combined" (p.71)

<center>Theories of Grammar in Language Teaching</center>

In accordance with their general aims and objectives, the views of English language grammar have been classified as Traditional grammar, Structural grammar, Transformational-generative grammar, and Functional grammar. These views often conflict yet they do not exist in isolation since through time, there have also been several areas of intersection and complement. In respect to the view of grammar held, a specific way of grammar teaching is determined. A brief outline of these prevailing views of English language grammar and how they relate to language classrooms are as follows.

Traditional Grammar

Traditional grammar is a framework for the description of the structure of language through dividing the target language into eight components of speech: nouns, verbs, participles, articles, pronouns, prepositions, adverbs, and conjunctions. It was developed for the analysis and translation of written forms in Greek and Latin (Hinkel & Fotos, 2002) and focused on correctness, linguistic purism and linguistic excellence. It is remarkable that although the comparison and description of world languages at the end of the nineteenth century and the beginning of the 20th century

indicated that the eight parts of speech was not sufficient as a framework, the classroom applications of traditional grammar has still manifestations in language classes today. This is the focus of the subsequent part.

Traditional Grammar and Language Teaching: The Grammar-Translation Method

Prior to the twentieth century, foreign language learning was synonymous with the learning of Latin or Greek in the Western world. Latin or Greek learning was viewed as "mental gymnastics" that promoted intellectuality (Brown, 1994). These languages were taught by means of what is known as the Classical Method. Focusing on grammatical rules, memorizing vocabulary, translating written texts and doing written exercises were the common instructional practices of a teacher following the method.

In the eighteenth and nineteenth centuries, languages besides Greek or Latin were started to be taught at schools through the implementation of the Classical Method. In the nineteenth century the Classical Method came to be referred as the Grammar-Translation Method. This traditional method has been extensively influential in language instruction (Hinkel & Fotos, 2002) though as Richards and Rodgers (2001) have argued that "it is a method for which there is no theory" (p.5).

The main goal of the Grammar-Translation Method is the study of literature through reading and translation of texts. In line with this goal, the method views language as an object to be studied rather than a tool to be used (Celce-Murcia, 1991). Lessons are carried out in the mother tongue of the students with little or no communicative use of the target language. Student's mother tongue is not used only to explain new items but also to enable making comparisons between the target language and the student's mother tongue. Since reading and writing are the primary

focus of study, little or no systematic attention is given to speaking or listening. The basic unit of teaching and learning practice is the sentence. Accuracy is strongly emphasized. Grammar is taught deductively- that is, through the explicit presentation and study of grammar rules, which are later practiced through translation exercises and grammar drills. The form and inflection of words are overemphasized over function and meaning. (Richards& Rodgers, 2001).

Although the Grammar-Translation Method "does virtually nothing to enhance a student's communicative ability in the language" (Brown, 1994, p.17) and is "remembered with distaste by thousands of school learners" (Richards& Rodgers, 2001, p.6), the method is still popular and used in some parts of the world in a modified form. Richards and Rodgers (2001) have clearly stated that "contemporary texts for the teaching of foreign languages at the college level often reflect Grammar-Translation principles" (p.7). The underlying reason for this situation is that the method requires hardly any specialized skills on the behalf of teachers and makes few demands on them since tests of grammar and translation is relatively easier to construct and score (Brown, 1994; Richards & Rodgers, 2001).

Structural Grammar

Structural Grammar, known to be the backbone of linguistics, developed in part as a reaction towards traditional grammar which associated language with philosophy and had a mentalist approach to grammar. According to the traditional approaches, Indo-European languages were considered to represent ideal categories in languages. Yet, triggered by positivism and empiricism, an upsurge of attention started to be given to world languages at the end of the nineteenth century and the beginning of the twentieth century (Richards & Rodgers, 2001).

When linguists began to compare and describe world languages, it was found out that traditional grammar was not applicable as an organizational framework since many of world languages lacked a written form. Therefore; a fundamental shift to the description of sound system occurred in language analysis. Depending on the profound shift of framework, language came to be analyzed through three sub-systems (Larsen-Freeman& Long, 1991): phonology, morphology and syntax (Hinkel & Fotos, 2002).

Finding out that some world languages lacked a written form and human beings learn speaking before writing, structural linguists argued that the primary medium of language is oral. Therefore; an important tenet of structural linguistics was that "speech is language" (Richards & Rodgers, 2001, p. 55). As stated by Hinkel and Fotos (2002), "when this structural view of language was combined with the stimulus-response principles of behaviorist psychology, the audio-lingual and direct approaches to second language learning emerged" (p. 2). The following section focuses on these approaches to English language teaching.

Structuralism and Language Teaching: The Audio-Lingual and Direct Approaches

Audio-Lingualism and related direct approaches, a reaction to the Grammar-Translation Method, appeared in the mid-twentieth century, especially during and after the Second World War, when there was an increase in communication in Europe and therefore development of spoken fluency in foreign languages was required. (Fotos & Hinkel, 2002). The structural view of language, together with the movement in behaviorist psychology, led to emergence of the Audio-Lingual Method.

In line with structuralism, the primary objective of the Audio-Lingual Method is oral proficiency in the target language. Richards and Rogers (2001) state that "language is primarily speech in audiolingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns" (p. 58).

In Audio-Lingualism, very little use of students' mother tongue is allowed. There is too much emphasis on pronunciation and students are expected to produce error-free utterances and their successful responses are immediately praised and reinforced. The language skills are taught as in the order of listening, speaking, reading and writing. Dialogues and drills which are used for repetition and memorization are the most common instructional practices in Audio-Lingual classes (Brown, 1994).

According to Audio-Lingual Method, structures are sequenced by means of contrastive analysis and taught gradually from easier structures to more complex ones to avoid errors (Larsen-Freeman, 2000). Structural patterns are taught through repetitive drills. Inductive analogy which is based on the assumption that knowledge of grammar rules should be acquired through exposure to samples of speech rather than through explicit explanation is followed for grammar instruction. Therefore; there is little or no grammar explanation in Audio-Lingual classes (Brown, 1994).

Though Audio-Lingual Method achieved widespread popularity, this was not to last forever. Audio-Lingual Method was bound to receive criticisms from the theoretical and practical fronts. With the discovery of misconceptions of Audio-

Lingual Method and the rise of criticisms on the structuralist approach to language and behaviorist psychology, the popularity of Audio-Lingual Method waned. It was discovered that language was not really acquired through habit formation. Furthermore, the method was not successful in terms of teaching communicative proficiency in the long term (Brown, 1994; Richards & Rodgers, 2001). It is of high importance to note that Richards and Rogers (2001) have argued that "the concern for grammatical accuracy that was a focus of Audiolingualism has not disappeared, however, and continues to provide a challenge for contemporary applied linguistics" (p. 67).

Transformational-Generative Grammar

In the 1950s, Noam Chomsky began developing his theory of generative grammar which has undergone several changes since then. Refuting the structuralist idea of language as a habit and viewing language as a generative process, the publication of Chomsky's monograph "Synthetic Structures" in 1957 undermined the dominance of structural linguistics (Fotos & Hinkel, 2002). Chomsky (1957) has stated that "grammar is autonomous and independent of meaning" (p.17).

Chomsky's approach to the study of language known as *Universal Grammar* originally proposes that the fundamental properties of language are determined from innate aspects of the human mind and from how human beings process experience through language. Chomsky (2000) has argued that:

> Evidently each language is the result of the interplay of two factors: the initial state and the course of experience. We can think of the initial state as a 'language acquisition device' that takes experience as 'input' and gives the language as an 'output'- an output that is internally represented in the mind/brain (p.4).

In Transformational-Generative Grammar syntax is the primary focus. Initially, the claim was that each sentence in a language has two levels in representation: deep structure and surface structure. The former represents the core semantic relations of a sentence and mapped onto the latter trough transformations. Later, two additional levels, logical form and phonetic form, are added. In the 1990s, Minimalist Program, which abandoned deep and surface structures, was sketched out. Richards and Rodgers (2001) have indicated that:

> Formal transformational/generative linguistics, which previously took syntax as the primary focus, now gives more central attention to the lexicon and how the lexicon is formatted, coded, and organized. Chomsky, the father of contemporary studies in syntax, has recently adopted a "lexicon-is-prime"position in his Minimalist Linguistic theory" (p.132).

As a well-established theory of language, Transformational-Generative Grammar, particularly Universal Grammar approach, is very influential in linguistic and acquisition research fields. It has enabled researchers to take key steps towards exploring first language acquisition (Brown, 1994). Yet, it is important to remind that its major concern is not second/foreign language acquisition or teaching. Therefore; Transformational-Generative Grammar has not aimed to provide an alternative language teaching method and has little direct classroom application. The Universal Grammar view of the learner which may be summarized as "the learner as the possessor of a mind that contains language" (Mitchell & Myles, 2004, p. 94) may be listed as one of the insights gained by the theory.

Functional Grammar

The problem of inadequacy in relevance and meaningfulness of traditional grammar and traditional teaching approaches led to alternative theories. As traditional teaching

approaches began to fall out of favor and linguists began to realize that detaching

cognitive and affective frameworks was inadequate at accounting for the functions of

language and capturing meaning, a new theoretical position was taken (Brown,

1994). According to this new position, language was viewed as a "vehicle for the

expression of functional meaning" which was fully subscribed by the communicative

movement in language teaching (Richards & Rodgers, 2001). Functional grammar is

the name given for the new group of linguistic theories among which Halliday's

Systemic Functional Grammar is the most influential one.

Michael Halliday developed Systematic Functional Grammar in 1960s to

understand how the language works and to analyze language in use. According to

systematic functional model of grammar, language is a resource for the construction

of meaning and grammar is a part of this resource for making meaning in the form of

wordings (Halliday, 1994). The position of prominence is given to functions of

language. Halliday (1975) has described seven language functions which are not

mutually exclusive as follows

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others
3. the interactional function: using language to create interaction with others
4. the personal function: using language to express personal feelings and meanings
5. the heuristic function: using language to learn and to discover
6. the imaginative function: using language to create a world of the imagination
7. the representational function using language to communicate information. (p. 11-17, cited in Richards & Rogers, 2001, p. 160)

The dramatic shift of emphasis to the functions of the language with major emphasis

given to the purposive nature of language had an impact on foreign/second language

teaching. It has been proposed that a clear understanding of how to use these

functions should be gained in second language learning and the forms of language used to serve the functions must be part of the second/foreign language learners' linguistic repertoire (Brown, 1994). The subsequent part focuses on how functional approaches relate to foreign/second language teaching.

<u>Functional Grammar and Language Teaching: Communicative Language Teaching</u>

The strong emphasis placed on the semantic and communicative dimension of language by Functional Grammar had an impact on foreign/second language teaching in terms of focusing functions of language rather than on mere mastery of grammar rules. The most considerable influence of the functional view of language in English language teaching is exposed to in communicative language approach.

Brown (1994) has characterized the present era with the recent efforts of being engaged in communicative teaching. The impacts of traditional and structural approaches to language teaching which emphasized structure over meaning and transformational-generative grammar which focused on the speaker's competence were challenged by "communicative competence". The term, coined by Hymes, is a reaction against competence-performance distinction of Chomsky. Hymes' (1972) theory of knowing a language is broader in scope compared to Chomsky's view of competence which focuses primarily on abstract grammatical knowledge. Hymes has argued that acquisition of communicative competence entails both knowledge and ability for language use with regard to

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation possible
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (1972, p.281)

Two of these components offered, appropriacy and probability, had great impact on communicative foreign language teaching, suggesting that the context and use of language should determine what teachers teach in class.

As Richards and Rogers (2001) have noted that "learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions" (p.160). The main objective of Communicative Language Teaching is to focus on communicative competence rather than limited to grammatical competence. In line with this objective, language techniques are designed to engage students in the pragmatic, authentic and functional use of language for meaningful communication. In relation to its main goal, fluency and accuracy are viewed as complementary principles underlying communicative techniques. Fluency is at a more prominent position compared to accuracy as language forms are not the central focus of study. As noted by Brown (1994), less attention is given to "overt presentation and discussion of grammatical rules" (p.245).

Considering the fact that Communicative Language Teaching was a reaction towards grammar-based approaches (Richards & Rogers, 1986), the strong version of the communicative movement pays no attention to grammar teaching. On the other hand, the weak version of the movement aims to integrate a communicative component into a traditional setting (Allright, 1977). In both versions, grammar no longer occupies the central place it used to occupy in grammar-based approaches.

Grammar teaching is traditionally defined as the presentation and practice of discrete grammatical items. Ellis (2006) provides a broader definition of grammar teaching by noting that

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

The discussion of the role of grammar has been at the heart of language teaching since the confrontation of deductive language teaching pedagogy of Middle Ages (Kelly, 1969; cited in Rutherford, 1987).The debate over grammar teaching has continued on and off ever since, with being given different importance in applied linguistics. The question of whether grammar should be taught was stimulated by early research on naturalistic L2 acquisition, which indicated that there was a natural order and sequence of acquisition followed by language learners (Ellis, 2006). These studies threw doubt on the importance of grammar teaching as researchers argued that learners had their built-in syllabus for learning grammar and therefore grammar instruction had no prior place in acquisition. Krashen (1982) has claimed that learners automatically acquire languages as long as they are exposed to comprehensible input and are motivated.

Chomsky's claim of grammar being a property of mind rather than of language increased the attention paid on the mental properties involved in language use and language learning. In turn, this led to an increasing acceptance of innate heuristics in L2 acquisition and particularly of replicating aspects of naturalistic language learning in L2 education. On the grounds of such developments, Andrews

(2007) highlighted that "the focus of the debate has widened to incorporate such issues as the role of explicit knowledge in second language acquisition and language performance, and whether there is an interface between implicit and explicit knowledge" (p.54). There remains a discussion of some key issues concerning grammar teaching such as explicit and implicit knowledge dichotomy, whether grammar should be taught and if so, when and how.

<div align="center">Explicit/Implicit Knowledge Dichotomy</div>

Explicit/implicit knowledge dichotomy has been a long-standing concern for those interested in the fields of cognitive psychology and second language acquisition. Closely being connected to the distinction between declarative and procedural knowledge, the distinction between implicit and explicit knowledge has been underpinned both in cognitive psychology (Paradis, 1994) and in second language acquisition field (Ellis, 2004). In the related fields, there are many terms used such as "language awareness, metalinguistic phenomena/awareness/abilities, performance, analyzed knowledge, conscious knowledge, declarative knowledge/rules/memory, learned knowledge and explicit knowledge" (Ellis, 2004, p.229).

Ellis (2004) has proposed a working definition of explicit knowledge as "the conscious awareness of what a language or language in general consists of and/or of the roles that it plays in human life" (p. 229) and extended his definition in the L2 context as

> Explicit L2 knowledge is the declarative and often anomalous knowledge of the phonological, lexical, grammatical, pragmatic and the sociocritical features of an L2 together with the metalanguage for labeling this knowledge. It is held consciously and is learnable and verbalizable. It is typically

accessed through controlled processing when L2 learners experience some kind of linguistic difficulty in the use of the L2. (p.245)

Completely contrary to explicit knowledge, implicit knowledge is simply conceptualized as the intuitive and automatic knowledge of grammar (Ellis, 2002). Ellis (2005) has stated that implicit knowledge is "procedural, is held unconsciously, and can only be verbalized if it is made explicit" (p.2154). He has argued that a native speaker may not be able to identify and express a grammatical rule as "probably the bulk of a native speaker's grammatical competence is compromised of implicit knowledge" (p. 162). Yet, native speakers also rely on their explicit knowledge in certain contexts such as contexts that require a careful style or register.

In relation to the argument about the relationship between explicit and implicit knowledge, Ellis (2005) has pointed out three positions: non-interface position, interface position and weak interface position. The first position taken on the issue of explicit and implicit knowledge being completely distinct is espoused by Krashen (1981, cited in Andrews, 2007). Krashen separated learning and acquisition. According to Krashen, learned knowledge which is explicit cannot turn into acquired knowledge which is implicit.

The second position known as interface position is in direct contrast with the non-interface position. DeKeyser (1998) has argued that it is likely for one type of knowledge to turn into another. In relation to foreign/second language learning, proponents of interface position argue that if learners have considerable opportunity for communicative practice, it is likely that explicit knowledge may turn into implicit knowledge. In other words, grammar rules explicitly presented may turn into implicit knowledge as a result of plenty of communicative practice.

Proponents of the third position referred to as the weak interface position claimed that explicit knowledge facilitates some processes such as noticing and noticing the gap (Schmidt, 1994). Ellis (2005) has asserted that "explicit knowledge of a grammatical structure makes it more likely learners will attend to the structure in the input and carry out the cognitive comparison between what they observe in the input and their own output" (p.215). Whichever position is taken, as Andrews (2007) reminds us, the explicit/implicit knowledge dichotomy continues to be a concern for L2 acquisition theorists and researchers as "the distinction between on the one hand applying rules of grammar successfully in production and comprehension, and on the other hand being able to explain those rules is of considerable significance for the L2 teacher" (pp.15-16).

Given the preceding overview of the explicit/implicit knowledge dichotomy, there are different approaches to grammar teaching supported by non-interface, interface and weak interface positions. The non-interface position prioritizes meaning-centered approaches and supports a zero grammar approach. The interface position rests on the idea that grammatical structures should be first represented explicitly and then practiced until the knowledge becomes fully proceduralized. In line with this idea, the interface position leads to PPP i.e., present, practice and produce. The weak interface position also offers support to attend to grammatical structures through employment of consciousness raising tasks (Ellis, 2006).

Although different approaches to language learning determine different orientations to grammar teaching, the vexed question of whether teachers should teach grammar at all (Krashen, 1981; Pienemann, 1985; Lightbown & Spada, 1990) has been fairly conclusive. Today's discussions are no more centered on whether grammar should be taught or not but focused on at what stage grammar instruction

should be given, with what intensity grammar instruction should be taught and whether grammar instruction can be integrated into meaning-focused instruction (Ellis, 2002).

Options in Grammar Instruction

It has been highlighted that the acquisition of grammar should embrace both form and meaning as it requires students' production of both communicatively and grammatically correct sentences (Batstone & Ellis, 2009). Yet, how this will be put into practice is a continuing debate. Long (1991) has proposed a new concept of "grammar instruction, "focus on form" and grouped form-focused instruction into two kinds based on where the primary concern of the instruction is.

The first kind of instruction, focus on formS, has been described as a kind of grammar instruction that aims to teach pre-selected language forms in isolation. The focus is primarily on linguistic forms rather than on the meaning. Lessons following a focus on formS instruction involve mainly mechanical work on the linguistic items with little or no communicative use. In the related literature it has been indicated that the use of grammar instruction based on focus on formS speeds up the rate of learning and it has beneficial effects on long-term accuracy (Ellis, 1994; Long, 1991; Lightbown, 1998). The second kind of instruction, focus on form, has been identified as grammar instruction that encourages meaning focused use of forms. It requires students to notice and comprehend grammar structures in meaningful communicative activities.

There has been a great deal of interest in the terms and distinctions made. Ellis (2001, 2006) has argued that there are three broad types of form-focused instruction. He identified focus on formS as "instruction involving a structure-of-the-

56

day approach" (2006, p.100). The activities are directed at single grammatical structures. He identified focus on form as entailing "a focus on meaning with attention to form arising out of the communicative activity." (2006, p.100). This focus can be planned or incidental.

The Relationship between Teaching and Learning

Kern (1995) argues that "insiders" (learners, teachers, teacher-trainers, materials developers, researchers, specialized agencies, consultants) as well as "outsiders" (learners' peers and families, administrators, lawmakers, government officials) all bring their unique sets of beliefs and attitudes to bear situations and decisions related to language learning and teaching." (p.71). It has been long recognized that learners' conceptualizations, imbued with their feelings, attitudes and experiences may have a profound influence on learning behavior. In line with it, a learner-centered approach to education which requires valuing learners' opinions about their own learning has become prominent in the field of education. Yet, how the connection between learning and teaching has been conceived is still a debatable issue. Following Freeman and Johnson (2005), this section overviews the history of how this connection has been conceived in the related literature around three key conceptions of the relationship.

The first theoretical conception which has been the central conception of the relationship between teaching and learning is summarized as teaching leads to students' learning. This causal conditionality has permeated the field of education since 1960s. Its theoretical roots have been in the product-process research paradigm (Dunkin & Biddle, 1974) and have centered on behaviorism. It has also gained popularity in the public discourse. In this frame students' learning is viewed as

students' performance which can be assessed by standardized measures. The basic argument is that if the teacher teaches well, students will learn it well. Though the formulation is simplistic, it continues to be dominating education systems.

The second theoretical conception rests on the argument that teacher training leads to good teaching which is connected to students' learning. Its theoretical roots have been im cognitive research paradigm. Freeman and Johnson (2005) have identified this theoretical conception as "reasoned causality". The underlying idea is that if the teachers are trained better, they will have successful classroom routines which lead to better teaching. Freeman and Johnson (2005) have argued that "the role of the teacher has changed in this frame; she or he is now a thoughtful decision maker, a user of informed technique, but nothing has changed from students' perspective." (p. 79).

The third theoretical conception, in essence, argues that teacher learning will lead to classroom activities which are related to students' learning. It rests on the notion of a relationship of influence. The dynamic relationship includes three levels; teacher learning, classroom activity and students' learning. Freeman and Johnson (2005) have discussed that in this perspective "it is the constantly shifting perspectives of the participants that drive the activity." (p. 80). In their study that aimed to examine students' learning beyond the conventional evidence such as test scores, homework assignments and examinations, Freeman and Johnson (2005) elicited how the participating students experienced the activity of teaching and learning French. Their findings indicated that the participating students seemed to view their own learning of French mediated by a particular physical tool, the OHP. They argued that "we need to look beyond what we can see, the behaviors and measurable performance of teachers and students that make up most of the day-to-

day studies of the classrooms. We have to examine how teachers and students think in and about the activity of teaching and learning." (p. 94-95).

One of the schools of thoughts in psychology that attached importance to the inner world of the students and emphasized the place of the individual's thoughts, feelings and emotions at the forefront of human development has been humanism (Williams & Burden, 1997). There have been a number of different language teaching methodologies in the ELT field that have followed a humanistic approach such as the silent way, suggestopedia and community language learning. These methodologies have all emphasized affective factors of learning and language as essential. They have been all concerned about treating the learner as a whole person, and the importance of establishing a learning environment which minimizes anxiety and fosters personal security (Williams and Burden, 1997).

Summary

This chapter presented the related literature reviewed for the study. Although a large body of research concerning teachers' beliefs and practices exists, little has been explored as to the relationship between teachers' beliefs, practices and their students' learning. Researchers have recommended that the focus of the research should be comprehensive enough to connect research on teacher beliefs and research on student learning (Borg, 2006; Freeman & Johnson, 2005; Pajares, 1992; Thompson, 1992). Based on the limited available research on the topic of how students, the natural agents of the learning activity, see and experience their own learning and how this internalization interacts with their teachers' pedagogical beliefs and classroom practices. Based on the limited available research on this issue, this study sought to contribute knowledge in the area.

CHAPTER III

METHODOLOGY

"Under normal conditions the research scientist is not an innovator but a solver of puzzles, and upon puzzles which he concentrates are just those which he believes can be both stated and solved within the existing scientific tradition."

Thomas Kuhn

The preceding chapter demonstrated an exploration of teacher cognition research has generated findings that are of great importance in deepening our understanding of the nature of teachers' thought processes and instructional actions, the sources of teacher beliefs and the congruence and/or incongruence between teacher beliefs and teacher classroom practices. I have argued that the focus of research has not been comprehensive enough to include how students see and experience learning and how this process interacts with teachers' pedagogical beliefs and classroom practices.

The purpose of the present chapter is to address the methods and procedures that were used in developing and conducting the present study. The chapter consists of four sections which present the research questions, my research approach, the research design and methods I used and the data analysis procedures I followed in this study.

Research Questions

This study attempted to contribute to deepen our understanding of the interplay between teachers' pedagogical beliefs, practices and students' learning experiences regarding L2 grammar by investigating the issue through the experiences of a non-native English language teacher and her students using a case study design, over a period of three months. Particularly, it aimed to answer the following questions:

60

Using a case study research, this study attempts to answer the following questions:

7. What pedagogical beliefs does a non-native English language teacher hold regarding L2 grammar?

8. What are the sources of the teacher's pedagogical beliefs regarding L2 grammar?

9. What are the teacher's classroom practices regarding L2 grammar?

10. What is the relationship, if any, between the teacher's pedagogical beliefs and classroom practices regarding L2 grammar?

11. How do the students of the teacher see and experience L2 grammar learning?

12. What is the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experience regarding L2 grammar?

<div align="center">Research Approach</div>

<div align="center"><u>Philosophical Position</u></div>

As in all research, consideration must be given to the description of the philosophical position that frames the research tradition or paradigm both in terms of ontology which studies the nature of reality and epistemology which studies the nature and scope of knowledge. The ontological and epistemological standpoints of a researcher determine the methodological design of the study. I designed this study within a constructivist-interpretive framework. This section gives a brief overview of the characteristics of my philosophical stance that have determined the basis for my methodology in this study.

<u>Ontology</u>

Ontology is the study of the nature of being, existence or reality. The ontological stance I took in this study is constructivist, relativist and subjectivist. Constructivism asserts that reality is a personal and social construct. (Williams & Burden, 1997). In constructivism, it is asserted that "we as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (Fosnott, 1996, p. 23). This study adopted a constructivist approach as its ontology through the exploration of how case participants themselves construct and perceive their own realities concerning L2 grammar teaching and/or learning.

Relativism acknowledges that reality is relative and thus there is no unique or true description of reality. According to relativists, the truth is relative to individuals, cultures or conceptual schemes. This philosophical tenet accords primacy to multiple conceptions of reality and the idea that each individual perceives, interprets and constructs reality in different ways (Guba & Lincoln, 1994). This study adopted a relativist approach as its ontology by exploring case participants' own perceptions of reality concerning L2 grammar teaching and/or learning.

Subjectivism posits that reality depends on an individual's subjective awareness of it. In subjectivism, it is acknowledged that perception is reality and that there is no absolute reality that exists independent of perception. This study adopted a subjectivist approach as its ontology. Given that the researcher is the primary instrument in data collection and analysis in qualitative research (Merriam, 2009), it is logical to adopt this approach as the ontology of this study, recognizing that all observations and interpretations are subjective (Stake, 1995).

Epistemology

The subject of epistemology is the study of the nature and scope of knowledge. Epistemology is concerned with the questions of what knowledge is, how knowledge is acquired and how human beings know what they know. The present study is positioned as constructivist-interpretive and fallibilist regarding epistemological assumptions.

Constructivist-interpretive epistemology asserts that knowledge is an individual and social construct generated from the interactions between individuals' experiences and ideas. Concerning interpretive research, Merriam (2009) notes that "researchers do not "find" knowledge, they construct it" (pp.8-9). Stake (2010) acknowledges that "in qualitative research, many of us take a constructivist view that there is no true meaning of an event; there is only the event as experienced or interpreted by people" (p.66). Likewise, this study aims to explore the case participants' interpretations of L2 grammar teaching and/or learning rather than being concerned with exploring any objective reality.

The fallibilist epistemological position stresses the provisional nature of knowledge which claims that knowledge is tentative and uncertain (Lincoln & Guba, 1985). In this study, I was cautious about claiming definitive conclusions during data collecting, analyzing and reporting.

Research Design

A qualitative approach was used in this research study. This section outlines assumptions of qualitative research and the rationale for choosing qualitative approach as the appropriate methodological paradigm for this study. The following section identifies the main features of qualitative research paradigm.

Qualitative Research Paradigm

Qualitative methodology has been defined in numerous ways. Creswell (1994) defines qualitative research as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (p. 2). Strauss and Corbin (1998) identify qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or any other quantification" (p.10). Denzin and Lincoln (2003) offer a generic definition of qualitative study as "research involving an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p.5).

Denzin and Lincoln (2005) succinctly argue that "qualitative research is difficult to define clearly" (p.6). They extend this comment by pointing to the fact that "qualitative research is many things to many people" (p.10). Yet, in these various definitions, there exists a core set of assumptions that characterize qualitative studies. For example, Merriam (1988) explains six assumptions that undergird qualitative studies as follows:

1. Qualitative researchers are concerned primarily with process rather than outcomes or products.
2. Qualitative researchers are interested in understanding meaning- how people make sense of their lives, experiences, and their structures of the world.
3. The qualitative researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.
4. Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.

5. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.
6. The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details. (pp. 19-20)

Although the lines between qualitative and quantitative paradigms are not completely fixed, various writers have made basic comparisons between qualitative and quantitative paradigms on several dimensions to exemplify ideal features of both paradigms (Creswell, 1994; Firestone, 1987; Guba & Lincoln, 1988; McCracken, 1988).The table below illustrates the common differences between the assumptions inherent in qualitative and quantitative paradigms. This comparison is considered to be beneficial in visualizing the qualitative paradigm assumptions that guided the present study. The assumptions that undergird qualitative research indicated by Merriam (1988) and Creswell (1994) were all considered in the present study.

Table 2. Quantitative and Qualitative Paradigm Assumptions

Assumption	Question	Quantitative	Qualitative
Ontological Assumption	What is the nature of reality?	Reality is objective and singular, apart from the researcher.	Reality is subjective and multiple as seen by participants in a study.
Epistemological Assumption	What is the relationship of the researcher to that researched?	Researcher is independent from that being researched.	Researcher interacts with that being researched.
Axiological Assumption	What is the role of values?	Value-free and unbiased	Value-laden and biased
Rhetorical Assumption	What is the language of research?	Formal	Informal
		Based on set definitions	Evolving decisions
		Impersonal voice	Personal voice
		Use of accepted quantitative words	Accepted qualitative words
Methodological Assumption	What is the process of research?	Deductive process	Inductive process
		Cause and effect	Mutual simultaneous shaping of factors

	Static design-categories isolated before study	Emerging design-categories identified during research process
	Context-free Generalizations leading to prediction, explanation, and understanding	Context-bound Patterns, theories developed for understanding
	Accurate and reliable through validity and reliability	Accurate and reliable through verification

Creswell (1994) p. 5

Rationale for Using Qualitative Approach

I utilized a qualitative approach as I considered it the most appropriate

methodological paradigm for this study for the following intertwined reasons:

1. The nature of the present study's research questions required a qualitative

   approach. The study was explanatory in nature. The aim of the study was

   to understand the interplay between a teacher's pedagogical beliefs,

   classroom practices and her students' learning experiences regarding L2

   grammar for a non-native English language teacher and her students. To

   achieve this goal, the qualitative research paradigm was chosen since this

   paradigm stresses the importance of context, process and participant

   meaning. This paradigm would enable me to get at the meaning the

   participants make of teaching and learning processes and hence would

   provide me with the opportunity to voice the participants' constructions of

   the teaching and learning they experienced in that particular classroom

context. Moreover, designing a case study would provide rich information about teaching and learning processes.

2. My epistemological position led me to employ qualitative methods that would enable me to understand the interplay between a teacher's pedagogical beliefs, practices and her students' learning experiences regarding L2 grammar in an in-depth study.

3. An overview of the related literature suggested the use of the qualitative approach concerning the methodology employed to explore teachers' beliefs, practices and students' learning. Phipps and Borg (2009) argue that qualitative studies have the potential to be more productive in advancing the understanding of the complex phenomena in teacher cognition research rather than methods such as questionnaires. Similarly, Freeman and Johnson (2005) suggest that to map the territory where teaching and learning interact, there is a need to explore beyond what can be seen, to consider the behaviors and measurable performances of teachers and students. They drew attention to the need to examine how teachers and students think about the teaching and learning processes.

<u>Case Study Design</u>

A case study allows for an exploration of individuals or organizations, basically through complex interventions, relationships, communities or programs (Yin, 2003) and it explores a wide variety of aspects of one or a few cases (Neumann, 2006). This study utilized a multiple-case study design in which "multiple cases are described and compared to provide insight to an issue" (Creswell, 2005, p. 439).

The case study design is an adequate research methodology for investigating an educational phenomenon such as an event, person, social group or process (Patton, 1990; Creswell, 1994). Yin (2003) suggests the case study design as the preferred research methodology when (a) "how" and "why" questions are directed in the study (b) the researcher cannot manipulate the behavior of those involved in the study (c) the researcher aims to cover contextual conditions because s/he considers them relevant to the phenomenon under study; or (d) there is not a clear boundary between the phenomenon and context.

The present study attempts to contribute to deepen our understanding of the interplay between a teacher's pedagogical beliefs, classroom practices and her students' learning experiences regarding L2 grammar. For this study, the case study design was chosen because it is the appropriate design if the researcher is interested in the process (Merriam, 1998). Merriam explains that case studies offer "a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (p.41). Case studies are appropriate for describing and expanding the understanding of a phenomenon and they are often adopted to study people and programs, particularly in the field of education (Stake, 1995).

Considering its strengths, a case study design is particularly appealing for applied fields of study (Merriam, 1998) and has the potential to refine our understanding (Stake, 1995) of the phenomenon in educational contexts. Moreover, a case study provides the opportunity for the participants to express and share the meanings they construct with the researcher. As a research methodology, the case study design is appropriate for the studies that aim to explore the participants' meaning making. As put forward by Merriam (1998), a case study design "offers

insights and illuminates meaning that expands its readers' experiences. These insights can be constructed as tentative hypothesis that help structure future research; hence case study plays an important role in advancing a field's knowledge base" (p.41).

Concerning the types of case studies, this study adopted a multiple-case study design. The merits of a multiple-case study design are indicated in the related literature. For example, Yin (2003) claims that "even if you can do "a two-case" case study, your chances of doing a good case would be better than using a single-case design" (p.53). Merriam (1998) argues that "the inclusion of multiple cases is, in fact, a common strategy for enhancing the external validity or generalizability of your findings" (p.40).

I selected the multiple-case study design because it enabled me "to show different perspectives of the issue" (Creswell, 2007, p.74). A multiple-case study design allowed me to compare and contrast six single cases that were bounded by time and space (Creswell, 2007). Moreover, it enabled me to "collect as many detailed specifics from the research setting as possible, then set about the process of looking for patterns of relationship among the specifics" (Hatch, 2002, p. 10).

According to Creswell (1998), the typical format for reporting case studies should first cover a within-case analysis which describes each case and its themes. Following the within-case analysis, there should be a cross-case analysis, followed by "a report of learned lessons" (p. 63). In the following chapter, I will provide these analyses in the order suggested by Creswell (1998).

Sample Selection

Sampling is simply defined as "the selection of a research site, time, people and events" (Burgess, 1982, p.76 cited in Merriam, 1998, p.60). This study utilized purposeful sampling (Patton, 1990), the most common form of nonprobability sampling (Merriam, 1998). Among the purposeful sampling types, convenience sampling was employed for the purposes of the study. Purposeful sampling allows you to select individuals who might demonstrate different perspectives of the problem (Creswell, 1998, p.62). Therefore, an effective non-native English language teacher and six of her students who varied in their performances in English language learning were selected. Participating students ranged from very successful students to underachievers in class.

Initially, I contacted the head of the foreign languages department of the university I had been working at and received a written consent for conducting the study in her department. (See Appendix B) I asked her to identify effective non-native English language teachers among her staff members with the following criteria:

- At least three years of teaching experience
- A degree in English language teaching
- Personality traits of being responsible, whole-hearted and reflective
- Teaching a grammar course at the time of the study

The head of the department gave me three names and I asked her several questions to get a sense of whether the teachers she mentioned fit my criteria.

During the second phase of sample selection, I examined the curriculum vitae of three teachers, conducted an informal interview with each and conversed with their colleagues and ex-students. Without revealing the aim of the study, I informed these teachers that I was looking for a teacher who would be open to being observed, interviewed, video recorded and keeping reflective notes about her/his teaching. When all the information I solicited was considered, I chose Suna (a pseudonym) as the participating non-native English language teacher. Suna volunteered to take part in the study and signed the Informed Consent Form (See Appendix C).

During the last phase of sample selection, six students in the English grammar course given by Suna were selected as the participating students through the determining factors of convenience and purposeful sampling. Three major criteria were established. The criteria for selection included:

- Attending the grammar course given by the participating teacher
- Being either a successful student or an underachiever regarding English language proficiency
- Being reflective

These criteria were established in selecting the participants in order to ensure that learning and teaching would occur in the setting the study was conducted. Otherwise, there may not have been an appropriate learning and teaching environment for both the participating teacher and students. The criterion of reflectivity was of high importance in terms of being able to gather insightful data about the phenomenon from both the participating teacher and students.

During this initial period of sample selection, I contacted all the students enrolled to Suna's grammar course and they all signed the Informed Consent Form

(See Appendix D). The participating student selection took place after one week of classroom observation and it was based on field notes, Suna's comments and the reflectivity demonstrated in the reflective notes and learning diaries kept by the students. Out of 27 students, initially seven students were chosen. One student, who initially agreed to take part in the study, later informed me that he had no time to be involved in the study. Hence, the data analyzed for the present study were gathered from one non-native English language teacher, Suna, and six of her students.

<div align="center">Setting and Participants</div>

<div align="center">The Study Site</div>

This study was conducted in a preparatory classroom of a private university's Department of Foreign Languages in Istanbul, Turkey. Although most universities are state-run in Turkey, there are some private universities that are funded by some foundations. The private university where the present study was conducted was made up of nine faculties, two vocational schools and three institutions. The main campus of the university was located a significant distance from the city centre of Istanbul, where it stretched over an area of 100 hectares. In the campus, there were nine buildings within the large tree-filled compounds. In addition to faculty buildings reserved for education, there was student housing providing accommodation and areas that were specifically reserved for social, cultural and sporting events.

During the year of data collection, 2010, the language of instruction in the university was Turkish for some undergraduate departments such as law, medicine and psychology and English for some departments such as English language teaching, international relations and computer engineering. All students, irrespective of their program, were required to provide proof of their English language

knowledge. When students enrolled in their departments, they were required to take the Proficiency Exam administrated by the university. As pertaining to the regulations of the university, intensive English education was provided to all freshmen students whose English language proficiencies were inadequate before they would be permitted to begin their departmental studies. Students would receive one-year intensive English language education unless they obtained a score of 70/100 on the proficiency exam. Besides the Proficiency Exam, the exemption scores were established as a minimum of 80 for students who had taken the TOEFL IBT and a B minimum for those who had taken the FCE.

Despite years of studying English at schools, some students still have little knowledge and a poor command of English and there exists a need for the department of foreign languages to offer programs that can bring students' English proficiency levels up to the required standards. This study was conducted in one of the preparatory classrooms for students who will go on to pursue their education in departmental programs taught in English. The one-year intensive English language program aimed to develop students' proficiencies in grammar and four skills i.e. reading, writing, listening and speaking. The goal of the program was supporting students to be able to follow the English medium program in their respective departmental studies and/or to be able to read, write and speak in English about their respective fields.

The students were grouped in three levels based on the score they got from the Proficiency Exam. The total number of language instruction per week was 28 hours at the time of the study. Consecutively, A, B and C level students received 20, 10, and 8 hours of English language grammar instruction. Lessons were divided into 40 minute periods. Over the course of the academic year, students took three written

and three oral exams. At the end of the academic year, the students took a final exam that determined their eligibility to begin their departmental studies.

All teachers, including the participating teacher of this study, taught full-time (20-25 hours per week) in the university's preparatory program at the time of the study. Students were mostly aged between 19 and 21. Class sizes in the department ranged from 20 to 27. The teaching context was a monolingual classroom setting in which most teachers and all students were non-native speakers of English.

The department of Foreign Languages aims to educate students to become self-confident, creative and able to interpret academic publications in English. The department's understanding of education was perceived as providing English language education on the most advanced level by means of innovative and creative methods in foreign language education.

The Profiles of Case Participants

After the selection of case participants, I conducted a semi-structured interview with each participant. The information gained through these semi-structured interviews served to construct a profile for the each case participant. These profiles included demographic information, general information about their English language learning backgrounds, and information about their current education status. I used this information to develop a character for each participant.

The characterization method is employed with an effort to enable readers to develop an image or personality that they associate with each case participant. Taking into consideration the fact that qualitative research focuses on multiple meanings and interpretations (Lincoln & Denzin, 1994; Merriam, 1988), I aimed to narrate participant profiles to allow the experiences of case participants to be

74

recreated and their voices to be heard by the readers. Using a narrative form, I documented their experiences in accordance with the interview data I gathered and analyzed. With regard to the data to be included, I based my narration on general information about the English language learning backgrounds of the case participants in order to shed light on their current English language learning experiences. I will provide the profiles of case participants as the first part of the chapter on data analysis and results.

My Role as a Researcher

My role as a researcher in the present study was a nonparticipant observer (Merriam, 1998). Creswell (2002) states that a "nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. The nonparticipant observer is an "outsider" who sits on the periphery or some advantageous place to watch and record the phenomenon under study (i.e., the back of the classroom)" (p.212). During the data collection phase of the study, the case participants were not informed about the precise focus of the study but they were made aware of the fact that as a researcher I was interested in L2 grammar instruction. This was done deliberately to minimize any effects regarding "the observer's paradox" (Labov, 1972). During my observations I noticed that the participating teacher seemed very comfortable with my presence in her class because she never came to me or tried to peek at my observational notes. Yet, the students of the classroom seemed aware of my presence during the first week of data collection. I occasionally caught some of the students looking through my observational notes and trying to make eye contact with me. However, as time passed, the students started feeling more relaxed in my presence. As I became a regular member of their

class, they forgot my presence as an observer in the class. Therefore, I could easily observe their class activities and interactions.

Research Methods

Data collection techniques and procedures

Qualitative methods include three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents. (Patton, 1990). The following sections summarize each of the data collection instruments and procedures used in the study.

Table 3. Stages and Focus of Data Collection

	Method	Duration	Focus
Observation	Fieldnotes	11.03.2010 - 23.06.2010	Teacher and students/Teacher's classroom practices/Students' English language learning practices
Verbal Commentaries	Background interviews	04.03.2010 - 18.03.2010	Educational backgrounds/experiences as an English language teacher or students/Reasons for EFL learning or teaching/Influential teachers
	Semi-structured interviews	11.03.2010 - 30.06.2010	Beliefs about English language teaching and learning/Characteristics of effective and ineffective English language teachers that stand out in their memories/Students' learning processes
	Informal conversational interviews		
	Stimulated recall interviews	10.06.2010 - 23.06.2010	Achieving the objectives of the lesson/strengths and weaknesses of teaching/divergence from lesson
Written Commentaries	Teacher reflective notes	11.03.2010 - 23.06.2010	Reflection on anything related to English teaching and learning processes, themselves and the relationship between the teacher and students and class
	Students'		
	Student academic diary	01.02.2010 - 09.04.2010	
Documents and Supplementary Data	Photographs	11.03.2010 - 23. 06. 2010	Document analysis on L2 grammar teaching and learning/Objectives of the course/Classroom environment
	Worksheets		
	Syllabus		

The tools that were used for data collection of this study were background interviews, semi-structured interviews, classroom observation, stimulated recalls, teacher reflective notes, student academic diaries, written tasks, document collection and supplementary data collection (See Table 3).

Observation

Classroom Observation

Regarding the relationship of researcher to those being researched, unlike the quantitative paradigm, in qualitative studies researchers interact with the people whom they study. This interaction may assume the form of living with or observing them (Creswell, 1994). Classroom observation is defined as "non judgemental description of classroom events that can be analysed and given interpretation" (Gebhard, 1999, p.35).

The major advantage of observation is its directness. Observation enables researchers to capture "live data from live situations" (Cohen et al., 2000, p. 305). Adler and Adler (1998) put forward that "researchers must actively witness the phenomena they are studying in action" (p. 80). Observation provides the researcher with the opportunity to enter and comprehend the situation that is being described (Patton, 1990 cited in Cohen et al., 2000, p.305) to an extent which is not possible through the exclusive use of the verbal commentaries participants have given through interviews. In the teacher cognition research, as Borg (2006) reported, the goal of observation is "to collect descriptions of real or simulated planning and teaching which can be compared to previously stated cognitions and/or provide a concrete context for the subsequent elicitation of cognitions" (p.168).

As discussed in the section on the philosophical position of this study, my participants' actions in their natural setting and their meaning-making was of great importance when my ontological and epistemological position was taken into account. With regard to the purposes of the present study, being in direct contact with my participants was necessary. Particularly, observation was used as a means of focusing on what was happening in the context of teaching and learning L2 grammar and gaining an in-depth understanding of that context. The purpose of the observation in the present study was not to evaluate the teacher or the students.

I conducted sixty-five 40-minute observations of the participants' grammar classes over a period of three months. In total, I did approximately 43 hours of observation in the context. The observations were stretched over several weeks, from March 2010 to July 2010, to minimize the observer effect (Creswell, 2007). All of my classroom visits were pre-arranged. Yet, in order to reduce the risk of having an influence on the classroom dynamics and to eliminate the chances of going native, that is becoming involved with the context and participants to the extent that I might ignore my purpose as a researcher, I informed the participants that they did not have to make any special preparation as I was not looking for any particular behavior. Therefore, I encouraged them to act naturally and not to think about my presence in the classroom. In time, as I became a regular member of their class, they forgot my presence as an observer and I was then able to easily observe the class activities and interactions.

As a non participant observer, I sat at the back of the classroom and did not interfere with the lesson and social communication taking place in the classroom. I only video recorded two class hours out of 65 to gather data for the stimulated recall

interview conducted with the participating teacher. Besides these instances, during my observations I collected observational data which I gathered as field notes. These field notes were kept in two field note journals. The field notes collected were descriptive and non evaluative in nature. My observations were unstructured; that is, I did not prepare any observation sheets to record and categorize my observational notes. I jotted down both objective and factual information and subjective notes and comments. After class, I also took note of any general impressions with regard to interactions that had taken place during the class. Directly after each observation, I wrote a write-up which included both descriptive and reflective notes (Creswell, 2007). (See Appendix E).

The classroom observations and field notes enabled me to vividly depict the classroom dynamics, the teacher's classroom practices, the students' behaviors and the relationship between the students and the teacher. Moreover, observational data provided me an opportunity to report "vicarious experiences for the readers" (Stake, 1995, p.63). Classroom observation also supported me in triangulating the data gathered in the interviews. Additionally, it helped me to interact with the participants more effectively.

Verbal Commentaries

Interviews

Interviewing is known as one of the most powerful data collection techniques employed for understanding people's point of views, beliefs and attitudes. I conducted 38 interviews with seven participants in total. The types of interviews carried out were background, semi-structured, stimulated recall and conversational

informal interviews. The table below indicates the number and types of interviews

conducted with each participant during the data collection phase of the study.

Table 4. Types and Number of Interviews

Participants	Type of interviews	Number of interviews	Total number of interviews
Suna	Background	1	17
	Semi-structured	4	
	Stimulated recall	2	
	Conversational informal	10	
Bilge	Background	1	3
	Semi-structured	2	
Gül	Background	1	3
	Semi-structured	1	
	Conversational informal	1	
Handan	Background	1	4
	Semi-structured	2	
	Conversational informal	1	
Nergis	Background	1	4
	Semi-structured	2	
	Conversational informal	1	
Seyda	Background	1	4
	Semi-structured	2	
	Conversational informal	1	
Rıza	Background	-	2
	Semi-structured	1	
	Conversational informal	1	

The background, semi-structured and conversational informal interviews lasted from

30 to 60 minutes. They were all recorded on audiotape and transcribed verbatim.

Thus, data were transferred from spoken to written form to facilitate the analysis.

During these interviews, I took anecdotal notes. Anecdotal notes were also taken

directly after conversational informal interviews. In order to reduce the risk of

language blockage, I conducted all interviews in the native language of the

participants, i.e. Turkish rather than the target language, i.e. English.

Background, semi-structured and stimulated recall interviews were all scheduled and in order to ensure that they proceeded properly, I paid careful attention to ensure that I had verified the meeting place with the participants and any necessary equipments such as a tape recorder and batteries. I checked whether all was in order on the scheduled day. All scheduled interviews were held in Suna's office after school. Suna shared her office with three other colleagues but since the interviews were carried out after the school days ended, I managed to create a silent atmosphere for the interviews which all took place one-to-one. Prior to conducting each interview, I informed the participants that the interviews were being recorded and they could discontinue or take a break any time they wanted to. The following sections summarize each of interview type that was conducted and the procedures that were followed.

Background Interviews

After the selection of case participants, I conducted a background interview with each participant. In total, I conducted 7 background interviews. They were all semi-structured interviews. I addressed questions about the participants' demographic information, general information about their English language learning backgrounds, and their current education and/or job status (See Appendix F and G). The information gained through these background interviews served to construct a profile of each case participant. I used this information to develop a character for each participant. It was also beneficial for building rapport and trust with the participants.

Semi-structured Interviews

In teacher cognition research, semi-structured interviews are one form of verbal commentary that gets teachers to talk about their beliefs, thoughts and mental

constructs (Borg, 2006). They are characterized by a set of topics or a loosely defined series of questions. Fontana and Frey (1994) note that semi-structured interviewing allows the researcher to develop a relationship with the participants. They also mention the dialectic nature of knowledge construction in semi-structured interviews enables the researcher to establish a rapport which is essential for the quality of the inquiry. Conducting semi-structured interviews also allows the researcher to further probe areas of interest and provides the researcher with a greater flexibility within the topic range of the interview (Smith & Osborn, 2003).

I conducted 14 semi-structured interviews with the participating teacher and students. The length of theses interviews ranged from 30 minutes to one hour roughly over the course of three months and held at times convenient to the participants. Following Phipps (2010), I preferred conducting semi-structured interviews due to the following reasons:

- The open-ended format allows issues to be explored as they arise;
- The interview can proceed more like a conversation than a formalized exchange;
- It enables issues to be explored in depth, and from participants' perspectives;
- Participants are able to discuss issues they are interested in;
- Greater rapport can be established with participants (p.46).

In the semi-structured interviews I aimed to encourage the participating students to reflect on their L2 grammar learning experiences and I worked to encourage the participating teacher to reflect on her L2 grammar teaching beliefs and practices. The interviews were progressively focused that is each stage of the interview informed the next. Whereas initial interviews were less focused, consisting of more open-

ended questions, later interviews were more structured and focused in relation to the set of headings. This enabled me to explore particular categories of analysis within and across cases. I audio-recorded and transcribed the semi-structured interviews verbatim (See Appendix H). I also took notes during the interviews. Yet, this did not hinder my concentration on the flow of the dialogue between me and the participants. This dialogue was strengthened during informal conversational interviews. I discuss conversational informal interviews separately in the following section.

<u>Informal Conversational Interviews</u>

During the data collection phase of the study, questions occasionally emerged from the immediate context. In order to increase the salience and relevance of the questions directed to the participants, informal conversational interviews were carried out by the researcher. In these interviews, there is no predetermination of the questions and topics before the need to conduct the interview emerges. Though this leads to different information being collected from different people using different questions, conducting informal conversational interviews still adds to the richness and depth of the data elicited from the participants for the purposes of exploring the meaning made by the participants.

I conducted most of the conversational informal interviews with the participating teacher. During break times, we spent time in her office drinking tea or coffee and having daily conversations within which study-related topics emerged. I had similar chances to converse with some of the participating students, but not with all of them. For example, Gül and I crossed paths on the bus from city centre to school. During the forty-five minute drive we talked about many things including her grammar scores and learning process.

My approach to informal conversational interviews can be defined as realistic and non-structured. I valued the chances to conduct conversational informal interviews because they provided opportunities to triangulate the data. When I had these opportunities with the participants, I took notes directly after the conversation took place.

<u>Stimulated Recall Interviews</u>

The stimulated recall interview is one of the techniques used for eliciting verbal commentary from the participants. Calderhead (1981) states that "typically, it involves the use of audiotapes or videotapes of skilled behaviour, which are used to aid a participant's recall of his thought processes at the time of that behaviour" (p. 212). In teacher cognition research, Borg (2006) defines stimulated recall interviews as "a form of interview which involves the use of stimulus to elicit verbal commentaries about the cognitions occurring during previously performed behaviours" (209).

I video recorded two L2 grammar lessons given by the participating teacher in the classroom setting that was used for the study. The duration of the interviews, which were both conducted in Turkish to overcome the language barrier, varied from 35 minutes to 45 minutes. After each recording, I held a stimulated recall interview with the participating teacher at her office one-on-one within two or three days of the recording. Carrying out the stimulated recall interview soon after the observation is of great importance because the teachers can retrieve related information from their short-term memory and avoid reconstructing the missing information (Fang, 1996). For the purposes of analysis, I audio-recorded each stimulated recall interview and transcribed them verbatim.

Both interviews were unstructured with no planned questions to be asked. Prior to the interview, I read a description of stimulated recall interview protocol to the participating teacher. The participating teacher watched the videotapes of two of her grammar lessons and reflected on her teaching. I informed the participating teacher to stop the screening at any point to make comments on her teaching and its relation to students' learning. However, at certain times during the first stages of the first stimulated recall interview, I stopped the screening and encouraged the participating teacher to reflect on either a particular teaching practices of hers or the behaviors of her students. For further elaboration, I asked some key questions as well. Thus, through the utilization of two stimulated recall interviews, I aimed to discover the participating teacher's which beliefs about teaching and learning L2 grammar were enacted during her teaching practices and whether emerging beliefs informed her teaching practices.

Written Commentaries

Teacher Reflective Notes

The participating teacher was required to keep reflective notes that documented her introspection regarding L2 grammar teaching, her students' L2 grammar learning and pedagogical issues. In other words, I asked the participating teacher to write anything and everything she felt and thought about L2 grammar teaching and/or learning that took place in the class during the study (See Appendix I). In order to avoid any breakdown in communication, I informed the participating teacher that she could write the reflective notes in the language she preferred.

The aim of asking the participating teacher to keep reflective notes was to prompt her to consider her L2 grammar teaching practices and beliefs, students' L2

grammar learning experiences and the relationship between them. Simply put, engaging the participating teacher in the process of taking reflective notes was to encourage her to look back on her L2 grammar teaching practices and beliefs together with her students' L2 grammar learning. This data collection technique enabled me to gain an insight into the participating teachers' own interpretations of her teaching and her students' learning.

<u>Students' Written Tasks</u>

For the purposes of the study, the participating students were provided with six written tasks which required thinking about and responding to a question or reflecting and carrying out a task such as writing a short story or drawing a picture (See Appendix J). The participating students informed me that they wanted to use their native language i.e. Turkish while doing the tasks. I did not want there to be any language barrier so I informed them that they were free to choose the language they would like to use.

The first written task asked the participating students to write a paragraph about an instance, an event, an activity or a lesson that they felt, thought of or recognized their L2 grammar learning in that week. The second written task expected the participating students to write about what they thought about and how they felt while answering the questions in the "Use of Grammar" which was the grammar part of the exam administered the week before. They were also asked to share what went through their minds while they were looking over their mistakes after their exam papers had been checked and graded. The third written task requested three adjectives to describe learning English language grammar and three adjectives for the grammar course given by the participating teacher. The forth written task asked the

participating students to write a paragraph about what an outsider would observe the students and the participating teacher doing during a typical L2 grammar lesson in their class. The fifth written task requested students to write a short story taking place in an L2 grammar lesson given by the participating teacher. The last written task, following Freeman and Johnson (2005) expected participating students to first remember a moment in which they felt that the participating teacher supported their L2 grammar learning, second to draw that scene and lastly to provide a short written explanation of the scene.

Student Academic Diary

Journal writing is one of the methods used for eliciting teachers' perceptions of their experiences, beliefs and knowledge of the concepts and terms they associate with particular aspects of teaching (Borg, 2006). There are many studies in the teacher cognition field that have collected data through journals kept by the participants (Bigelow & Ranney, 2005; Johnson, 1994; Numrich, 1996).

Following Bailey and Oschner (1983), I planned to make the participating students keep diaries that would be defined as "a first-person case study that is reported in a journal, an introspective account of an L2 experience i.e. L2 grammar learning this study that reports on affective factors normally hidden from or inaccessible to an external observer" (p.131). Yet, when I got access to the context of the study and informed the participating teacher and students about what was expected from them regarding data collection instruments, they told me that the participating students were already keeping an academic diary for their L2 writing course (See Appendix K). After learning this, I immediately contacted the L2 writing course teacher and studied the format of the academic diaries they had been keeping.

The diary format consisted of open-ended questions that gave students the freedom to express any feeling and/or opinion with regard to their L2 learning including L2 grammar. I decided not to ask the participating students to keep another diary for the purposes of this study, considering the fact that both would have similar purposes and this may dissuade them.

As noted before, the activity of keeping an academic diary had already begun when I entered the context. The participating students continued writing their academic diary throughout this study. I obtained verbal consent from participating students and I talked with their L2 writing teacher to obtain verbal consent to use the students' academic diaries as data for the purposes of the present study. Thus, data were collected from the participating students in the form of an academic diary from February 1st, 2010 to April 9th, 2010, a duration of ten weeks. During these ten weeks, Suna, the participating teacher, was the participating students' L2 grammar teacher. Another important issue that needs to be noted is that not all participating students kept an academic diary for ten weeks. The table below indicates the number of weeks each participating student kept an academic diary.

Table 5. Information about Students' Academic Diaries

Participants	Dates	Number of weeks
Bilge	01.02.2010-09.04.2010	10
Gül	01.02.2010-26.03.2010	8
Handan	-	-
Nergis	01.02.2010-09.04.2010	10
Seyda	01.02.2010-09.04.2010	10
Rıza	01.02.2010-09.04.2010	10

The academic diary format had one section that required participating students express "Things I learned this week and want to use in my writing…" regarding grammar structures and vocabulary. The format also expected participating students to give example sentences. The last section of the academic diary had two open-ended questions: What I learned and did at university last week? What I want to learn or do better next week?

<u>Documents and Supplementary Data Collection</u>

According to Merriam (1988), documents are defined as any form of data that is not collected through interviews or observations. Researchers gather document based data to inform research through triangulation of the data collected by interviews or observations. For the purposes of the present study, I collected various forms of document data to provide additional information about the context of the study and the actual L2 grammar teaching practices in it. These data included the syllabus being followed, the course book being followed, a random selection of worksheets given and power point slides used by the participating teacher, as well as photographs of the school, classroom and the blackboard and brochures given to the students.

<div align="center">Data Analysis Procedures</div>

For the purposes of the present study, all data collected were qualitative. This included field notes, interview transcriptions, written responses to tasks, reflective notes, academic diaries, and document data. I followed the same procedure for analyzing all qualitative data. The table below summarizes the research questions, data collection instruments and data analysis procedures used in the present research.

Table 6. Summary of Methodological Procedures

Research Questions	Data Collection Instruments	Data Analysis Procedures
1. What pedagogical beliefs does a non-native English language teacher hold regarding L2 grammar?	Semi-structured interviews/ Informal conversational interviews/Stimulated recall interviews /Reflective notes	GROUNDED THEORY (Glaser & Strauss, 1967) (to generate theory rather than to test existing theory) pre-coding/coding/theorizing NVIV0-8 (software program) is used to decontextualised and then recontextualised data into thematic groups (free nodes-tree nodes)
2. What are the sources of the teacher's pedagogical beliefs regarding L2 grammar?	Semi-structured interviews/ Informal conversational interviews	
3. What is the teacher's classroom practices regarding L2 grammar?	Classroom observation	
4. What is the relationship, if any, between the teacher's pedagogical beliefs and classroom practices regarding L2 grammar?	Semi-structured interviews/ Informal conversational interviews/ Classroom observation/Reflective notes	
5. How do the teacher's students see and experience L2 grammar learning?	Semi-structured interviews/ Informal conversational interviews/Reflective tasks/Academic diary	
6. What is the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experiences regarding L2 grammar?	Classroom observation/Semi-structured interviews/Informal conversational interviews/Reflective tasks/Stimulated recall interviews/Reflective notes/Academic Diary	

All data gathered from participants were compiled and filed separately under each participant's name. I first transcribed the data verbatim from interviews to Word files. The data gathered through observation, written tasks, academic diaries and document collection were already in Word files or PDF files since I scanned the related data or typed them myself. This procedure enabled me to become more

familiar with the data sets. Later, I exported all data sets to a software computer program called N-Vivo 8 that facilitated the coding and retrieving of data. Creswell (2005) argues that the use of a computer software program supports "the process of storing, analyzing, and sorting the data" (p.234). Likewise, N-Vivo 8 speeded up the process of storing and retrieving of data. It is of vital importance to note that the program did not conduct the analysis.

I read each data set (i.e. interview transcripts, field notes etc.) several times to get the sense of main ideas being expressed by the participants. Initially the statements that were relevant to the research questions were coded. Once the coding phase was completed, I cross-checked different sources of data to identify recurring themes. Looking at recurring themes across the codes informed the next stage of data analysis that required the extraction of themes/categories from the raw data. Basically, the assigned codes were analyzed to reduce data into themes/categories. The table below exemplifies how the codes and the category of the participating teacher's pedagogical beliefs about teaching L2 grammar emerged from reflective notes kept by the participating teacher.

All in all, the analysis of the data involved three phases; pre-coding (transcription of data, initial development of categories), coding (reduction of data, organizing categories into a hierarchy of nodes in N-Vivo 8, checking and refining categories) and theorizing (a cyclical process of interpreting data, drawing conclusions, developing theories).

<div align="center">Verification Strategies</div>

In qualitative research the verification of findings is achieved through procedures that improve the trustworthiness of results. Although there is no specific method

which guarantees valid data or trustworthy conclusions in qualitative studies, some strategies help to increase and evaluate legitimation. In the present study, I engaged in the following strategies:

- Triangulation: Triangulation involves the use of multiple and different methods, investigators, sources and theories to elicit corroborating evidence (Patton, 1990). It aims to reduce the possibility of chance associations and systematic biases. According to Creswell (2005), triangulation may be achieved through corroborating evidence from different types of individual data or different methods of data collection. The present study was a multiple source case study and this lead to the utilization of data triangulation which is defined as the use of a variety of sources in a study. As noted earlier, the data sources of the study included verbal commentaries (background interviews, semi-structured interviews, informal conversational interviews and stimulated recall interviews), classroom observations, written commentaries (teacher reflective notes, student reflective tasks and academic diaries), documents and supplementary data.

- Prolonged engagement: The aim of the prolonged engagement is to conduct a study for a sufficient period of time in order to obtain an adequate representation of the "voice" under study. I conducted sixty-five 40-minute observations of grammar classes which the participants attended over a period of three months. In total, I did approximately 43 hours of observation in this context. Devoting this time for the purpose of observation allowed me to carry out persistent observation which aimed to identify characteristics, attributes and traits that were the most relevant in terms of the phenomenon being explored.

- Transferability: Whereas in quantitative studies researchers aim to reach external validity, in qualitative studies researchers seek to determine transferability. Transferability identifies whether or not the results relate to other contexts and can be mapped onto other contexts (Lincoln& Guba, 1985; Miles & Huberman, 1994). In the present study, to enhance the transferability of the findings I have provided readers with a dense and rich description of the contexts, perspectives and findings. I sought to allow readers to determine for themselves whether or not the results of the present study are transferable to their contexts.

- Clarification of researcher bias: While carrying out the present study as a researcher, I admit that I had certain biases, prejudices and predispositions that may have shaped the interpretation and my approach to the study. At the time, I had worked as an English instructor for 5 years and had given many L2 grammar courses. I had also worked for 5 years as a research assistant in the English Language Department of the private university where the present study was conducted. Today, I'm working as a lecturer in the same department. My experiences regarding English language teaching and my experiences working in the context in which this study was conducted have taught me that teaching is such a challenging job that a teacher may find herself abandoning ideals and taking the easy way out. I view the role of carrying out L2 grammar lessons by using only explicit L2 grammar instruction as the easiest way out since this instruction method does not demand much from the teacher. On the other hand, though I agree with the majority of what communicative language teaching entails, I still believe that explicit L2 grammar instruction is needed to a certain degree if the target

group of students is young adults and adults who aim to improve their

English proficiency level for the purpose of pursuing their undergraduate

studies in English language. During the interviews I consciously tried to

avoid asking leading questions to the participants and also informed them that

I did not expect any particular answer since I was only interested in their

genuine opinions.

Ethical Considerations

In order to protect the rights and interests of participant's researchers should address

ethical concerns before conducting any kind of research (Denzin & Lincoln, 2005;

Dörnyei, 2007; Erickson, 1986; Merriam, 1998). I went through the following steps

to ensure the ethical integrity of the present study.

- Informed consent: To gain access to the context of the present study, I first

  explained to the head of the department my research aims and procedures

  both verbally and in a letter format (See the Appendix A) and then obtained a

  written consent form from her. Prior to the study, I also obtained a signed

  written consent form from each participant that included a brief statement of

  research aims, methods of data collection and the participants' right to

  discontinue involvement in the study (See Appendix B and Appendix C).

- Anonymity: In this study I respected participants' right to anonymity. While

  reporting the study, I used pseudonyms instead of the real names of the

  participants. As claimed by some experts (Dörnyei, 2007; Duff, 2008), this

  was not enough considering the fact that detailed descriptions about the

  context and participants may make the real identities of the participants or the

context predictable. In order to minimize this threat, I simplified some of the details regarding the participants' backgrounds and the context.

- Confidentiality: All data gathered and analyzed for the purposes of this study were and will be kept securely to prevent any outsider's from accessing the information that has been collected. I did not and will not share any data or findings regarding each participant with the other participants. This issue was of high importance considering the fact that participating students shared their opinions with regard to their current L2 grammar teacher and the teacher expressed her beliefs and opinions about the participating students and their learning. In this respect any violation of confidentiality would not only harm the validity of findings but also put the participants in a difficult situation.

CHAPTER IV

FINDINGS

You never really understand a person until you consider things from his point of view.

Harper Lee

The preceding chapter has demonstrated the methodology employed for the purposes of this study. The purpose of this chapter is to present a thorough description of each case and its analysis. For the presentation of the cases the following order is made: First of all, research questions guiding the present study are presented. Next, the profile of each case participant is provided. Finally, findings regarding that particular case are reported.

Research Questions

This study attempted to contribute to deepen our understanding of the interplay between a non-native English language teacher's pedagogical beliefs, observed classroom practices and her students' learning experiences regarding L2 grammar by using a case study design. Particularly, it aimed to answer the following questions:

1. What pedagogical beliefs does a non-native English language teacher hold regarding L2 grammar?

2. What are the sources of the teacher's pedagogical beliefs regarding L2 grammar?

3. What are the teacher's classrooms practices regarding L2 grammar?

4. What is the relationship, if any, between the teacher's pedagogical beliefs and classroom practices regarding L2 grammar?

5. How do the students of the teacher see and experience L2 grammar learning?

6. What is the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experiences regarding L2 grammar?

Case I: Teacher Participant: Suna

The Profile of Suna

I first heard about Suna, the participating teacher in this study, in the office of the head of the foreign languages department. She was highly recommended by the head of the department who told me that she was, "adored both by her students and colleagues, and known to be a magnet teacher among her students"(Informal Conversation).

I met Suna in her office when the senior head of the department introduced us to each other. My first impressions about her were positive based on her full smile and warm and welcoming tone of voice. We did not spend much time together on that first visit and Suna did not talk much. I informed her about the present study and inquired whether she would reply positively if I asked her to take part in this study. She welcomed my question with a smile and told me that she would love to have part in a scientific inquiry.

When the decision of carrying out the study with Suna as the participating teacher was made, I scheduled a meeting with her for the purpose of conducting a background interview. Three days later, Suna and I met again and I took a signed written consent form from her (See Appendix C). In a minute or two, Suna and I began sharing many things related to her life, including her studenthood memories and experiences in the teaching profession.

Suna was a twenty-nine year old female teacher from Turkey working in a private university in Istanbul, Turkey at the time of the study. She had a BA degree in English language teaching from one of the top universities of Turkey. After her graduation, she focused on her professional development as an EFL teacher and attended seminars, workshops and conferences in relation to English language teaching approaches and methods. At the beginning of the study, she was getting prepared for an MA study in a translation program in a state university in Istanbul, Turkey. She mentioned that she aimed to further her education in the field of translation studies because she felt that this would be more motivating for her than considering an MA study in an English language teaching program. The thing that Suna aimed to study in the field of translation attracted my attention. When I asked her to elaborate more on her aim, she told me that she did not want to get an MA degree in ELT believing that there was not much to learn for her in the ELT field as she had a degree in the English language teaching profession. Later, she added that she was interested in translation studies because she was curious about how two languages related to one another and she enjoyed making translations (Informal Conversation).

At the time of the study, Suna had been teaching English for six years. She had worked at a private primary school in her hometown as an English language teacher for young learners during her first year of teaching. Later, due to her marriage, Suna moved to Istanbul and had begun working as an English teacher for teenagers at a private high school. Her next teaching position was in the private university the present study had been conducted. At the time of the study, Suna had been teaching English in that private university for two years.

From the beginning of the background interview, Suna eased into conversation about herself particularly her educational experiences. She recalled many instances from her student hood years which I would later connect to her beliefs and current practices during my analysis (See Foreign language learning experience). Suna was a native speaker of Turkish. She had taken several foreign language courses such as English, German, French and Italian. When she commented on her proficiency level in these foreign languages, she told me that she might identify herself as a beginner in above mentioned foreign languages, English being an exception. She told me that after all those years, her knowledge in German, French and Italian languages deteriorated but added that she could easily refresh her knowledge and could remember many things if she were provided with even a short period of time for revision. She did not identify her level of proficiency in English but stated that she was confident about her knowledge of English.

Suna learned German during her middle school years. At high school she attended an Anatolian teacher high school in which she received English language education as the major foreign language and French language education as an elective foreign language course. During the undergraduate years, she had furthered her education at English and French and also had taken an Italian language course for a term.

Suna's choice of becoming a teacher was not deliberate. She sincerely expressed her feelings about attending an Anatolian teacher high school. "Actually," she said, "It all depended on which way the wind blew. (…) Becoming a teacher was what my sister wanted to achieve. I mean, it was my sister's dream. (…) If she wanted to become a teacher, I thought why not I become one, too?" (Informal Conversation). As Suna continued to talk about her studenthood years, it became

99

apparent that she had an interest in learning foreign languages. Actually, she expressed that the reason of her choosing English language teaching profession was her love of learning foreign languages. Suna's love of studying foreign languages, particularly English, molded her future career while she was at Anatolian teacher high school. She noted that:

> When I began Arife teacher high school, I did not have an opinion of becoming an English language teacher. In fact, in my first year at high school, my grades at chemistry, physics and mathematics were quite high. I might have considered furthering my education in those subjects. On the other hand, my success in prep year…I studied English language very hard and I was really motivated. I love studying about the language (Interview 2: 75-80, Appendix A. 1).

Suna asked herself which subject to teach in the future: "Teaching mathematics or English?" She had an interest in learning foreign languages and considered English a funnier and more enjoyable subject than mathematics. Thus, she decided to become an English teacher.

Being in contact with her for a long period of time, I may say that Suna was bursting with energy. You could judge how much she loved the teaching profession by the way she entered her classes. There had been times when she felt ill, sleepless, angry or tired. There had been times when we exchanged words over her feelings regarding teaching L2 grammar. Once she said that she did not like teaching grammar" (Informal Conversation). Another time she asked me to be a substitute teacher for her lesson (Informal Conversation). Yet, even in those days, Suna never seemed to lack enthusiasm for a new lesson. When she opened the door of her classroom and greeted her students, she had a great deal of energy She was such a teacher who always found a way to channel her energy into teaching. She figured out ways to relate to her students such as making jokes, telling stories and playing games.

The Pedagogical Beliefs of Suna

The present part reports the analysis of data obtained to contribute towards answering the first research question i.e., what pedagogical beliefs does a non-native English language teacher hold regarding L2 grammar?

The related literature on teacher cognition has revealed a complex network of interacting issues that included teachers' beliefs about themselves, their students, their subject matter, their roles as teachers, their teaching practices, language teaching and learning, curriculum, educational contexts, materials, and classroom management. (Basturkmen, Loewen & Ellis, 2004; Burns, 1992; Borg, 1998; Borg, 2001; Borg & Burns, 2008; Carter & Doyle, 1987; Phipps & Borg, 2009; Sato & Kleinsaser, 2004; Smith, 1996, Zeng & Murphy, 2007). The present study verifies the complex network beliefs of a non-native English language teacher, Suna, particularly aboutL2 grammar teaching.

Meaning and Importance of Grammar

I asked Suna to define grammar. Two notable points in Suna's definition of grammar were the concept of grammar as knowledge base of language learners and the concept of grammar as a tool for becoming proficient in using the target language.

While defining grammar, Suna neither equated nor related it to the rules. Suna defined grammar as "the foundational knowledge base of language and language use" (Interview 4: 1-2, Appendix A. 2). She considered that grammar was an essential aspect of language knowledge as it was the starting point for learning a foreign language. As she formulated her answer, it became evident that Suna viewed grammar as a vital part of foreign language learning as grammar provides the knowledge base which would be used as a tool for becoming proficient in using

language skills. She stated that "grammar should definitely be taught. Grammar is essential. Yet, I do not consider it to be more important than other language skills" (Interview 4:2-4, Appendix A. 3).

While elaborating more on the meaning of grammar, Suna explained that teaching grammar enabled students with low proficiency levels to comprehend and produce more complex sentences in the target language. In this respect, she believed that these students should master grammar as quickly as possible to show progress in the target language. She commented:

> I think students should as soon as possible move forward in their learning. I mean grammar is such a thing that must be learned as soon as possible. Later it may be used as a tool for developing language skills. (…) The reading, listening and writing skills of my students are much more important to me. In fact, I view grammar only as the base. Students need to learn it accurately as soon as possible (Interview 4: 4-8, Appendix A. 4).

While commenting on the importance of grammar, Suna explained that though she considered language skills more important than grammar, she still considered grammar to be a necessary aspect of language teaching. She believed that the rationale behind attaching importance to grammar was the desire of "giving students a solid base of language knowledge" (Interview 5: 42-43, Appendix A. 5). She further emphasized that teachers "want to build a strong base of language knowledge. As we always say, we aim to provide our students with a solid base of grammar." (Interview 5: 46-50, Appendix A. 6).

Suna held the belief, which she assumed to be shared by some of her students, that foreign language education should be planned to provide first the specific teaching of grammar that is vital to the development of language skills. Suna stressed that "Some students think that they should learn grammar first so that they could comprehend better what they read and understand better what they hear. I also think

102

in the same way" (Interview 4:11-14, Appendix A. 7). Thus, grammar should form

the basis of lesson planning at early stages of foreign language education. The

grammatical knowledge and mastery acquired in the early stages of language

learning would enable students to improve their language skills at later stages. The

table below indicates Suna's beliefs regarding meaning and importance of grammar.

Table 7. Suna's Beliefs about Meaning and Importance of Grammar

Grammar is the foundational knowledge base of language and language use.
Grammar learning is vital as grammar is an essential and necessary aspect of language knowledge.
Grammar is essential yet not more important than other language skills.
Grammar enables lower proficiency level students to comprehend and produce more complex sentences.
Lower proficiency level students should master grammar as quickly as possible to progress.

Teaching Approach

With the anticipation that Suna would articulate her underlying pedagogical beliefs

regarding L2 grammar, I directed Suna questions during interviews and gathered

reflective notes from her related to the teaching approach she adopted and her views

about L2 grammar teaching. Data analysis revealed Suna's beliefs about different

aspects of the teaching approach she adopted. I now proceed to present these aspects.

I will focus on the following themes: a) how to teach L2 grammar, b) error

correction, c) the use of meta-language, d) the importance of examples in L2

grammar teaching and e) humanistic approach to teaching and learning.

Present-practice-produce

Suna espoused a firm belief that it is best to teach grammar with Present-Practice-

Produce (PPP) format which she viewed as an ideal model for teaching L2 grammar

to young adults and adults. Suna also believed that rules and forms of a target

structure can be successfully taught first with an inductive and then with a deductive

approach. Linking these firm beliefs she held, she argued that at the presentation

stage of PPP format the teacher should set up a situation or give a task that elicits or

models the target structure. In this way, students would be exposed to the target

structure and they would learn it inductively. She noted that:

> First, students should make an inference. They should sense…They should
> hear that structure. They should hear that structure many times. They should
> hear it before they see it written. Or they should first come across with it in a
> text or in a story before they see that structure in a sentence. They would be
> able to induce what the structure means. When it's time for the explicit
> instruction, students would already have some notions related to that structure
> in their minds. They would not ask what that structure was. They would
> absolutely make an inference first. Explicit grammar should be later
> (Interview 3: 582-589, Appendix A. 8).

Suna also established a belief that the use of contextualized grammar presentation

was more effective than the use of de-contextualized grammar presentation.

According to her, the communicative activities used for contextualized grammar

presentation had two major advantages. First, they provided students with the

opportunities of working on the rule and form of the target structure and enabled

students to learn the new structure inductively. Second, these activities and tasks

functioned as warm up activities that create interest and lead students in to the

grammar lesson. In line with the second advantage, Suna passionately believed that

the contextualized grammar activities and tasks given should be fun and motivating.

Suna stated:

> I think students should first learn target structure inductively as much as
> possible. They should be exposed to the new structure. Several types of
> activities could be used for it. Games, short stories, reading or acting out
> could be used. A presentation that students hear the target structure could be
> done. A variety of activities…But all has to be fun. These activities should
> not be boring (Interview 4: 56-62, Appendix A.9).

Suna firmly believed that the communicative activities used for presenting the

grammar structures enhanced students' learning grammar because they capture the

attention of students. One day while having tea, Suna explained that all begins well ends well. If the presentation is good, students understand the target structures well (Informal Conversation). She noted:

> I definitely believe in the effectiveness of warm up activities. I mean I have to begin my lesson with a warm up activity. I may relate the new structure to a previously acquired grammar structure. There must be an event in some way. There must a story, a poem, a game or something visual. There has to be something in the beginning of the lesson (Interview 3: 626-630, Appendix A. 10).

> I absolutely begin the lesson with a warm up activity. In fact, if I have enough time, warm up can be in the form of a short game or some kind of activity involving some visuals. I certainly use the target structure I aim to teach several times as I make students talk and integrate to the activity (Interview 4: 85-88, Appendix A. 11).

According to Suna, besides providing students with implicit grammar teaching, teachers should resort to the explanation of the rules and form the target structure as well. Thus, the second phase of the presentation stage should involve a lot of explanation and exemplification of the structure on the teachers' part. She held the belief that explicit grammar instruction and mechanical written exercises had a place in grammar teaching. When the presentation stage was over, it was time for practising the target structures through mechanical grammar exercises. She held the belief that in the practice stage students should practice the target structures in a controlled way. She noted that activities that relied heavily on mechanical drills could be used in this stage. She claimed that students at this age expected explicit grammar instruction ads explanation on the teacher's part made them feel confident. She stated that:

> After that (leading in stage) it is time for the explanation stage because I believe students at this age feel confident with explicit grammar instruction. Teacher should explain the structure clearly. Then there should definitely be guided or controlled practice. I believe in the value of written exercises. I do not underestimate their use in learning grammar (Interview 3: 630-635, Appendix A. 12).

With regard to the explicit grammar instruction, Suna was aware of criticisms such

tightly controlled, teacher-fronted and deductive approach to grammar received. Yet,

she held the belief that explicit knowledge of grammatical rules was essential for the

mastery of language in the early stages of foreign language learning. She claimed

that:

> After presentation is done, exercises through which students would see target structure explicitly have to be done. I mean exercises which we call one-shot…I mean fill in the blanks exercises, sentence drills…From outside, they may seem so boring but I believe in order to reinforce a new structure; controlled practice is needed at this stage (Interview 4: 63-68, Appendix A. 13).

Suna believed that in the last stage, devoted to free production, students should be

encouraged to use the target language freely in communicative activities. She

explained that she could not pass through all three stages, beginning from

presentation to production. She engaged in the first two stages but could not provide

students with sufficient opportunities for free production.

The pedagogical beliefs of Suna varied between traditional and non-

traditional approaches to L2 grammar teaching. On the one hand, she favored

mechanical drills and explicit grammar instruction at production stage of PPP format.

On the other hand, she believed that grammar should be taught through the use of

contextualized grammar activities and students should be given opportunities of

being involved in the learning process.

Error Correction

Suna expressed her beliefs about error correction and her attitude to a range of

different error correction techniques. Primarily, she highlighted that making mistakes

was the part and parcel of the language learning process and put special emphasis on

the fact that it was important for students to see that as well. According to Suna, the

issues of whether errors should be corrected, what types of errors should be corrected

and what effects come out of error correction were all decided by the teacher through a consideration of the affective factors. In line with her humanistic approach to teaching and learning, Suna's major concern for error correction was how learners would feel and react to particular error correction techniques. She explained the error correction techniques she employed and the rationale that underpinned her approach:

> If students have recently learned the structure…If they are trying to use that recently learned structure, I try to interfere before error gets fossilized but I do not do it right after it slipped through his/her mouth. For example, the student has formulated a sentence in past perfect continuous tense. I show him/her that I am satisfied even if the sentence s/he uttered has an error. But I correct his/her error in time. I do not approve the error. I show him/her that s/he is understood. I mean, I do not want to reduce his/her motivation. Yet, there are also times that I use immediate correction techniques. Frankly, that depends on the student. I mean, if the student takes the floor a lot and participates to the lesson, I view the use of immediate correction techniques appropriate. Such students do not get offended or get de-motivated. There are psychological and humanistic factors in my decision. I mean my opinion about error correction changes from student to student (Interview 4:166-182, Appendix A. 14).

The Use of Metalanguage

Another aspect of Suna's teaching approach was the use of grammatical terminology or metalanguage. Suna told that she did not believe in focusing overtly on grammatical terminology to develop a metalanguage which students could use to discuss L2 grammar consciously. Yet, she explained that students should be familiar with metalanguage and use at least a minimum degree of grammatical terminology as they use and come across to some terms in grammar reference books and examinations. She pointed out that the key factor to making a decision about using a grammatical term in her explanations of the rule and form a structure was the frequency of the use of that term. She explained that:

> I avoid using metalanguage extensively. I use what I believe to be of use and relevance. I mean, I do not teach terms that I consider unnecessary. How do I make a decision? In fact, the necessary or suggested ones are stated or used in exams and in instructions of exercises. Students are expected to know these.

> If there is such a situation I see no harm in using metalanguage. I write it on the board and explain the structure. Besides that, I do not find knowing the details and the grammar terminology necessary. As I said what I expect them to know are the basics or the most frequently used ones (Interview 4:111-120, Appendix A. 15).

Suna claimed that "students already know a lot of grammatical terms at elementary and intermediate levels" (Interview 4:104-105, Appendix A. 16). She explained that a student who followed the course knew the correct terminology as they followed coursebooks and self-study grammar books while getting prepared for the lesson. She maintained that: "if the student follows the course and gets prepared for it, s/he already knows the terms. When I use that structure, for example present perfect continuous, s/he immediately asks: whether they will learn present perfect continuous." (Interview 4: 107-111, Appendix A. 17).

<u>The Importance of Examples</u>

Another aspect of Suna's teaching approach was the importance of examples. Suna repeatedly mentioned that giving students contextual examples about how a target structure works was very important for learning to occur. These examples, Suna argued, should be clear and illustrative of the grammar points being discussed. She stated that "examples given should be so effective that seeing that example would be enough for the student. The example should be able to make the student say "yes, that's it!" (Interview 3: 830-832, Appendix A. 18).

Suna acknowledged the importance of examples while she was commenting on her weaknesses as an L2 grammar teacher, too. Attaching central importance to giving examples, she mentioned that she would like to improve her teaching regarding giving students clear and illustrative examples about the target grammar structures. She noted that:

> I sometimes feel that I give examples that are so alike. I would like to change that. Clear and illustrative examples are very important. Sometimes my mind

does not work. I mean the same… I ask myself: "Didn't I give the same example in the previous lesson?" Or "Haven't I given a very similar example before?" I think I have to be more creative in providing students with clear and illustrative examples. And also I felt that I could not give clear cut examples in grammar. I mean there were some sentences that made me feel that I had written those sentences containing the target structures on the board just for the sake of writing them (Interview 3: 819-828, Appendix A. 19).

During stimulated recall interviews, the issue of giving examples attracted Suna's attention. Commenting on her video-taped lessons, Suna noticed that she had given too many examples on the same target structure though students had already grasped it. After pausing the video, she critically said:

Some students have already understood the structure. They are giving their own examples. They do not need more examples. (…) For example, two examples would be enough for "out of control". I have given too many examples. Yes, I give too many examples. (Laughs) But this time it was too much. I mean I am overwhelmed while watching it again. I got bored (Stimulated Recall 1:120-148, Appendix A. 20).

The table below summarizes Suna's pedagogical beliefs about L2 grammar teaching.

Table 8. Suna's Beliefs about L2 Grammar Teaching

It is best to teach grammar with PPP format to young adults and adults.
Rules and forms of a target structure can be successfully taught first with an inductive and then a deductive approach.
The use of contextualized grammar presentation is more efficient than the use of de-contextualized grammar activities.
Contextualized grammar presentation activities have two major advantages: a)Teaching target structures inductively b) creating interest and leading students in to the lessons
If the presentation of a target structure goes well, students comprehend the structure better.
Explicit grammar instruction and mechanical written exercises have a place in grammar teaching.
Students at this age expected explicit explanation on teacher's part to feel confident.

Humanistic Approach to Teaching and Learning

Suna revealed a network of beliefs regarding her teaching approach related not only to L2 grammar teaching but also teaching and learning in general. Data analysis revealed that Suna adhered to a humanistic approach to teaching and learning with an emphasis on positive learning environments in which positive communications between teacher and students take place. She valued the personality and style of teacher, learner-centeredness and whole-person engagement approach.

Suna held the belief that fostering a positive learning environment was the key factor to learning. In a positive classroom environment students would feel free to be engaged in the lesson and would feel comfortable enough to go through trial and error processes of their learning. Commenting on an ideal lesson, Suna stated that "if I observe peace in the eyes of my students that is the best learning environment." (Interview 3: 1000-10001, Appendix A. 21). To create such a positive learning environment, she claimed, having positive communications between teacher and students was of great significance.

Suna held the belief that respect and love were important elements for fostering a positive learning environment. According to her, claiming superiority towards students was not in tune with showing respect to students. She indicated that feelings of love and respect were to be expected from students in turn only if the teacher should have those feelings towards her students. She explained that:

> Respect is very important. I always show respect to my students. I mean they are my students. I mean there are some teachers who say: "This is my kingdom. We have status difference. I am the king of this place. You are dependent on what I say and do." I do not think in this way. I think we are equals. I think I show respect to them. I expect the same respect from them and most of the time I get it (Interview 2: 886-892, Appendix A. 22).

I have always believed that, and that's what my mother always says, love always brings respect. Fear does not necessarily lead to respect. Only the power of love achieves that. You respect the person you love. You keep silent in front of the person you are afraid of but when s/he turns back, you swear at him/her (Interview 2:746-751, Appendix A. 23).

Suna's definition of the relationship taking place between teacher and students was based on equality rather than superiority. She expressed a firm belief in the importance of teacher's personality and style in establishing a good rapport between teachers and students which she considered a must for teaching all subjects.

In Suna's conceptualization of an ideal teaching approach, the students' feeling themselves close to the teacher worked as a gatekeeper for fostering a positive learning environment. While commenting on the personality traits of teachers who achieved fostering a positive learning environment in their classrooms, she explained that students viewed teachers who were considerate, friendly and humorous as approachable. In a positive learning environment, students could approach their teachers. Such a relationship would enable students to feel comfortable in the learning environment to get involved in the lesson without being ridiculed or punished. Suna claimed that:

I believe that being friendly is definitely more influential than being despotic. I mean if the student feels himself/herself close to me or knows that s/he will not be scolded or mocked… (Interview 2: 334-338, Appendix A. 24).

The idea behind her way of thinking was that both parties i.e., the teacher and students were whole human beings. She stressed the importance of the acceptance of the teachers and students 'personal identities and mentioned that:

Between teacher and students…I think it is wrong to say "I am the teacher. My place is here. You are a student and your place is that desk. We are different" Teachers should be careful about this. My responsibility is not to explain the subject and then leave the class. I mean, there has to be an interaction between teacher and students. Besides my teacher identity, I have my own identity. Frankly, I try to be close to my students. I'm a teacher who

is approachable. I mean, I did my best not to be one of those teachers who instruct and leave the class (Interview 3: 495-500, Appendix A. 25).

According to Suna, a teacher's personality and style mattered more than the methodology s/he used. Her foreign language learning experiences had proven her that a teacher who achieved to endear herself/himself to students would increase students' motivation to learn. She explained that a teacher may be equipped with the latest methodological knowledge but if her/his personality and style did not foster a relationship based on love and respect, students' learning processes would be hindered. She claimed that feelings and learning was connected.

> Endearing yourself to students is absolutely… I mean there is a tendency in human beings that in line with our nature we begin to appreciate behaviors and attitudes of the people we love. I mean if I love you as a person, I love your necklace, I love your speaking style, I love your behavior as well. In time what you do and your interests begin to attract my attention too. Because if I love you as a person, I love the things you love. I mean probably there is a bond in the mind between feelings and learning (Interview 2: 659-667, Appendix A. 26).

> In fact, I always try to show that communication is of great importance. I have explained the subject, received feedback from students and everything is flawless, ok, my job is done. That's not enough. How students feel is important as well (Interview 3: 511-514, Appendix A. 27).

Suna defined the role of an English teacher as creating a positive attitude towards language. It was notable that in her prioritization of creating positive feelings towards language, she determined the role of an English teacher in relation to feelings of students rather than their linguistic knowledge and behavioral skills. She stated that:

> I never begin a lesson without asking students how they are, how their day has passed, how they spent their weekend or how they feel about themselves. If they reply as bad, I spend time and ask the reasons of it. Without having this dialogue with students I do not begin my instruction because I know how bad that is (Interview 3: 729-734, Appendix A. 28).

> I definitely try to take into consideration students' expectations, interests and their attention span as much as I can and as much as the program and time is appropriate. I mean while planning my lessons, or let's say while teaching grammar; I seriously take students' reactions into account (Interview 3: 69-73, Appendix A. 29).

Discussing the importance of taking students' reactions into account while deciding on pedagogical practices, Suna mentioned her belief about paying attention to the feelings of students. Tuned to the whole-person perspective, she claimed that teaching should meet both the emotional and intellectual needs of students. She repeatedly expressed her preference of catering both affective and cognitive sides of students. She explicitly mentioned that her job is with the minds of the students and claimed that if the students were not motivated, comfortable, or happy; their physical existence in class meant nothing to her. She pointed out that:

> If I observe the motivation level of students low, I believe there is no good in forcing them because my job is with their brains. I mean if they have blocked their brains, shut themselves down, there is no need to insist because learning is related to both mind and soul. (…) If a student is in such a situation that s/he cannot be motivated, I mean if s/he is seriously bored, insisting on saying I do what I have planned to do indicates that you are alone in that class. I mean, I have planned this thus I will do it. I will teach and go. I do not care how you feel… "I do not care whether you learn or not" approach is not ok with me (Interview 2: 800-812, Appendix A. 30).

As a component of showing attention to students' feelings, Suna believed that creating love and interest in the subject was a key element in teaching of any subject because they enable motivating students and keeping them interested. She highlighted the use of humor as an instrument to achieve student motivation and interest. She explained that whatever the subject is, there has to be a sense of humor in instruction. She explicitly explained that while doing mechanical drills and uncommunicative exercises from the course book, she tried to make the lesson enjoyable and fun by making jokes aimed to change the boring atmosphere created in the classroom (Informal Conversation).

The reflective notes kept by Suna also revealed her belief about the role of humor in L2 grammar teaching. As it will be discussed in the following sections, Suna mentioned having a good sense of humor as one of the personality characteristics of an ideal language teacher. She claimed that sense of humor was a part of effective teaching with regard to students' remembering processes of the newly acquired structures. Reflecting on one her lessons, Suna noted that:

> I used a PowerPoint slide show to make students guess the target structure. Students made guesses about the photographs in the PowerPoint presentation. They had great fun. According to me, definitely, the element of humor is important during the remembering process (Reflective Notes: 22, Appendix A. 31).

The last aspect regarding a humanistic approach to teaching and learning mentioned by Suna was learner-centeredness in education. She openly declared that she tried to teach L2 grammar through a methodology that complied "her principles, student expectations and needs" (Interview 3: 79-82). She stated that:

> Although our students do not grasp it, language learning as the name implies is language learning. I mean it expects much from the learners. What can I say? In fact, education is based on learner needs. Learners learn, yes. Then, everything regarding education has to be learner-centeredness. Unfortunately, our students do not have such an understanding. Sure, we can talk about the teaching techniques of a teacher. Yet, learner-centeredness means everything revolves around students and instruction is directed towards their needs. We need to have student-generated classes (Interview 2:754-762, Appendix A. 32).

> I say this to my students too. If they are very tired and do not want to continue to the lesson, I quickly consider the available options and I check whether I could continue teaching that structure in another class period. Because my job is with their minds. If they are not open to learning, continuing the lesson for the sake of just continuing it would make me a fool. I would be in a funny situation and it would indicate that I miss the point of teaching. When I take students' needs into consideration, I feel that I get credits in their eyes (Interview 3: 313-325, Appendix A. 33).

Suna's espoused belief on the importance of learner needs had a major impact on her current practices with an outcome of planning her lessons according to student needs

and expectations. She repeatedly mentioned that learning, as the word talks itself, was related to learners. Thus, not taking them into consideration in the planning and implementation stage of education was regarded as meaningless by Suna. If students need a period of time for relaxation or if they were overwhelmed with the pacing of the instruction, Suna considered continuing the lesson just for the sake of continuing it put her in a funny situation since the real point of education was ignored when students and their needs were ignored. The table below indicates Suna's beliefs about teaching and learning in general.

Table 9. Suna's Beliefs Regarding Teaching and Learning in General

Positive learning environment is the key factor in learning.
Respect and love are two pillars of a positive learning environment.
Feelings of love and respect are to be expected from students only if a teacher shows those feelings towards students.
Teacher's personality and style are important in establishing a good rapport between teacher and students.
Teacher's personality and style matter more than the methodology used.
Students' feelings themselves close to the teacher work as a gatekeeper for fostering a positive learning environment.
Teaching should meet both the emotional and intellectual needs of students.
Creating love and interest in the subject is a key element in teaching any subject.
The use of humor is an instrument to achieve student motivation and interest.
Learner needs and expectations should be considered while making instructional decisions.

Ideals Regarding L2 Grammar: Language Lesson, Teacher and Conditions for Effective Learning

During the semi-structured interviews, I asked Suna to identify the qualities of an ideal L2 grammar teacher. I also requested her to recall and describe an L2 grammar lesson which she had given sometime in her teaching career and which she considered as successful and effective. My purpose in doing these was to explore what the qualities of an ideal L2 grammar teacher were and what made an L2

grammar lesson successful and effective according to Suna. Such an exploration enhanced my understanding of Suna's pedagogical beliefs about L2 grammar teaching and learning.

Suna believed that learning was facilitated by the existence of a positive classroom environment. She attached great importance to creating a positive classroom atmosphere which she considered conducive to learning. For her, a lesson in which students feel comfortable and active was an ideal lesson. She noted that the essential element in an ideal lesson was creating a positive classroom environment in which students feel comfortable and peaceful enough to be active and take part in the lesson without the fear of sharing their opinion and making mistakes during trial and error phase of their learning. Thus, Suna considered students' comfort, peace and happiness fundamental to learning. She stated that:

> In a successful lesson, there is peace and out of free will the students take part in the lesson. They do not have to necessarily talk. If the student's mind is on the lesson it is enough. In an ideal lesson, majority of the students are definitely active. I mean as the teacher my impact on the lesson should be kept as minimum as possible (Interview 3: 975-981, Appendix A. 34).

A notable point in Suna's ideal lesson description was that in tune with her teaching approach, she attached great significance to affective factors in teaching and learning. Her firm belief on humanistic teaching was evident in her conceptualization of an ideal lesson. She prioritized students' comfort and happiness in order to sustain a positive learning environment in which students would not fear of being active in class.

As to the qualities of an ideal teacher, Suna highlighted her belief that one could not define the ideal teacher without referring to students. She mentioned specifically that without considering the learner group a teacher teaches, it would be wrong to list the qualities of an ideal teacher. She claimed that "at primary schools,

warm-blooded teachers who are mother or father figures are ideal. When we consider universities, a teacher who is friendly or whom students feel close to can be regarded as an ideal teacher (Interview 2: 687-690, Appendix A. 35). She stated that:

> All students have different ideal teachers but most probably they all want teachers who are considerate. All students want teachers who are considerate, who understand students and who listen to them. They want disciplined teachers. They don't like strict teachers but they prefer teachers who can maintain discipline in the classroom and have a good command of the lesson. They want considerate teachers. They want teachers with a good sense of humor (Interview 3: 1144-1150, Appendix A. 36).

After mentioning personality traits of an ideal teacher, Suna focused on L2 grammar teaching and mentioned that being proficient in L2 grammar, having comprehensive knowledge of the field, explaining clearly, giving examples and maintaining discipline in the classroom were of great importance. She stated that "On top of that (*personality traits of an ideal teacher*), that teacher has to be proficient in L2 grammar. S/he should have comprehensive knowledge of the field and also maintain classroom discipline (Interview 2: 687-692, Appendix A. 37). In her description of an ideal L2 grammar teacher, it was notable that Suna referred to personality traits of a teacher along with his/her command of field knowledge. This was indicative of how she related the interaction between teachers and students with learning and teaching.

When I asked Suna to recall and describe an L2 grammar lesson which she had given sometime in her teaching career and which she considered as successful and effective, she could not focus on a specific memory at first. She explained that she could not think of a particular L2 grammar lesson. Yet, she added that she always remembered the day when a young learner at the primary school she was teaching at gave her a small piece of paper with a heart drawn on it after the lesson. The student told her that the note meant that the student felt happy in her lesson. With the light in

her eyes Suna explained that though that lesson was not on L2 grammar this incident came to her mind as such behavior made her happy and feel successful as a teacher. When given more time to recall a specific L2 grammar lesson she had taught which she considered successful and effective, Suna chose to describe a lesson that she had given to the class that was observed during the present study. The focus of the lesson was to teach "both/either/neither/nor/all/whole". Suna mentioned that she was restless that day because she knew that although the subject was detailed, she should not spend a lot of time on it. She explained that though she thought students would get lost in the details of the subject, the warm-up activity she had planned for the presentation of the target structure saved her life.

She explained that she had thought of six students from her class. She then chose three pairs of students and without mentioning their names she wrote sentences about the pairs in which the target structure was used. Later, she asked students to guess who these students were. Students were all engaged in the task by guessing the names and working out how the new structure was used without Suna's explanation. Suna maintained that this had been a very successful lesson and especially a very efficient presentation of the target structure because "it had been very enjoyable for the students and teaching the target structure had been much more fun and easier than I had expected" (Reflective Note: 4).

Sources of Suna's Pedagogical Beliefs Regarding L2 Grammar

The present part reports the analysis of data obtained to contribute towards answering the second research question i.e., what are sources of the teacher's pedagogical beliefs regarding L2 grammar?

118

A variety of sources were to be seen constitutive of Suna's pedagogical beliefs regarding L2 grammar. Suna's own foreign language learning experience was a major source of influence in Suna's current pedagogical beliefs about L2 grammar. Suna had recalled and explained many instances from her past learning experiences. Another source of Suna's pedagogical beliefs regarding L2 grammar was the undergraduate education she had received during university years at English language teaching department. Suna identified the undergraduate education she had received as being a significant source of influence for her teaching practices and discussed how she tried to follow methodological knowledge she had gained during her departmental studies in her current practices. The last source of Suna's pedagogical beliefs related to L2 grammar was her teaching experiences. She stated, for example, that she practiced a particular way of teaching because that was what she had always done or what she considered that the students and/or the school expected. The figure below shows the sources of Suna's pedagogical beliefs regarding L2 grammar.
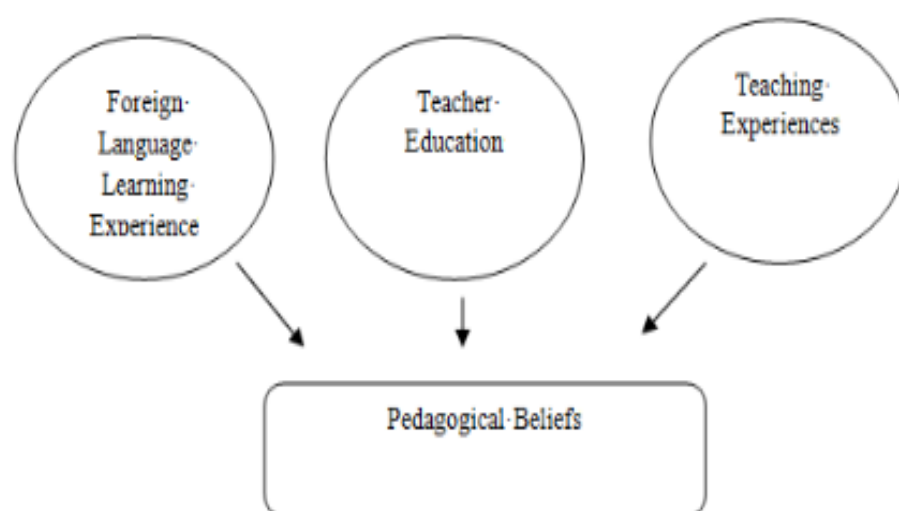

Fig. 2. The Sources of Suna's Pedagogical Beliefs

Foreign Language Learning Experience

The influence of Suna's own foreign language learning experiences on her pedagogical beliefs regarding L2 grammar was evident in the data. Interviews revealed that Suna's pedagogical beliefs and practices were largely influenced by the way she was taught foreign languages. Fully aware of this influence, Suna stated that "What constructs me as a teacher? My educational experiences have impact. Definitely…Or teachers whom I liked and whom I didn't like have great impact." (Interview 3: 720-723, Appendix A. 38).

Suna had recalled many instances from her past learning experiences. In her recollection of past, Suna had expressed her feelings of boredom and frustration due to anti-humanistic teachers she had and non-communicative teaching approach she was exposed to. At the same time, she had described the positive effects of having humanistic teachers, feeling of fun and motivation in some of her teachers' lessons due to their teaching approach and successful techniques opted by them and by herself as a student.

In her recollection of English language teachers at high school years, she mentioned many weaknesses her teachers had. Talking about these weaknesses, she claimed that "in fact, if you consider all good sides of my English language teachers, that would not count even one part of my teaching" (Interview 2: 517-518, Appendix A. 39). After laughing, she continued her analysis of the relationship between her memories about language teachers and her current beliefs about teaching. "Frankly, having such bad teachers had one major advantage. Having ineffective teachers and being able to reflect on their teaching methodologies now is a good thing because I try not to act like them. I mean, I try not to repeat what they did" (Interview 2: 519-521, Appendix A. 40).

During secondary school education Suna had learned German. When she began Anatolian teacher high school, she had chosen English as the language of study. Her first years of high school were spent in difficulty to learn English and to get used to adapt to learning a new foreign language. Suna vividly remembered one of her English language teachers during those years. She explained how repulsive, despotic and anti-humanistic that teacher was. In Suna's own words, that teacher was a person who never smiled. Suna explained that:

> Because I had come from a German as a foreign language class, I had great difficulty in English language prep class. I mean I could not even pronounce the word "school". I articulated something like the German word "schule". We had such a despotic main course teacher. She ridiculed us to a great extent (Interview 2: 55-58, Appendix A. 41).

The more Suna focused on her memories, the more details she began remembering about that teacher. She reflected on her teacher's practices and argued from today's perspective that she had mini threat sessions to suppress students during the lesson. This female teacher had a way of making a student ridiculed in front of his/her friends. Suna stated that "under the influence of this teacher's memories, I do not want to ridicule any of my students in any way" (Interview 2: 167-168, Appendix A. 42). The more that teacher ridiculed students, the more threatening the classroom environment became. The more the classroom environment became threatening; the less students got engaged in the lesson. Not taking part in the lesson, Suna recalled how bored she got with uninspiring and de-motivating teaching routines of that particular teacher. In her recollection of how she spent time as a student in that teacher's lessons, Suna remembered that the teacher had such an uninspiring style of teaching that she got so bored in her lessons. She told a scene that she kept remembering even after so many years. They had a coursebook written by Ministry of Education. The lessons were so boring that Suna used to look at the picture of a

snail drawn regarding a short story through the end of the book. The story was about a snail and thus there was a colorful snail picture. Suna kept looking at that picture all through the lesson. She only remembered these two: how despotic her teacher was and that snail picture.

Another anti-humanistic memory of Suna was about a teacher whom she found herself in a de-motivating situation related to assessment. In one of her exams, Suna used the phrase "as for me" instead of "in my opinion". She openly admitted that "most probably I did not "in my opinion" back then." The teacher counted this as an error and did not give any points to Suna's sentence. Suna noted:

> With my own effort, I had found "as for me" from the dictionary. I did not know how to say "in my opinion" back then. The teacher insisted on not accepting "as for me" in the exam. I was expecting 100 but I got 92 or 91. I tried to explain what I had in my mind while using that phrase. Yet, she did not except it. She insisted on not giving me any points. I still remember that. If she had accepted what I had said, she could have motivated me. I wonder if it is really inaccurate to use "as for me" (Interview 2: 454-461, Appendix A. 43).

Suna recalled another English language teacher from her high school years. She remembered that teacher in a routine she followed almost in all classes: Coming to class, directly saying good afternoon, opening the coursebook, sitting at the teacher's desk and reading aloud from the book. Besides her uninspiring and mechanic teaching methodology, that teacher also did not let students see her as a person. She had no contact with students and she was not approachable to students.

Not all of Suna's past foreign language learning memories was about anti-humanistic teachers. In Suna's recollection of successful foreign language teachers, it was notable that Suna recalled and described the personality traits of those teachers rather than their methodologies. She had mentioned teachers with a humanistic approach to teaching and learning as good and effective teachers.

The first successful teacher Suna remembered was a middle-aged male

teacher whose real profession was not teaching. This male teacher had learned

English while he had been working as a tourist guide. According to Suna, what made

the teacher successful was his humanistic teaching approach. She noted that:

> I'm sure that if he is still working as a teacher, he must be doing a lot of
> things incompletely. He had weaknesses as a teacher in some areas but I
> never recognized those issues. He was such a humanist. He used to make
> jokes during the lessons. He was really interested in us. He never hurt any of
> us. I mean if there was something negative he wanted to say, he had a way of
> saying it in a humorous way. No student's feelings would get hurt. (…) When
> we had any questions, he was always there to answer them. He was
> approachable to his students (Interview 2: 309-316, Appendix A. 44).

Suna even mentioned about that teacher's posture and clothes as an indication of his

easy going character and comfortable style. She remembered how he used to take his

tie off during the lessons and sit comfortably at teacher's desk. He did not interrupt

any student while talking. More importantly, he neither behaved bossy nor ordered

any student to talk or keep silent. She explained that he had a very different approach

compared to other teachers from the Ministry of Education. The others were very

despotic. They wanted students to sit and do nothing. She stated that "his humanistic

approach made a big difference and had a positive effect on me" (Interview 2: 326-

327, Appendix A. 45).

When asked to reflect on particularly the L2 grammar education she had

received, Suna stated that her teachers did not follow a specific teaching approach.

She claimed that:

> In fact, it was what the course book showed. As the university entrance exam
> time had approached, teachers definitely and clearly followed the grammar-
> translation method. They used journals such as ELS for getting students ready
> for the university entrance exam. All taken into consideration, I can say that
> in my grammar education I was exposed to the grammar-translation method
> and to some extent the audio-lingual method. There was nothing more
> (Interview 3: 7-13, Appendix A. 46).

She also mentioned L2 grammar education she received in the first year at university. It was worthy of attention that the lessons she recalled were non-communicative in nature. What made her consider these lessons as successful were the clear and to the point explanations of target structures and simple and illustrative examples provided by the teacher. She noted that:

> We had a grammar course in the first year at university too. It was quite a detailed lesson. The lesson was based on explicit grammar instruction followed by exercises. I remember that was an intensive course. Again there was not much for interaction. In fact, the teacher explained in detail. She was such a good grammar teacher. She explained in detail and we did exercises afterwards. That was it (Interview 3: 21-26, Appendix A. 47).

When both positive and negative foreign language learning experiences of Suna were taken into consideration, a connection between Suna's prior language learning experiences and her humanistic teaching approach was found. Suna tried not to do what her ineffective teachers did. Likewise, she aimed to do what she remembered as effective. Moreover, the feelings of boredom and frustration she had experienced in some of the foreign language classes had a connection with her ideal learning environment which she considered as positive and humanistic.

The Impact of Teacher Education

Suna identified teacher education as being one of the significant sources of influence for her current teaching. She had commented that the education she received inspired and supported her in transforming theoretical knowledge to practice. She declared that:

> Definitely undergraduate education I received had been very influential. I tried as much as possible to transform theoretical knowledge I gained to practice. That is my personal effort I should say and also the influence of my departmental studies (Interview 3: 709-712, Appendix A. 48).

124

When asked to identify the content and curriculum of teacher education she received, she stated that the golden rules imposed on ELT students in the program were "taking into consideration student needs and motivation, adaptation of materials, and definitely a degree of interaction" (Interview 3: 441-442, Appendix A. 49). As to the curriculum of the program, she explained that she remembered the approaches and methods course. In identifying the grammar teaching course she had taken, Suna depicted that the motto of the lesson was "do something communicative". She stated that:

> The instructor explained us step by step how to teach grammar according to various methods and approaches. She made us develop effective lesson plans and always expected something communicative in it. Let's say, she asked us to teach a grammar item, relative clauses, in a forty-minute intermediate level course. She definitely expected us to add something communicative… communicative activities. She used to say eclectic approach. I mean she used to ask us to integrate elements from various approaches. Yet, she loved the communicative approach the most (Interview 3: 379-391, Appendix A. 50).

Suna also highlighted that her espoused belief on teaching L2 grammar through inductive methods followed by deductive methods was taught her during her departmental studies at university. She openly admitted that "what we learned in the lessons at university was that induction followed by deduction. First let the students induce the rule" (Interview 3: 580-583, Appendix A. 51).

When requested to describe a memorable lesson from grammar teaching course she had attended in the university, Suna depicted a lesson in which she had great fun. The instructor of the course expected each student to conduct micro-teaching for the instruction of a specific grammar structure. In one of the lessons, a friend of Suna was assigned to teach *countables* and *uncountables*. The student brought some eggs, a bag of tomatoes and a mini oven to the classroom. In the presentation stage of the lesson, the pre-service teacher used these real materials in making an omelet and in presenting the target structure. Suna noted that: "This is a

vivid example that remained in my mind. That was what expected from us. In fact, they did not want us to plan boring, mechanic and uninspiring grammar lessons. Instead, they wanted us to have lively, energetic and motivating lessons" (Interview 3:417-420, Appendix A. 52).

The Impact of Teaching Experiences

The last source of influence on Suna's current teaching practices was her teaching experiences. Suna declared that the most significant impact of her teaching experiences on her current teaching practices was "teaching English to different proficiency levels of students and different age groups" (Interview 3: 712-714, Appendix A. 53). She furthered her argument that her teaching experiences taught her how to observe her students' needs. She stated that: "when you teach English across age levels and proficiency levels, you can see this clearly. You observe that each is different" (Interview 3: 716-718, Appendix A. 54).

She had worked as a main course grammar teacher with a group of teenagers in a private high school. Due to the backwash effect, as Suna argued, the main course lesson had been devoted to the instruction of L2 grammar. Suna had aimed to attract students' attention to the lesson. She had planned to have motivating and enjoyable lessons. She had spent several hours on preparing materials to be used in communicative activities. Yet, she realized that her teaching approach was not appropriate to what her students expected from her and what they were familiar with.

Suna explained that in one of her lessons she prepared game cards for her students. They were having group-work and pair-work. She arranged them into groups of four and gave each group cards which would be used to direct questions to each other. While monitoring them, she realized that they drew spade or king signs at

the back of the cards and began playing poker. She asked herself why she was trying hard for them. She could have followed the grammar-translation method. She told them that when that was the case, she would no longer try hard to photocopy materials, cut those materials or keep the students seated and she gave it up. She said that was the day on which the hearth of a young teacher felt broken. It was the day a young teacher abandoned her principles.

<center>The Observed Classroom Practices of Suna</center>

The present section reports the analysis of data obtained to contribute towards answering the third research question i.e., what is the teacher's classroom practices regarding L2 grammar? The description of the research findings regarding the observed classroom practices of Suna is organized into the following themes: a) the routinised pattern of instruction, b) the exercises and tasks, c) the instructional and pedagogical actions

The Routinised Pattern of Instruction

In the observed L2 grammar lessons, Suna typically followed a routinised pattern of instruction. She went through the following order of actions:

- ➢ Greet the class.
- ➢ State the agenda of the day and the focus of the lesson.
- ➢ Set a warm-up activity.(a communicative activity that enabled contextualized grammar teaching)
- ➢ Explain the rules and form of the structure.
- ➢ Provide examples and attract attention to the important points.
- ➢ Set some exercises to practice the structure from the coursebook, workbook,

<center>127</center>

and worksheet and/or from teacher-generated exercises.

In the cases when more time was spent on one particular stage of the routine, the following lesson was devoted to the next stages of the routine. In case of time limitation, the warm-up stage was ignored and the explaining rules and form of the target structure began right after announcing the agenda of the day and stating the focus of the lesson. The following episodes and extracts shed light on the stages of routinised pattern of instruction Suna followed during the observed L2 grammar lessons. In the lessons I observed Suna began her lessons by greeting the class and also initiating a small talk in Turkish of English. The following episodes illustrate the first stage of Suna's routinised instruction.

Episode 1 (Field Note: 27)

S: Good morning class. How are you?
   (No reply.)
S: Are you ok?
   (No reply.)
S: Nobody is fine? Ok, I see you are tired. Anything new under the blue sky?
St: Neslişah ağaçtan düşmüş! (Neslişah had fallen down from a tree!)
S: She wouldn't have fallen from the tree if she had been more careful!
(Referring to the structure students had learned in the previous lesson)
   (Students laugh at her remark)

Episode 2 (Field Note: 65)

S: Good morning class!
   (A student who is late to class enters the classroom laughing loudly without realizing that the teacher is in class.)
S: Class, this is the side-effect of too much grammar!
   (Students laugh at her remark)

One of the most salient features of Suna's routinised pattern of instruction was that Suna explicitly announced students what tasks would be done and what structures would be learned. Almost in all lessons, the second thing Suna did was setting the agenda of the day and announcing the focus of the lesson.

Episode 3. (Field Note: 13)

S: Class, we will have a day full of grammar. We have four hours today. Open your books since we will go on checking the exercises we had done yesterday.

Episode 4. (Field Note: 46)

S: Ok, open your books. This hour we will talk about the Reported Speech.

Another important feature of Suna's pattern of instruction was setting up a warm-up activity that provided contextualized grammar teaching. These activities enabled students to induce the rules of the target structures. They had another function, too. They were so entertaining and motivating that they generated students' attention on the lesson. In most cases, Suna used warm-up activities which were related to members of the class, latest headlines of the world news or popular media icons.

In one of the observed lessons that aimed to teach "neither/either/both/none/all/whole" Suna told class that they would play a guessing game which required them to guess about whom the teacher was talking. Suna uttered sentences, containing these target structures, about students from the class. The following extract is about this particular warm-up activity.

Episode 5. (Field Note: 18)

Suna laughed and said: "Ok. Class, I'll read some information about some students from our class and you will guess who they are. Are you ready?" Students got interested in the game and became silent. Suna began giving information about two students: "Both of them are big. Any guesses?" Students began calling out names. One student said: "Mustafa!"Another one shouted: "Mehmet! Mehmet!" Suna continued giving hints: "Either of them repeats the B Module. One student said: " Recep for sure!." Another commented: "Recep did not fail" Suna silenced them and told them that the next sentence would give more clues. She said: "None of them supports Galatasaray." One student claimed: "It cannot be Recep!" Suna added: "I think they both study hard." Mustafa called out: "Me!" One student interrupted: "Mustafa and Recep!" Suna nodded her head. One male student said: "That's fun. Let's play it one more time!" (…) Suna told that they were really good at this guessing game. She continued talking: "Now, we will learn some grammar. Class, can you remember my sentences?" As students were calling out the sentences they recalled from the game, Suna began writing these sentences on the board.

129

As it can be understood from the extract, during the warm-up activity students had chances of hearing how the target structures were used. Their attention was not on the form of the structures but on a communicative purpose of finding out about whom their teacher was talking. Out of this communicative purpose, the element of fun emerged and students were attentively taking part both in the game and in the lesson. The following photo taken during my observations depict how classroom environment was during such activities.

Photograph 1. A Classroom Scene Depicting Inductive Grammar Teaching

In another observed lesson, Suna used a communicative activity to the mentioned lesson were to teach students the structure of "as…as". This time Suna asked students to compare and contrast some selected characters from a Turkish TV series, Aşk-ı Memnu that was regarded as the most popular TV program during the time of the study. The following extract describes this activity.

Episode 6. (Field Note: 42)

Suna explained: "Class, we have to make comparisons in life. For example, last night I watched Aşk-ı Memnu. Behlul had to make a comparison between Nihal and Bihter. Ok. For warm-up, let's compare Nihal and Bihter!" Students laughed

at this warm-up activity. While students were laughing, Suna approached the board and wrote "Nihal" and "Bihter". Yersu asked: "Teacher, what does "cilveli" mean in English?" Suna replied: "Flirtatious." Yersu uttered his sentence: "Bihter is more flirtatious than Nihal." Suna wrote Yersu's comparison sentence on the board. Omer said: "Nihal is sexier than Bihter." Suna wrote Omer's sentence on the board, too. Then, there was a period of silence in the class. Observing that, Suna changed the prompt and told them to compare Adnan and Behlul, two male characters from the same TV series. Suna asked: "What about husbands? Adnan or Behlul? Adnan is nicer than Behlul? Right, girls? This time girls were more eager to utter their sentences. (…) Later, Suna uttered a comparison sentence that included a new structure, "Bihter is as evil as Firdevs.", and asked students to make similar comparisons. Gulsah uttered: "As talented as… Bihter is as talented as Firdevs."

In the cases of time constraints, Suna had a tendency to change the pacing of her instruction and skip the warm-up stage. She moved to the next stage in her routinised pattern of instruction i.e., explicit grammar teaching. Suna openly explained and discussed grammar rules, forms and examples. In lessons that had no warm-up stage, Suna directly began explicit grammar teaching after announcing the agenda of the day and focus of the lesson. It was notable that in Suna's pattern of instruction there was always time for overtly explaining and discussing grammar items. This stage of instruction was never skipped.

The most salient feature of Suna's instruction was that Suna transmitted names, forms and rules of grammar items to the students. At this stage of her instruction, the lesson became teacher-fronted. Most of the time she provided the examples herself by using the names of students or well-known figures that added a touch of humor. She sometimes invited students to give their own examples. She also checked understanding by directing students to provide the L1 equivalents and translation.

The overall structure of her presentation was that she provided the name of the target structure, the rules regarding the target structure and de-contextualized examples in the form of sentences containing the target structure. With the help of

exemplary sentences, Suna described the main uses of the target structure and outlined its different forms; interrogative, affirmative, and negative. The following episodes and extracts illustrate the stages of explaining the rule and form of the structure, writing down the rules on the board and providing examples and attracting attention to important points.

Episode 7. (Field Note: 28)

S: Class, this is the basic form. Question tags. So what are the rules? We use "auxiliary verbs + subjects" If your sentence is positive, question tag is negative. If your sentence is negative, question tag is positive.

Episode 8. (Field Note: 20)

Suna wrote "If clauses" and asked why they used it. Without answering or waiting students to answer the question, she continued to write on the board.

If Type 0 = If + present simple, present simple
                 general truths/scientific truths
If Type 1= If + present simple, will/won't/modal verbs
If Type 2 = If + simple past + would/could

As it can be deduced from the episodes and extracts Suna wrote the rules and examples on the board (See photo 4.2) and sometimes drew time lines to show differences between tenses. Students were expected to take notes in their notebooks. They were kindly asked to copy down the information from the board.

Episode 9. (Field Note: 11)

She explained: "Past perfect talks about past events happening before another past event." On the board, she drew the following time line:

_____x_____x __
          The president   The president
negotiated with Italian ministers   visited Italy last week

After completing her time line, she continued lecturing: "Look at the board! When the president visited Italy last week, he had negotiated with all Italian ministers." Suna went on writing examples on the board.

The photograph below shows a lesson in which Suna was providing students with explicit grammar teaching.

Photograph 2. A Classroom Scene of Explicit L2 Grammar Instruction

After explicit grammar teaching, Suna moved to the last two stages of her routinised pattern of instruction that were setting an exercise to practice the structure from the course book, workbook, and worksheet and/or from teacher-generated exercises and providing answers them. This stage provided students with grammar practice which was characterized by written mechanic exercises such as sentence transformations, fill in the blanks, multiple choice, open and banked cloze, sentence completion, translation and word formation. The following part identifies these exercises Suna set up during the observed lessons.

The Exercises

The L2 grammar teaching of Suna involved a routinised pattern of instruction of explicit rule explanation followed by written mechanic exercises for the purpose of

133

practice. The chart below illustrates the percentage of the type of exercises Suna did during her L2 grammar instruction in her observed lessons. The exercises included in the analysis were the ones Suna had made students do in class or had made students focus on important points during the checking of assigned exercises in class hour.

As it is indicated in the chart, the three exercise types that had been the most frequently used by Suna were consequently, sentence transformation, sentence completion and open cloze. Regarding the type of exercises, the most frequent exercise type used by Suna was sentence transformation which required students to paraphrase or rewrite a given sentence with a given keyword.
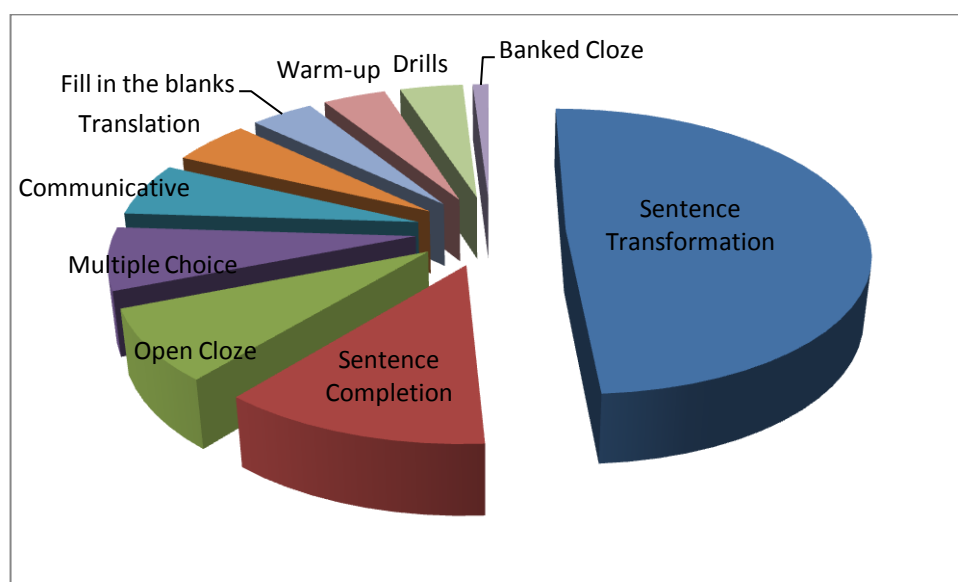

Fig. 3. Exercise Types

There had been many times in which Suna mentioned the importance and the usefulness of sentence transformation. For example, in one of the observed lessons Suna stated that "Ladies and gentleman, these rewrite questions are very useful. Let's focus on them." (Field Note: 23). For example, after explicit explanation of past perfect tense, she did sentence transformation exercise for the practice of the newly

134

acquired structure. She said: "Class, now, I'll put on some sentences in the board and you will use them in past perfect". A female student chipped in: "Are these rewrite questions?" Suna replied: "Yes, they are important. Please start putting them together with key words. In each one, you will use a different connector." (Field Note: 10)

Suna focused on the grammar items that would be tested in the achievement examinations. While doing so, she specifically paid attention to sentence transformation exercises to do revision for the upcoming examinations because there had always been one sentence transformation part in the grammar component of the achievement examinations. Suna had spent time on doing sentence transformation exercises to help students get ready for the exam. For example, in a lesson that aimed revision for the exam, she said: "for example, you may be asked such questions." and wrote the following sentence transformation exercise: John does not smoke because he does not want to die at an early age (TO). Later, she explained: "Class, look! He does not smoke because he has a purpose. The key word is "to" Then, she rewrote the sentence with the given key word on the board: John does not smoke not to die at an early age (Field Note: 55).

The second frequently used exercise type was sentence completion. Suna frequently provided students with incomplete sentences and asked them to finish those sentences with their own words. Suna always wrote the beginning or the ending part of a sentence on the board and waited for students' completions. She noted down the several sentence completions provided by students on the board. Most of the time, students copied these completions down in their notebooks. Besides re-write part, sentence completion was also a major part in the use of English part of the achievement examinations administered by the testing office.

In one of the observed lessons, Suna wrote the following sentence on the board: If I were/ was a teacher… She asked students to complete the sentence with their own words. Selin, a female student, completed the sentence as "I would give the quiz". She made specific reference to the quiz that would be given to the students in that week. Another student, Ekrem, completed the sentence as "I would change my job". Suna laughed and wrote down Ekrem's sentence on the board. When this example was over, Suna wrote another unfinished sentence on the board. This time she used the name of student known to be a critical and free thinker among his classmates. The sentence began with the following phrase: If Gokturk was the president of Turkey… Students were amazed with the example. They began laughing and calling out sentence completions. Suna laughed and commented: "Class, do not panic! All right complete this sentence which is unreal. Thank God, it is unreal!" Gokturk contributed to the joke and said: "If I become one, you will see it." (Field Note: 20).

Regarding the frequency of exercise types Suna used, open cloze came in the third place. In open cloze exercises, students were given a short text or a sentence with missing words. Students were asked to fill in each gap with a word without being provided with words to choose from a given list. The achievement exam format contained a part of open cloze questions, too.

Suna spent time on checking the open cloze parts given in the course book and also explained students how to complete gaps successfully. In one of the observed lessons in which students were doing an open cloze exercise from their course books, Suna explained: "Actually structural cloze is what we call "one word". What were we doing? Actually, they ask you quantifiers-some, any-pronouns-who, which, quantifier verbs-is, does; linking verbs-because, and, so, part of phrasal verbs.

So those are the things they keep asking in one word type of exercises" (Field Note: 29).

<u>Instructional Actions</u>

Given the routinised pattern of L2 grammar instruction, some instructional actions that had constructed the main components of Suna's L2 grammar instruction deserves more attention to paint a crystal clear picture of Suna's L2 grammar teaching. The following themes of instructional actions are explained: a) explaining b) giving examples c) eliciting d) correcting

Explicit grammar teaching was consistently explicit in Suna's classes. Suna's presentation of L2 grammar relied heavily on explaining the rules and forms of grammar items. Deductively she explained the rules and forms of structures during the presentation stage of her instruction.

Suna's explanation of future tense illustrates how she openly highlights the important points to comprehend the tense. While explaining the use of future tenses, she wrote down the following sentences on the board: My favorite TV show starts at 9:00 in the evening. When I arrive home at 09:30, the show will have already started. When she finished writing, she said: "Class, let's focus on this. Gelecekte olan bir olay çoktan tamamlanmış olacak. (A future incident will already be completed.) Because the show begins at 9:00 and this is half past nine. I'll arrive home. While talking, Suna also drew a timeline on the board: (Field Note: 17)

<pre>
        now   show   I'll arrive
        I_____I_____I____
</pre>

For example, in another observed lessons, Suna was explaining the past perfect tense. One of the male students asked her the differences between I have ever heard and I had ever heard. Suna continued her explanation and said: "One is a present tense. It's about now." This explanation was not sufficient for the student. He told that he did not quite get her explanation. Getting this feedback, Suna continued her explanation: "If you say, let's say, I heard such a silly idea, it can be changed. It's not ok. Let me tell it in Turkish. İki ay içinde o cümle değişebilir yani. (I mean this sentence may change in two months time) Let's say I heard a sillier thing." While explaining Suna moved towards the centre of the classroom and raised her voice a little bit more to get the attention of all of the students. She said: "If I say I will go and put my fist on the rector's table, you say I have never heard such a silly idea. When you remember this incident two months later, while talking about it, you say Suna teacher was out of her mind and I had never heard such a silly idea before. This is about the relationship between now and then. Class, ilişiyi görün" (Class, recognize the relation) (Field Note: 13).

Another instructional action frequently carried out by Suna was giving examples. In her openly explanation of the rules and forms of the grammatical items, Suna provided students with several examples in oral and written form. She gave exemplary situations and formed exemplary sentences that illustrate the form and rule of grammar items. Most of the time, these examples were given in the form of decontextualized sentences. While and/or after uttering exemplary sentences, Suna also wrote them on the board for students to copy them in their notebooks.

In one of the observed lessons, to exemplify the usage of "all" Suna formed the following sentence: All students in this class are perfect. Turning to students, she commented: "I'd like to send a message to your conscious" and continued giving

138

examples: All students in this classroom will pass the exam. Students laughed at Suna's example and noted it down to their notebooks (Field Note: 17). Similarly, in another observed lesson, Suna was giving examples about the rule and form of conditional type 1. She said: "If you work hard, you will have finished the prep year by July". She wrote this example under the title of Type 1 (Field Note: 20).

In another observed class in which Suna was explaining the usage of conditional type 2, Suna asked students whether they knew the TV advertisement of the brand named Regal. Some of the students told her that they knew the commercial. Suna stated: "How does it start? Oğlan bir bilet alıyor. Kızın babası iflas ediyor. (The boy buys a lottery ticket. The father of the girl went bankrupt.) Let's imagine a similar story." Then, she wrote the following exemplary sentence on the board: If she had saved money, she would have been able to buy a car (Field Note: 21).

Elicitation was another instructional action that had a major part in Suna's L2 grammar teaching. Eliciting uses, eliciting form of a structure, eliciting meaning, eliciting previous knowledge, eliciting differences between structures and eliciting answers were observed in the L2 grammar teaching of Suna.

Suna directed students to elicit uses of grammatical items. For example, in one observed lesson, Suna walked to the centre of the classroom and asked students: "Why do we use passives?" Recep replied immediately: "To talk about things in different ways." Suna furthered her question: "Recep can we always talk about things in different ways?" Recep could not answer her question at once. He looked around for help from his classmates. Suna redirected her question to the class: "Why do we use the passive voice?" (Field Note: 50).

Suna also elicited form of structures via the questions she asked students. There had been lessons in which she openly asked students to tell her the rules and forms of grammatical items. In one observed lesson, she asked whether students could make adjectives plural (Field Note: 2). In another one, she asked whether all adjectives could be used in comparative form (Field Note: 5). There were also times when she asked the rule or the form of a structure through exemplary situations. In one lesson, Suna stated: "Sometimes people criticize each other. Criticizing is easy. For example, what do they say in Yemekteyiz? – a popular TV program) Keşke et pişirmeseydin, keşke tuz koysaydın. Aç kaldık. Daha çok pişebilirdi. (Only if you had not cooked meat. Only if you had added salt. We are hungry. The food could be cooked more)" All together students laughed at Suna's examples. Suna continued talking: "So criticism is an important power. We know how to criticize in Turkish. Yapabilirdin, edebilirdin, keşke yapsaydın. (You could have done it. I wish you had done it) How about in English? With what structures do we criticize in English?" (Field Note: 57).

Suna also elicited meaning of target structures by directing questions to students. She asked whether students comprehended what meaning the structure conveyed. For example, in one lesson she elicited the meaning of "can". She wrote "Dan cannot surf the net." and asked: "Class, is "can't" ability here? (Field Note: 31). In another lesson, she had provided students with two exemplary sentences: He denied giving the wrong papers. He denied that his assistant had given the wrong papers. When finished writing the sentences, she put the board marker on the teacher's desk and asked: Bu yapılar ne anlamı veriyor? (What meaning these structures convey?) Ikisi de aynı anlamda mı? (Do they both have the same meaning?) (Field Note: 49).

Eliciting previous knowledge was also observed in the instructional actions of Suna. Prior to her explanation of the rule and form of a structure she tried to elicit what students had previously learned regarding the target structure and how much they remembered. For example, she directly asked whether students remembered the "as…as" structure from the previous term (Field Note: 42). In another lesson, turning to students, she asked: "Class, do you remember the rule of adverb of frequency?" (Field Note: 6). Suna also elicited differences between structures from students during her explanation. For instance, in one of the observed classes, Suna wrote present perfect, present perfect continuous and past simple on the board. She said: "Class, these are the tenses you have learned last week…last term whatever. Who can explain me the differences between them?" (Field Note: 37). In another lesson that aimed to give last minute clues for getting prepared for the coming exam, Suna said: "Tonight at home please focus on "used to". What is the difference between "used to" and "would"? (Field Note: 8).

In addition to eliciting uses, form of a structure, meaning, previous knowledge, and differences between structures, Suna also elicited answers of the exercises and questions she directed to the class. The elicitation of answers was a major part of the practice stage of the routinized pattern of instruction. Therefore; there were many instances of elicitation of the answers in the data.

Another instructional action of Suna that deserved attention was correction of errors. During my observation of her teaching, I noticed that Suna used different types of error correction such as teacher correction (direct or recast), student correction (self or peer) and no correction. Among the different types of error correction, Suna performed teacher correction the most. The following extracts from field notes illustrate how Suna performed the above mentioned error correction types

and focused her students' attention on their grammatical errors.

Regarding teacher directed error correction, it was observed that Suna performed explicit error correction the most and attached importance to accuracy. In some instances she provided students with an explanation of errors and in some other instances she just provided the students with the correct usage. For example, while checking the answers of the assigned exercises one student used "very" with the superlative form. Suna interrupted the student and said: "We do not say "very" with the superlatives and comparatives, do we? It is not correct to say "this is the most very important case. The most important case." (Field Note: 4).

In addition to giving feedback to individual students, Suna also provided whole class explanation of recurrent and shared errors observed in students' spoken and written forms of target language. For instance, while providing feedback on the incorrect answers given to an exercise by the majority of students, Suna commented that they should have used present perfect tense instead of simple present tense. She explained that: "Class, here you have lack of knowledge. Fred regrets having asked such a question. "Having past" gives the meaning of past. Fred realized that he should not have asked such a question" (Field Note: 60).

Though the most notable error correction type Suna performed in the observed lessons was teacher directed, there were few examples of recast among the examples of teacher directed error correction. In one of those few instances of recast, Suna was checking the answers given by the students to a previously assigned exercise from the course book. Recep called out: "For to see!" Suna repeated: "For to see?" Recep reacted: "to see" (Field Note: 55).

In instances of student error correction, students had opportunities to correct themselves or their peers. In some instances, the combination of these two error

correction types was observed. For instance, in an exercise that required students to transform a given sentence with the given key word, Recep volunteered to transform the sentence. While telling the sentence, Recep made the error of using "giving" instead of "being given". The other students in class protested and gave out a cry: No! Recep thought for a moment and said: "Oh! Pardon me!" He corrected the incorrect part and uttered at once: "When the face of ministry of energy was punched, a speech was being given by him" (Field Note: 34).

In the few instances of no error correction, Suna did not immediately correct the student's error but provided the student either with the correct usage or with more prompts to support the student to find the correct usage or the answer to a question. For example, in one of the observed lessons in which the objective was to teach the structures of "what about/how about", Suna asked students to tell her what the utterance that had been written on the board meant. Hande, a female student replied: "How many apples should we buy?" This was not the correct answer. Suna did not correct her but immediately gave an example. She said: "let me give you an example. For example, we have run out of food or fruits and I say let's go and buy some fruits."(Field Note: 1).

The identification and illustration of the most notable instructional actions of Suna observed in her routinised pattern of L2 grammar instruction i.e. explaining, giving examples, elicitation and correction, the most notable pedagogical actions of Suna are identified and illustrated in the table below.

Table 10. Suna's Instructional Actions

Explaining	Rules and forms of grammar items		
	Differences between tenses		
Giving examples	Oral examples		
	Written examples		
Elicitation	Eliciting uses		
	Eliciting form of a structure		
	Eliciting meaning		
	Eliciting previous knowledge		
	Eliciting differences between structures		
	Eliciting answers		
Correction	Teacher correction	Direct	
		Recast	
	Student correction	Self	
		Peer	
	No correction		

Pedagogical Actions

Suna had some notable actions that were not directly linked to L2 grammar instruction but more related to her teaching philosophy. I have preferred to mention them as pedagogical actions because they were not focused on the subject matter teaching i.e., L2 grammar teaching but more focused on how learning environment was created. These actions deserved attention since they created the supportive learning environment which Suna considered as a key factor to students' learning. The table below indicates the pedagogical actions performed by Suna during the observed lessons.

Table 11. Suna's Pedagogical Actions

Paying attention to the feelings of students
Encouraging students
Greeting students and initiating a conversation
Paying attention to different learning styles students have
Using humor

Suna used the feelings of respect and love as a means to achieve positive discipline in the classroom. She was a teacher who was deeply respectful and encouraging for students to express their opinions, feelings and needs. She had considered what the students are thinking, feeling and learning. There was a sense of connection between Suna and her students. She was non-punitive and thus students were not scolded or punished by Suna no matter what they did in class. As a teacher she was firm and kind and at the same time she achieved maintaining classroom discipline.

Suna always greeted her students and began the lessons by initiating a conversation with them. She always asked how they were and brought up topics to be discussed. For instance, in one of the observed lessons, Suna greeted the class and wished good luck to the class representatives for the general knowledge contest held in the university. Before beginning the instruction, she initiated a conversation about the contest (Field Note: 29). In one of the morning hours, Nagehan, a female student, brought cookies she had baked to class. Suna thanked her and said: "Nagehan, what a lovely cook you are!" Students including Nagehan all laughed at Suna's remark because in her sentence she had used the structure that they had learned this term (Field Note: 5).

In another observed lesson, Suna assigned students to do an exercise from the course book and she began monitoring students. When she approached Hande, she asked quietly: "Hande, you look so demotiviated from the beginning of the first lesson. Why are you so silent? Is everything ok? Why aren't you doing? " Hande answered: "I cannot do them." Suna pointed to the first question of the exercise and asked: "Even this one?" Hande whispered: "Yes!" Suna laughed and commented: "Hande! Come on! It is not logical, sensible, and realistic! Try it please." Hande laughed and wrote the answer on her course book. Suna checked and nodded her

head (Field Note: 51).

It was notable in the data that Suna usually directed questions to the whole class without picking up a student to answer the question. She asked volunteers to give answers to the exercises being done and she did not ridicule or punish a student if s/he could not come up with the correct answer. Even at times when she picked up students herself, she provided him/her with sufficient time to give an answer and supported him/her with some clues and explanations if s/he could not give the correct answer. She said: "Why don't you give it a try?" (Field Note: 1) or provided help via clues: "The crowd held their breath. The crowd that had been gathering…Florida'da toplanmış kalabalık. (The crowd had been gathered in Florida.) Yes, there is a clause here. So?" (Field Note: 38).

It was notable that Suna paid attention to students' feelings. She observed and planned her lessons accordingly. In some cases, she directly asked students to tell her what they wanted to do and how they felt. In the lessons before lunch, she always made a reference to the lunch hour and she dismissed the class on time by saying students could not gather their attention when they were hungry. She did not also begin new topics in the last hour of the day, claiming that after a tiring day, students would not be able to concentrate on a new topic to be learned. The considerate side of Suna's character enabled her to have a friendly relationship with her students which fostered establishing a friendly atmosphere in the classroom.

Suna observed the students in class carefully and showed them that she cared about how they felt. For example, in one of the observed lessons, Suna assigned students to do exercises from the course book. While students were trying to answer the questions individually, Suna monitored them. Recep was not doing the exercise. He put his head on his desk. Approaching him, Suna asked how he felt. Recep told

146

that he was very tired. Suna said: "Oh, I see you are very tired." (Field Note: 36). For instance, in another lesson which was right after a writing quiz, Suna came to class and saw that students were complaining about the quiz they had. Suna asked students to take their seats and began addressing them: "Ok, ladies and gentleman! I know you are very tired, mentally." Recep called out: "Yes! Yes!" Omer added: "Is it ok to make a quiz for two lessons? That's too long!" Suna said: "Ok, class. We will just do two exercises from the book. Then you will have an early break." (Field Note: 43).

Friendly atmosphere was also achieved through the use of humor in the classroom. The use of humor was always present in Suna's L2 grammar instruction. For example, in one of the observed lessons, Suna began picking up students to give answers to the exercises provided in the course book. She said: "Ok. Now, let's altogether look at the second part of the exercise. Ok. Rıdvan, do number one. Oh, Rıdvan, number one. Rıdvan from now on, you will do all first exercises. Look how it rhymes with your name. Rıdvan, number one." Students burst out a laughter. Laughing, Rıdvan gave the answer to the first question of the exercise and then other students took turns to answer the rest (Field Note: 11).

For example, Suna was providing students with examples of making future predictions. She said: "Class, if you remember, last term we had an activity. I made you write some sentences about the future. One of you, Utku, wrote his guesses about me. I still keep it. He wrote "I'm sure you will be the head of English Language Department." Sometimes, at nights I read that note. I keep it under my pillow." The students laughed at Suna's last remarks. Suna also laughed at what she said. After laughing was over, Suna continued talking: "Another student who is not here today wrote "You will catch swine flu and die. Thank God, I'm still alive." This time students laughed more. Suna began her instruction: "Class, if you remember, we

use "will" to make predictions." (Field Note: 15).

In another lesson, students were giving examples about conditionals. Tugba said: "If we did not live far away, we would go to the beach more often." Rıdvan said: "If I were you, I would not eat so much chocolate." Smiling, Suna asked: "That's what? An advice for me?" Students laughed out at Suna's question (Field Note: 24).

In one of the observed lessons, Suna checked her watch and said that they had ten more minutes so they would go on the lesson with the adverbs. She mentioned that adverbs would be asked in the next exam. Suna drew a face on the board (See the photo below) and asked who it was. Altogether students called out: "Recep!" Suna asked how they figured it out. One of the male students answered: "He has chewing gum in his mouth!" Looking towards Recep, Suna remarked: "Recep, your chewing gum is becoming more famous than you." All students laughed.

Suna continued asking questions: "Class, we watched Recep chewing his gum many times. Can you give me adjectives that describe this?" Students called out adjectives and Suna wrote them down on the board: "Enthusiastically! Excitedly! Emotionally! Passionately! Quickly! Seriously! One student shouted: "Silently!" Turning to students Suna asked: "Can we say silently?" Some of the students reacted: "No!" Suna laughed with the students and murmured: "Definitely not. Not silently." When there was a silence, Recep said: "Generously! I give chewing gum to my friends, too." She directed more questions: "What about time? Do you chew every day, every hour?" Students called out their answers and Suna wrote them on the board. Then, she asked the students which words written on the board were adverbs (Field Note: 5). (See Photograph 3.)

148
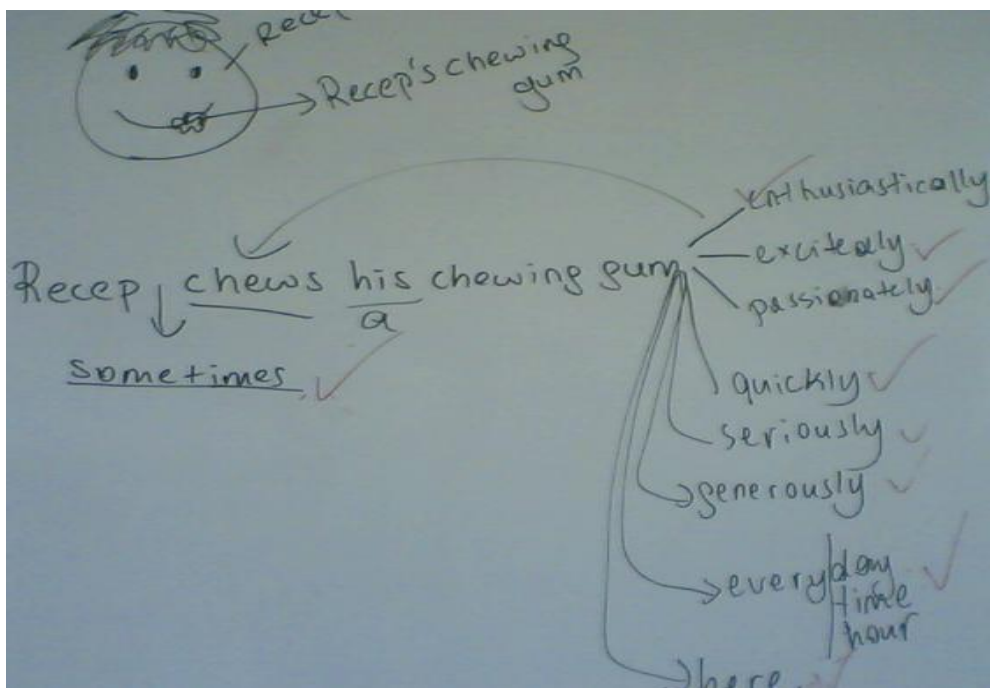
Photograph 3. The Blackboard Use of Suna

In another activity, Suna asked Hande, a talented student, to draw the picture of

Utku, another student in class, when he is 45 years old. After Hande's drawing was

over (See Photograph 4), Suna said: "Class, looking at this perfect drawing, tell me

something about Utku's future life." Students began calling out one by one. One

student said: "Utku will change his life style." Another one shouted: "He will change

his clothes." Another student said. "He will be single." One student said: "Utku will

be homeless." Suna said: "He will be living on the streets." Suna grabbed the board

marker and wrote the following on the board: *Utku will be spending most of his time*.

She did not finish her sentence and asked students to complete the sentence with

future continuous tense which she announced as the target structure of the lesson.

Students took turns and called out their sentence completions. The students were

laughing, and making jokes. (Field Note: 16).

Photograph 4. The blackboard use in an activity

Exploration of congruence and incongruence between the stated beliefs of Suna and her observed classroom practices regarding L2 grammar

The present section reports the analysis of data obtained to contribute towards answering the fourth research question i.e., what is the relationship, if any, between the teacher's pedagogical beliefs and classroom practices regarding L2 grammar?

The stated beliefs of Suna were checked against the observational data to find evidence of congruence and incongruence between stated beliefs and observed practices regarding L2 grammar. The table below shows the relationship between Suna's pedagogical beliefs and classroom practices regarding L2 grammar. The first two rows in the top half of the table contain practices that are incongruent with beliefs and the five rows in the bottom half represent the beliefs that are manifested in classroom practices.

Table 12. Congruence and Incongruence between Suna's Beliefs and Practices

Beliefs	Classroom practices
PPP is the best way to teach L2 grammar to young adults and adults.	No production stage
Grammar learning is enhanced with contextualized grammar teaching.	More de-contextualized grammar teaching than contextualized grammar teaching
Beliefs	Classroom practices
Explicit knowledge of grammatical rules was essential for the mastery of language at early stages of foreign language learning	Deductive teaching, Focus-on-forms
Affective factors are effective to learning since they play an essential role in learning	Consideration of affective factors, positive student-teacher relationship
Students should be familiar with metalanguage and use at least a minimum degree of grammatical terminology	Metalanguage use
The major concern for error correction should be how learners would feel and react to particular error correction techniques.	The use of various error correction techniques
Clear, understandable and applicable examples appeared to be effective for foreign language learning to occur	Providing several examples

Suna exhibited, to a great extent, congruence between her stated beliefs and her observed classroom practices regarding L2 grammar. The first area of congruence involved explicit grammar instruction. Suna established the belief that explicit grammar instruction had a place and use in L2grammar teaching. She held the belief that students with low proficiency levels need explicit grammar teaching to become proficient in the target language. She also believed that students at the ages for university education expected receiving explicit grammar instruction as explanation on the teacher's part made them feel confident regarding their learning and examinations. During the observation it was noted that explicit grammar teaching was consistently explicit in Suna's L2 grammar instruction. Openly explanation and discussion of grammar forms and rules were observed.

The second area of congruence was that of humanistic education. Suna adhered to a humanistic approach to teaching and learning with an emphasis on positive learning environment and whole person orientation to students that valued both intellectual and affective sides of the students. Suna held the belief that in order to foster a positive learning environment, which she considered to be a key factor in learning, a good rapport between teacher and students was essential. During the observation, it was noted that a peaceful classroom environment in which students felt secure, respected and loved was established. She took students' feelings and needs into consideration while making instructional decisions.

The third area of congruence involved error correction. Suna established the belief that what types of errors should be corrected and what effects come out of error correction were decided through a consideration of the affective factors. In line with her humanistic approach to teaching and learning, the major concern for Suna regarding error correction was how learners would feel and react to particular error correction techniques. During the observation it was noted that for different students Suna used different types of error correction such as teacher correction i.e. direct and recast, student correction i.e. self and peer and no correction. Analysis of the data indicated that Suna performed direct error correction the most.

Another area of congruence was that of metalanguage use. Suna believed that students should be familiar with metalanguage and use it at least to a minimum degree as they came across to some terms in grammar reference books and examinations. In parallel to her stated beliefs, it was observed that Suna used and taught grammatical terminology which were used in the course book and asked in the examinations.

152

The fifth area of congruence involved the importance of examples. Suna repeatedly mentioned her belief about the importance of examples in L2 grammar instruction. She stated that clear, understandable, illustrative and applicable examples appeared to be effective for foreign language learning to occur. During the observation it was noted she provided students with several examples of the target structure in oral and written formats during the presentation and practice stages of her instruction.

Some of the stated beliefs of Suna were not evident in her observed classroom practices regarding L2 grammar. There were two areas of incongruence between the stated beliefs and observed practices of Suna regarding L2 grammar instruction. Further discussion and analysis revealed that some of Suna's perceptions about students' expectations, some external factors i.e. the element of time and the exams were overriding Suna's beliefs and causing incongruence between her stated beliefs and observed classroom practices.

The first area of incongruence involved the PPP format. Suna espoused a firm belief that present-practice-produce format is the best way to teach grammar to young adults and adults. She claimed that PPP format was an ideal model as students induce the target structures in the first place. Students would practice the target structure in a controlled way in the second stage and produce the target structure freely in communicative activities in the last stage. During the observation it was noted that the last stage devoted to production was not evident in Suna's routinised pattern of grammar instruction. When asked, Suna told that she could not pass through all three stages, beginning from presentation to production. She commented that she was aware of the fact that she could not provide students with sufficient opportunities of free production.

Suna's perception of students' expectations and external factors such as time, exams and loaded syllabus seemed to be overriding her beliefs about going through production stage. Suna claimed that students expected spending time on explicit grammar instruction rather than free production as they felt more secure with explicit grammar instruction (Interview 3). Besides, she believed that students expected to get ready for the exams and she had to take exams into consideration while teaching. According to Suna, students expected to receive instruction which is directly applicable to exams. She stated that the expectations of students' have a part. She explained that if she tried to make her lessons more communicative with more time devoted to production stag and ignored the exam and the types of questions asked in the exams; re-write or other types of grammar questions, then her students would not have taken part in this. She explained that she knew this from her previous teaching experiences (Interview 3).

Students' expectations had a connection to the exam. Suna believed that students expected to be trained for passing the proficiency exam which would determine whether they could begin their departmental studies or not. While commenting on the issue Suna claimed that "The role of exams is great. The questions asked in exams are grammar questions such as re-write. It is impossible to transform re-write into communicative activities. It is almost too difficult. I cannot claim that I followed my principles. Personally, I did what I had to do." (Interview 3: 545-549, Appendix A. 55).

Suna also commented about time as an influential factor for not following her ideal teaching approach completely. The element of time was mentioned in two senses: time limitation due to loaded syllabus and time limitation due to work load. Suna stated that: "communicative activities and my ideal teaching approach requires

154

a lot of time but our syllabus is loaded. To teach 10 hours of grammar per week according to my ideals, I have to work for an extra 10 hours. Yet, due to my workload I only had maximum two hours for planning. If there were more time, more time to think hard about what to do in class, and then I would have different activities. I was thinking about creating a grammar blog." (Interview 3: 551-569, Appendix A. 56).

The second area of incongruence involved contextualized grammar teaching. Suna established a belief that the use of contextualized grammar presentation was more effective than de-contextualized grammar activities during the presentation stage. During the observation it was noted that though Suna provided students with contextualized grammar activities, the majority of her activities were based on de-contextualized grammar work. While commenting, Suna claimed that contextualized grammar activities required a more flexible syllabus that enabled more time spent on production of language rather than accuracy. She stated that "Such activities require time. You need to have more time to use them effectively in class." (Interview 4: 33, Appendix A. 57). She explained that: "when we don't have time, we prefer doing de-contextualized grammar work. We do exercises on paper and we find ourselves in a situation that calls for resorting to grammar-translation." (Interview 4: 37-42, Appendix A. 58).

Participating Students' Reflections about Their L2 Grammar Learning Experiences

The present section reports the analysis of data obtained to contribute towards answering the fifth research question i.e.; how do students' see and experience their own L2 grammar learning?

The following findings embody analysis of data that include transcriptions of semi-structured interviews, written tasks and academic diaries. In semi-structured interviews the aim was to encourage participating students to reflect their L2 grammar learning process. During the interviews participating students were directed questions about the way they viewed and experienced their own L2 grammar learning in the L2 grammar class of Suna. In written tasks, the participating students were provided with six tasks which required thinking and responding to a question or thinking and carrying out a task such as writing a short story or drawing a picture. The academic diary format had one section that required participating students express "Things I learned this week and want to use in my writing…" regarding grammar structures and vocabulary. The format also expected participating students to give example sentences. The last section of the academic diary had two open-ended questions: What I learned and did at university last week? What I want to learn or do better next week? Thus, data of all sorts were gathered that could uncover the dynamic and complex process of student learning.

<center>Participating Students</center>

The present study was a case study conducted with a non-native English language teacher, Suna, and six of her students in her L2 grammar class in the preparatory class in School of Foreign Languages in a private university in Istanbul, Turkey. The profile of Suna, the participating teacher, was provided in the previous part. The present part presents demographic information about the six participating students.

The table below indicates the pseudonyms, ages and genders of the participating students. More detailed information regarding the profiles of the participating students will be presented separately in the following part as a guide to

<center>156</center>

the analysis and results of the data gathered.

Table 13. Participating Students

Participating students	Pseudonyms	Age	Gender
1	Bilge	20	F
2	Rıza	18	M
3	Gül	19	F
4	Handan	19	F
5	Seyda	19	F
6	Nergis	19	F

Case 1: Bilge

The Profile of Bilge

Bilge, a prospective student of engineering department, told me that she liked being called "wise" because of the scientific touch the word conveys. Bilge, born in 1990, moved from a small city, Balıkesir, to the biggest city of Turkey, Istanbul, with her family when she enrolled to a private university in Istanbul.

Bilge explained that because she had studied German language during high school years, she was yearning to learn English and study at a program in which the medium of instruction was English. Her desire to be educated in English made her chose to enroll to computer engineering program of the engineering department of a private university which would enable her to learn English while getting a degree. Based on the fact that her English proficiency level was not adequate enough to receive the departmental studies in English language, she had to enroll to one year intensive English language program given by the School of Foreign Languages in her

157

university. That was how Bilge became a student of Suna and how their lives intertwined. She was one of the most successful students of Suna's L2 grammar class. That was why our lives became intertwined in the present study.

When I first met Bilge alone to carry out the first semi-structured interview I thought that it would be difficult for me to get a connection with her because she seemed close-lipped and not in the mood of opening herself up to me. To my surprise, after a short warm-up session, she began sharing a lot with me.

The parents of Bilge sent her to a private primary school providing full-time education because they were both busy at work during the day. During her primary school education, Bilge began learning English at the age of 10. She did not consider English lessons she had taken at primary school as effective and she claimed that: "It had some contribution only in vocabulary. I could recognize some words in English." (Interview 1: 76, Appendix A. 59). The English language education she had received during her primary school years were mainly based on teaching lexical competence through songs, games and short stories. She stated that: "Just music comes to my mind. We used to listen to music. Because we were kids, we used to be involved in musical activities. We used to listen to songs during the lessons. I remember that we learned subjects such as days, numbers, in front of, behind, things like that." (Interview 1: 80-83, Appendix A. 60).

Bilge had a story of English language learning beginning with a failure. She recalled how she thought that she could not achieve learning English. She did not love English language as a subject and considered it different than other school subjects. She explained that if she had worked hard, she had achieved being successful at even the most difficult lessons such as Turkish and mathematics. Yet, the same was not valid for English lessons. This situation led to a negative attitude

158

towards the English language. She stated that: "I could not do it. I mean when you study other lessons, Turkish or maths, you can do them. I loved maths but not English." (Interview 1: 95-97, Appendix A. 61).

The most memorable day of Bilge's primary school years was the day when she felt sad about her English language exam result. While remembering that day, her eyes remained fixed upon the horizon and told me that however hard she tried, she got a low grade from the exam. She stated that: "it was too bad. It was obvious that I could not do it. I was very sad. I remember myself crying and asking whether this exam result will be in the report or not. I remember myself crying a lot because I could not achieve learning it." (Interview 1: 102-105, Appendix A. 62).

After primary school, Bilge enrolled to a high school that provided German language instruction. She did not meet with English until she became a prep school student in Suna's class.

Bilge's reflections about her own L2 grammar learning experiences

Bilge declared that learning L2 grammar in the grammar class of Suna meant that "you are on the right track" (Interview 2: 8, Appendix A. 63) because Suna was one of the English language teachers who achieved "keeping you highly motivated" (Interview 2: 16, Appendix A. 64). This was important for her because she thought coming to university since the beginning of the academic year was challenging. She stated that "it is really very difficult to study continuously since the beginning of the year. There is also summer school." (Interview 2: 17-18, Appendix A. 65) Though she felt herself to be challenged, she considered that the love she felt towards Suna helped her to meet this challenge. She claimed that "because I love her, it is not a big problem for me" (Interview 2: 19, Appendix A. 66).

The love she felt for Suna and the way she felt motivated in Suna's lessons played the key role to Bilge's learning. She highlighted that love and motivation were two important features of the relationship between her and Suna. She claimed that "I learn. I understand. I want to attend her lessons" (Interview 2: 32, Appendix A. 67). Bilge explained that love and motivation were essential because to learn new things teachers were important and she learned new things only from people whom she loves because she felt comfortable and motivated with the people she loves and Suna was one of those people.

When asked to write a paragraph about an instance, an event, an activity or a lesson that she felt, thought of or recognized her L2 grammar learning in that week, Bilge depicted two lessons; one of which was a lesson to prepare students for the coming exam. In that lesson Suna asked students to identify her L2 grammar structures they had difficulty with. Based on students' responses, the class hour was spent on explanation of the rules of the structures and practicing through sentence transformations and fill in the blanks exercises. Suna also provided students with the last minute exam tips and tricks. Bilge commented that "this particular grammar lesson was beneficial for me as it is always. Especially the practice we did before the exam was useful for me in the exam. I felt that I learned those structures." (Task 1). Bilge's concern about exams was also evident in her academic diary which will be discussed later.

The second lesson mentioned by Bilge was a lesson in which adjectives and adverbs were taught. In this lesson Suna had begun her instruction with a communicative activity as an introduction to adjectives and adverbs. The lesson had a place in Bilge's reflections because she thought that though the subject was boring, the way Suna taught it was amusing. Reflecting on that particular lesson, Bilge

commented that "by making the lesson amusing through the introduction of a boring topic like adjective-adverb with drawing and showing pictures secured us not to divert our attention." (Task 1). She commented that "our teacher explains us in such a way that we do not get bored. If there is murmur in the class, she uses her ways to attract our attention and involves even the students chatting in the lesson." (Task 4).

When asked to remember a moment in which she felt that Suna supported her L2 grammar learning and then to draw that scene and at last to provide a short written explanation of the scene, Bilge again explained a lesson in which Suna used visuals to introduce the target structure to students (See Fig. 4). The activity depicted involved making guesses at the photos of some zoomed objects and using the pattern of "this may be…" while making guesses.
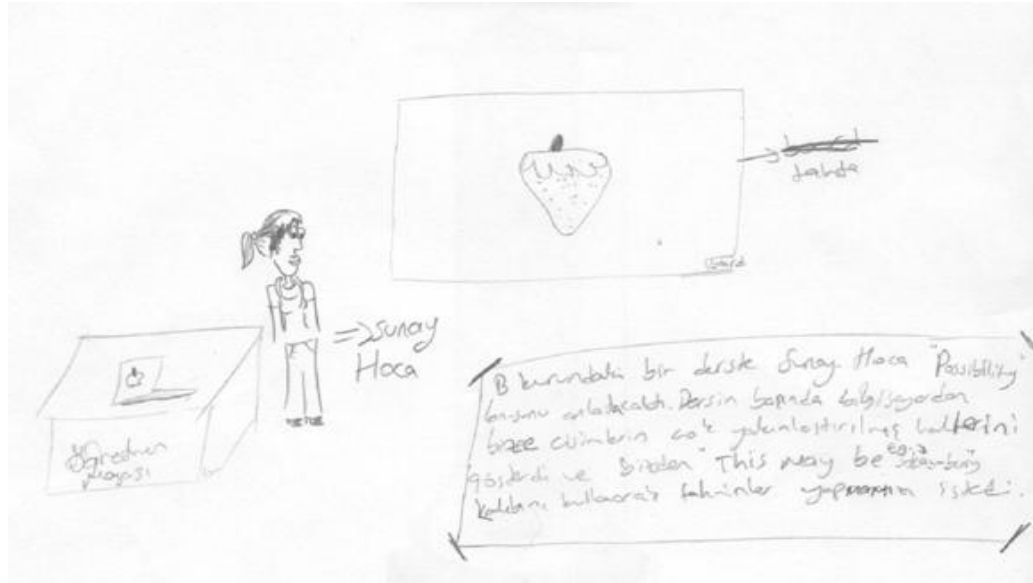

Fig.4. The First Drawing of Bilge. "In one of the lessons in B level Suna Teacher would explain the subject of "Possibility". In the beginning of the lesson, she showed us (the photos of) some objects that were zoomed. She asked us to make guesses by using the pattern of "this may be…" (Task 8)

In Bilge's drawing, Suna was illustrated next to the teachers' desk showing the class a photo projected on the board. Though Bilge did not draw any students, it may be argued that Suna's inactivity required students' actively participation in the lesson. Thus, this is a scene depicting a learner-centered lesson rather than a teacher-fronted one. Bilge drew a laptop on the teachers' desk which could be viewed as an indication of the use of technological devices in this particular lesson.

For the same purposes, Bilge drew another picture with a short note about her L2 grammar learning in Suna's lessons (See Fig. 5). In that particular lesson, Suna drew a picture of stick figure with chewing gum in his mouth and asked class who they thought this figure resembled. The answer was easy for the students because Recep, another participating student of this study, was a well-known character in the class. In that particular lesson, Suna used the image of Recep with a chewing-gum to ask students to utter sentences using modals.
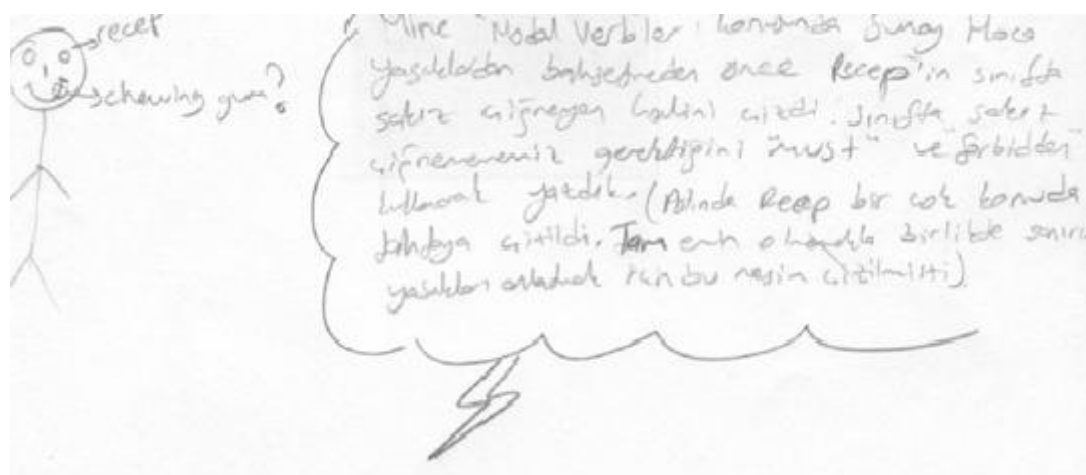

Fig. 5. The Second Drawing of Bilge. "Again in the topic of "Modal Verbs" Suna Teacher drew the picture of Recep chewing gum before mentioning prohibitions. We wrote that we must not chew gum in the class by using "must" and "forbidden". (In fact, the picture of Recep had been drawn regarding many topics. Not being a hundred percent sure, I think his picture was drawn for explaining prohibitions. (Task 8)

Love towards her teacher and motivation towards the subject was essential for Bilge but they were not adequate for learning to occur. Both of the drawings revealed how important Bilge viewed and experienced the use of visuals and the element of fun in learning L2 grammar. Besides these, another important element mentioned by Bilge was exams.

Exams constituted a major role in Bilge's reflections about her own L2 grammar learning in the L2 grammar class of Suna. The first incident Bilge mentioned as an example of her L2 grammar learning in the class of Suna had a connection with exams. In her academic diary that she kept regarding her thoughts and feelings about what she learned and did at the university that week and what she wanted to learn or do better next week, Bilge mentioned exams and/or exam related achievements in seven out of ten weeks. She was concerned about passing prep class and beginning her departmental studies (Week 5). She was looking forward to learning her exam grades especially from the grammar part and planning to revise some grammar structures to get higher grades from the exams (Week 3). There was always L2 grammar structures that she needed to study for the exams (See Fig. 6).

Grammar had a major part in her feelings towards exams. When she easily comprehended the rules and forms of L2 grammar structures, she felt happy and relieved from the exam pressure. One week, she wrote in her academic diary that "The most enjoyable thing we learned was "used to" because it was easy to learn☺" (Week 7). Thus, it was evident that the element of exam had a connection with how Bilge saw and experienced her own L2 grammar learning.

My reflections (thoughts and feelings) about:

What I learned and did at University last week:

* Last week I learned "Exclamations, Adjectives Adverbs and writing paragraphs with some facts.
* The most useful thing we learned was exclamations Because it is related with daily ~~speaking~~ ✓ speech.   left/remaining
* I feel excited because we have only 4 weeks ~~😊~~ before the ~~end~~ of level B.

What I want to learn or do better next week:

→ I need to practice all grammar subjects, because I have MT₂
→ I need to ~~doing~~ listening exercises
→ I am really looking forward to spring, because I feel bored winter and cold.
→ What kind of writing are we going to write on our exam? ✓

Fig. 6. An Excerpt from the Academic Diary of Bilge. (Week 6)

Bilge believed that Suna supported her in getting ready for the exams. She stated that "if I do not understand a subject in one way, Suna Teacher teaches it in one way or another. She always finds different ways to explain it and at last she achieves teaching it" (Interview 2: 38-39, Appendix A. 68).The way Suna taught ensured her learning and getting good grades from the exams (Informal Conversation).

The way Suna introduced new structures was also an important aspect of her teaching that supported L2 grammar learning of Bilge. She stated that "how Suna Teacher introduces the topics is very good" (Interview 2: 46, Appendix A. 69). She considered that Suna introduced L2 grammar structures via popular topics which created interest and motivation towards the lesson. She appreciated how Suna provided them with tasks which seemed unrelated with L2 grammar teaching but she always linked these tasks to an L2 grammar structure. She mentioned that "instead of saying that x is our topic and reading it from the book, Suna teacher makes an interesting introduction. I love her introductions very much" (Interview 2: 52-53, Appendix A. 70). Bilge considered that how Suna introduced the topic enabled her to learn L2 grammar and stated that "you focus on these interesting tasks and when she links these tasks with the grammar subjects to be learned you do not face a lot of

164

difficulty." (Interview 2: 91-93, Appendix A. 71). She stated that "these topics and tasks help me at least in focusing my attention on the lesson." (Interview 2: 101, Appendix A. 72). During the interview, Bilge provided an example of interesting warm-up task that which felt her learn the L2 structure being taught. In that particular lesson she mentioned, Suna asked students to comment about the way she wore that day and later connected this task with the grammatical structures used in making criticisms in English language.

Case 2: Rıza

The Profile of Rıza

Rıza, born in 1992, would be catching your attention when you entered the class. Even if his presence did not catch your eyes, his voice would catch your attention immediately. That was how Rıza existed in class: with his talking.

Rıza began receiving English language instruction when he was in primary school. When asked what kind of English language education he had received in primary school, he commented that: "what would come out of primary school foreign language education? Nothing. Only for two hours per week." (Interview 1: 27-28, Appendix A. 73). What Rıza remembered from those days was an English language learning set bought by his father as a present. The father of Rıza brought home an English language learning set which soon became the best friend for him. The set included cassettes, cds, and a colorful screen with a pen. Some questions with options appeared on the screen and you clicked on the option you considered to be right with its pen. If your answer was correct, the option flashed in red color. With flames of joy in his eyes, Rıza stated that: "I used to listen to its cassettes and cds. I

enjoyed it a lot. I still remember many songs. There was also a pen in the set. You push the answer with the pen and it flashed red." (Interview 1: 37-40, Appendix A. 74). The set had a greater effect on Rıza than the English lessons he had during primary school years.

Rıza first told me that he did not like his first English language teacher much and added that "normally, I did not like many teachers. There had been one or two teachers that I liked. I mean I don't want to exaggerate but I kind of hated teachers." (Interview 1: 48-50, Appendix A. 75). Without hesitation, he told me a story about a day that his English language teacher did not listen to him when he was trying to explain him something really important and urgent. One day, prior to an English language lesson, Rıza sprained his finger when he was trying to close the door of the classroom. His finger got swollen. He told his English language teacher that he wanted to go home. His teacher did not listen to him. This time Rıza told his teacher that he had to go home. His teacher did not let him. Rıza showed his teacher his swollen finger. The teacher did not pay enough attention and told him that it was not a big deal. He looked in the eyes of Rıza and said that his finger was only strained. Rıza did not listen to his teacher and ran away from school and went home. His parents took him to a doctor and it was soon found out that his finger was broken. He needed to go under an operation during which a platinoid metal was fitted to his finger.

The primary school English language teacher was not the only teacher with whom Rıza had conflicts. He had issues with his English language teacher in high school as well. He recalled an old female English language teacher who was famous for her minus and plus lists. Her teaching was mostly focused on explicit L2 grammar instruction. She used to write re-write exercises on the board and picked up

students to come to the board and answer them. If the answer was correct, the students got a plus. If the answer was incorrect, they received a minus in the list. Rıza did not like this teacher and felt that her lessons did not improve his English. He gave the teacher a hard time in her lessons by making jokes and pranks. Laughing, he told me a prank he pulled on this teacher with his classmates. One day, they made a bottle blow up during the lesson and told the teacher that the sound came from outside.

Rıza did not like teachers but he liked school and school subjects especially English. I deliberately asked his feelings towards English language as a school subject and without hesitation he told me that English was one of his favorite school subjects. He explained that "I don't know why. Learning English attracted my attention. I was interested in learning different languages. I mean, if you cannot learn, you get irritated." (Interview 1: 74-75, Appendix A. 76).

There was also one English language teacher that Rıza was fond of. This teacher was an important figure in his education history. He stated that "I had a male English language teacher at high school. May his life be spared; I used to like him a lot. That was him who taught me English. Majority of the things I had known before prep school was thanks to this teacher and the learning set." (Interview 1: 92-95, Appendix A. 77). Hearing this, I asked Rıza to explain me what and how that teacher taught in detail. He did not mention any content-related or methodology related information. All he remembered and found significant enough to be shared was regarding the personality and teaching approach of the teacher. He said: "We were like friends with the teacher. I loved that teacher. He was a good person, may his life be spared." (Interview 1: 97-99, Appendix A. 78). I told Rıza that I did not quite understand what *we were like friends* meant. He stated that: "this teacher was

167

closer to us than the other teachers. He was a kind of person that you could go and talk to when you are in need. We were close enough to go and talk to him. For instance, he caught my attention on the first day. He told us that we could go and talk to him about anything related or unrelated to the lesson. I did and saw that he really showed some interest, may his life be spared." (Interview 1: 101-106, Appendix A. 79).

Rıza had a high motivation level to learn English. He explained to me that he tried hard to learn English and did not view English only as a school subject. He told me that he made friends with several native speakers from social networking sites. Thus, he claimed, his English language learning had a real life connection that exceeds the barriers of classroom (Informal Conversation).

<u>Rıza's reflections about his own L2 grammar learning experiences</u>

Rıza explained that what seemed to be sine qua non for his L2 grammar learning was feeling good. He explained that he could not learn when he felt down and depressed no matter how successfully the teacher explains the subjects. Thus, the quintessence for his learning was feeling good. Teacher factor was also important for Rıza. While elaborating on this topic, he said that "I never get bored from the way Suna teacher teaches. In fact, this is related to both of us. It is related to me and to her as well. For example, when I go to school sleepless, I try to focus on the lesson but do not achieve it completely. I mean, one wants to put his head on his desk. You cannot listen to the lesson. On the other hand, when I feel happy and motivated, the way Suna teacher explains the subject becomes effective." (Interview 1: 609-616, Appendix A. 80).

For Rıza, "the way Suna explained the subjects was an ideal approach", as he claimed. When asked to elaborate on her way of instruction, he explained that "she gives examples excessively" Yet, he was fond of being provided with several examples and added that "I do not use excessively in a negative way. I learn from those examples." (Interview 1: 624, Appendix A. 81). According to him, Suna taught L2 grammar in such a way that no unanswered questions left in the students' minds. He said that "after giving examples, Suna teacher asks what happened, what was understood, and what was not comprehended. For example, one asks "teacher what happens if x was different?" She says ok and immediately answers that question. I mean, no one has an unanswered question in his mind." (Interview 1: 625-628, Appendix A. 82).

Another important feature of Suna's instruction that made Rıza feel learning was her way of supporting students to get ready for the exams. She provided students with several examples and when one paid enough attention to the points she focused on, he would learn and answer similar type of questions when directed in exams. He stated that "solving questions and doing exercises regularly guarantees giving correct answers in the exams. For example, thinking. When you say thinking that is thinking of. You directly write "of" in the blank. Suna teacher teaches those patterns." (Interview 1: 512-515, Appendix A. 83). Similar to some other participating students, Rıza mentioned the chunks taught by Suna in a favorable light because learning those chunks had a connection with the exams. He explained that "Suna teacher is an ideal teacher. She teaches everything." (Interview 1: 516, Appendix A. 84).

While reflecting on what he thought about and how he felt while answering the "use of grammar" part which was the grammar part of the exam administered the week before, Rıza explained that at first he was scared but later he answered the

exam questions in line with what Suna had taught him. He stated that "when I considered the questions in line with the knowledge given by Suna Teacher…They were about subjects that she focused on during the lessons and gave importance to. (…) I recognized that the questions were easy." (Task 2).

Exams had an important place in Rıza's reflections regarding his learning. He was concerned about passing from exams and felt uneasy about the possibility of failing from the proficiency exam at the end of the year (See Fig.7). When the importance of exams in his reflections were taken into consideration, it was evident that Suna's teaching approach which supported students in answering L2 grammar question in the exams was an essential factor that motivated Rıza to follow Suna's lessons.

My reflections (thoughts and feelings) about:
What I learned and did at University last week:

I learned a lot of topics. I know they are usefull for social life. I have 3 MATH. I am thinking about this. My brain has only this EXAM.
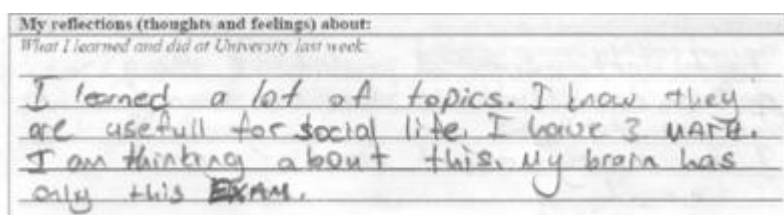
Fig. 7. An Extract from the Academic Diary of Rıza (Week 10)

Though Rıza considered Suna's teaching approach as ideal, he mentioned that the positive relationship he had with Suna meant more to his learning. He mentioned that he loved Suna as a teacher and he learned every L2 grammar subject when taught by Suna (Task 1). He claimed that years later he would not be able to remember what he had learned. He argued that he would definitely remember Suna's personality. He stated that "if I have a harmony with the personality of the teacher, I study his/her lessons more, you show more determination." (Interview 1: 541, Appendix A. 85) When asked to elaborate on this issue, Rıza explained that if a teacher showed

friendliness to him, he felt closer to that teacher and studied harder for her/his lessons. That determination supported his learning because the harder you study, the better you learn, he claimed. He said that "when the teacher behaves friendly to you, you view yourself closer to him/her. What happens? You stand closer to the teacher. The first thing that comes to your mind is what s/he teaches. You start practicing them." (Interview 1: 543-546, Appendix A. 86).

When asked to write a short story that takes place in an L2 grammar lesson that depicted how he learned grammar, Rıza wrote about a lesson they had. The focus of his writing was the mutual understanding between Suna and her students. He did not include any details regarding the instructional techniques employed by Suna but focused on how Suna approached students and valued their needs.

The story took place in the last hour of a Friday afternoon. Suna was explaining structures and Rıza was not feeling well. While he was staring stupidly in the lesson, he heard Suna announcing that she would dismiss the class ten minutes earlier. He called out: "adamsın! (You are a man!)" (In Turkish, this phrase means that you are an empathetic person who understands and values people and their needs) (Task 6). Rıza also explained how important it was for a teacher to observe and understand feelings of students.

Case 3: Gül

The Profile of Gül

Gül, born in 1991, could be considered a dream student for several teachers. She was always on time in class and got ready for the lesson before the teacher came in. Unlike many other students in class, she always brought her coursebooks, dictionary,

notebook and colorful pens to class. If an assignment was given, Gül would definitely do the assignment and also extra tasks to comprehend the related subject better. She had the highest grades from quizzes and exams in class. She had good manners with her teachers and classmates. She was loved by all teachers and classmates. To cut a very long story short, Gül was "a pattern-pupil" as claimed by Suna (Informal Conversation).

Gül loved Turkish and English language the most among school subjects. She explained the basis of her love as being "a person with good verbal skills" (Interview 1: 40, Appendix A. 87). Besides, she considered herself as a person in love with grammar. When asked about this, she laughed and explained that she was a kind of person who was interested in challenges. She said: "I love grammar in every way. I enjoy striving for grammar, forms, new things, where those rules come from." (Interview 1: 46-47, Appendix A, 88).

Gül had always been on good terms with her teachers. Her prior education experiences were full of loved and adored teachers. She explained that she had loved, adored and appreciated her teachers for what they did for her. In Gül's own words: "I loved my teachers a lot. Their effect on my love of English language was great. They taught me well and provided me with a knowledge base of English language. I still use tenses based on what they had taught me." (Interview 1: 59-61, Appendix A. 89). Gül explained how enjoyable the English lessons were through the games, songs and tongue twisters. She still remembered Clementine, a song she had learned those days, and murmured that tune to me.

Gül recalled a specific English language teacher who was dear to her because she fostered a positive learning environment. She said that this teacher explained the subjects in an amusing way and added that students never got bored in that teacher's

172

lessons. With sparkles in her eyes, she told me that this teacher never prescribed

grammar rules but she found a way to first provide students with opportunities of

getting the logic of the target structures. She furthered her comments: "first we used

to get the logic of structures with songs or stories. We moved to the grammar stage

later." (Interview 1: 77-78, Appendix A. 90).

Gül's love of English language and teachers did not fade with time. She was

not only one of the most successful students but also one of the most committed

students in Suna's class. Her love of English language, open-hearted character and

success in English language learning made her one of the key figures in this study.

Gül's reflections about her own L2 grammar learning experiences

Gül declared that according to her learning L2 grammar in Suna's class meant

"learning grammar for real" (Interview 2: 6, Appendix A. 91). She added that

"grammar does not keep unrelated" in Suna's class that ensured "learning grammar

in a qualified way" (Interview 2: 12, Appendix A. 92). In some classes, Gül claimed,

students seemed to be listening to their teacher but they did not really comprehend

the content of the instruction. She believed that being a student in Suna's class

enabled students to understand sentences they read and apply rules when needed. For

instance, she claimed, "you may apply the rules when you see them in workbook or

when you are exposed to them in the exams" (Interview 2: 19, Appendix A. 93).

Gül, rather than mentioning an instance, an event, an activity or a lesson,

explained that some features of Suna's character enabled her to learn L2 grammar.

She explained that Suna was such a well-intentioned, patient, and friendly teacher

that she felt learning all L2 grammar structures when taught by Suna. She drew a

picture that illustrated Suna as an angel (See Fig. 8) and wrote a note which said "I

love Suna Teacher since I saw her." The drawing was ornamented by several heart drawings that highlighted the written note (Task 1). Suna was shown as an angel with wings who was holding a ward that shined. She was smiling and wearing a dress that had a heart-shaped button.

Fig. 8. The First Drawing of Gül

When asked to draw how she learned L2 grammar in Suna's class Gül drew a second picture which portrayed Suna again as an angel (See Fig. 9).In this picture, Suna was smiling and showing the written notes about reported speech on the board that was neatly divided into two parts. Gül explained why she had portrayed Suna as an angel in her drawings by saying that "because I love her and in fact she is good." (Interview 2: 109, Appendix A. 94). Gül stated that Suna was "smiling, friendly and right-minded" and she "explains very well" (Interview 2: 113, Appendix A. 95). She explained that she did not view Suna as an angle in relation to things such as giving high marks or asking easy questions. The qualities that made Gül to view Suna as an angel were related to some features of Suna's characters. The right-mindedness was visible, Gül claimed, in the way Suna talked. She expressed that years later she would remember "personal characteristics of Suna more than her grammar lessons"

(Interview 1: 407, Appendix A. 96). She told that she would not forget how friendly Suna Teacher was and the relationship Suna had with her students in and out of school.

Fig. 9. The Second Drawing of Gül (T8)

Gül emphasized the way Suna simplified difficult subjects through examples. "For example", she commented, "reported speech is a difficult subject. It has many details. Suna teacher did not spend a lot of time on every verb but focused particularly on important ones. She explained from easy to difficult. She simplified it." (Interview 1: 415-418, Appendix A. 97).Gül provided similar reflections about her L2 grammar learning illustrated in this drawing during the second interview. She stated that: "reported speech is difficult because it is a detailed subject. I have always had difficulty with this subject but in this lesson I comprehended it." (Interview 2: 129-130, Appendix A. 98).

Another notable reflection Gül shared about her drawing was that she deliberately drew Suna standing instead of sitting at teachers' desk. She said that "I do not like teachers who sit at their desks. They do not seem active to me. Suna

teacher uses the board extensively. Visuality is important for me." (Interview 2: 134-136, Appendix A. 99). She added that "She uses the board neatly and gives several, easily-comprehended and informative examples on the board." (Interview 2: 140, Appendix A. 100).

Gül portrayed not only Suna but herself in the drawing, too. The figure representing Gül resembled Suna with a similar dress and the same hair style. She was smiling just as Suna was. Though unlike Suna, Gül had no wings. The notable thing about Gül's representation of herself was that there was a lightning bulb near her. She explained that the light bulb indicated that she had understood the topic (Informal Conversation).

Gül compared Suna with other English language teachers and considered her as an ideal teacher. She explained that Suna found a way to gather their attention on the lesson and focus on important points of the subjects. She confessed that not many teachers achieved this in the university. She said: "in other teachers' lessons, I cannot get that focused. For instance, my classmates ask whose lesson it is. If it is Suna teacher's lesson, then everyone attends the lesson. The motivation felt by your classmates is transmitted to you as well. In the end, we are a class. The taking shine of Suna teacher may result in this situation." (Interview 2: 164-168, Appendix A. 101).

The way Gül attached importance to the relationship between Suna and the students in the class was evident in her academic diary, too (See Fig. 10).In Week 2, Suna had to attend to a seminar and a substitute teacher gave L2 grammar lesson to their class. Gül was affected by another teacher's coming to their class in a negative way. She wrote that "the most boring thing was core lesson (L2 grammar lesson) because Suna teacher did not come. A faculty teacher came. She talked very

176

slowly."(Week 2).She indicated that she had found the subject taught very difficult. It was notable that she used two adjectives boring and difficult while reflecting on the substitute teacher's lesson.
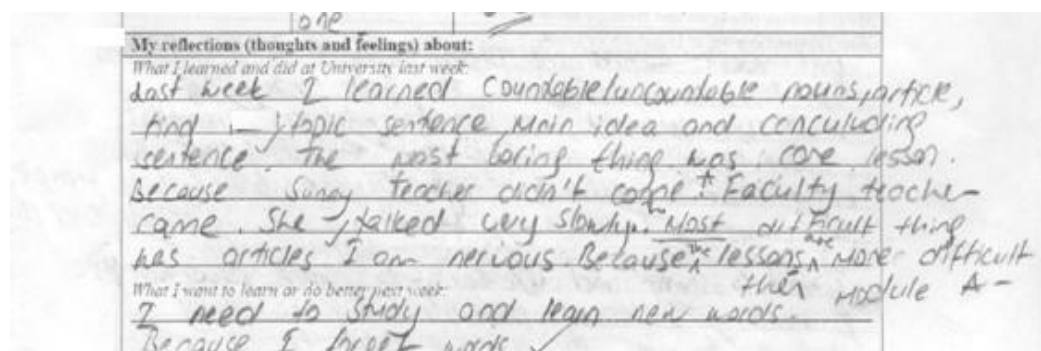

Fig. 10. An Extract from Gül's academic diary (Week 2)

Gül claimed that the mutual love relation between Suna and her students created a positive learning environment in the class. She claimed a connection between her L2 grammar learning and the fun she had in Suna's lessons. She said that "from the mutual love, fun and learning occurs." and added that "this may be due to the fact that Suna teacher loves her profession. She gets pleasure out of what she does. She gets pleasure from teaching." (Interview 2: 184-186, Appendix A. 101). When asked how she reached to this conclusion, she explained that she had understood this from the pleasure and fun generated in the class.

Gül mentioned Suna's readiness for help, too. She told that Suna was interested in students out of the class, too. Suna gave advice about how and what to study both in and out of the class. The interest Suna showed to her students affected Gül. She wrote in her academic diary about one of Suna's suggestions about studying English at home. Suna had given Gül a website address which provided listening exercises (See Fig.11). Gül told Suna that she had to improve her English language

177

proficiency especially in grammar and listening. That week Suna sent Gül an email containing the link of a lecture website. Gül wrote in her academic diary that it is good for her (Week 5).
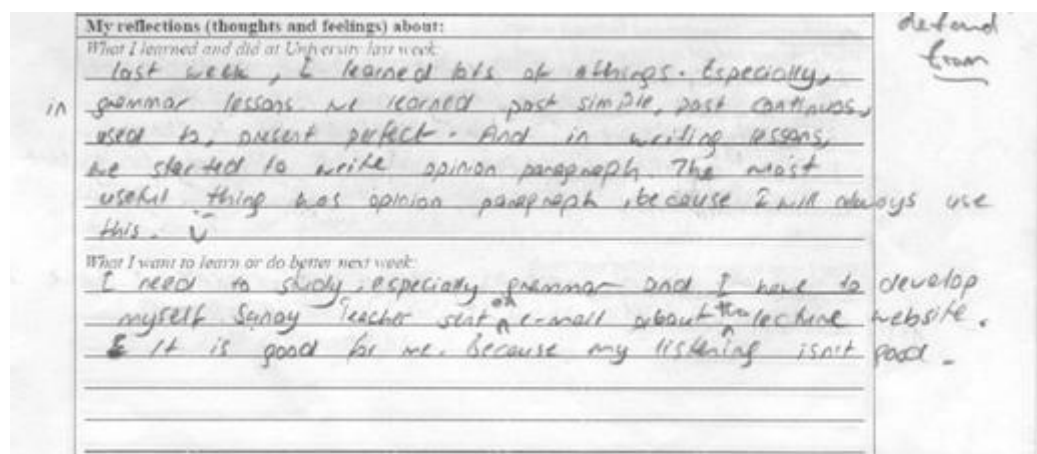

Fig.11. An Extract from Gül's Academic Diary. (Week 5)

Case 4: Handan:

The Profile of Handan

Handan was like the hands of the class. You could see her observing everything and everyone in class and paying attention to whatever done or said. Later, she would take a pen or a piece of chalk to draw the pictures and caricatures of her classmates or scenes from classroom on the board or in her notebooks or course books. She was the artist of Suna's class.

Handan, born in 1991, defined herself as a student who viewed learning as pleasure. According to Handan, learning could occur only with feelings of happiness and joy because "an individual's learning any subject is related to enjoying the act of learning it" (Interview 1: 110, Appendix A. 103). Handan began learning English at the age of seven. At the time of the study, she was trying to improve her proficiency

178

level at the time of the study in a preparatory class in order to be able to begin her departmental studies at International Relations program. Handan's main reason of learning English was feeling the joy of learning a foreign language. Opening her eyes wide, she told me that: "I learn it for the joy of it. Sometimes while listening to music, I try to understand its lyrics. I even think that even though I may not pass the proficiency exam or graduate from school, I can understand songs and movies. I watch movies in English without subtitles." (Interview 1: 112-116, Appendix A. 104).

The most memorable English language teacher of Handan was a female teacher who was famous for her crystal-clear explanation of the grammatical rules and forms. Explaining the target structures effectively was very important for Handan and had made this particular English language teacher the most influential teacher in her prior language learning experiences. Handan vividly remembered how this teacher used to explain subjects orderly and scrupulously. "She used to explain structures just like I wanted" said Handan (Interview 1: 128, Appendix A. 105) because it was very important for her to explain the subjects and key points orderly in a simplified way. Handan was also affected by the way teachers used visuals in their explanations and most importantly their handwritings. She explained that the teacher she remembered the most used the blackboard neatly and used lots of visual materials.

The most unforgettable period of Handan's educational history was when she was misplaced after an English language placement test in high school. She was placed in the upper level class and soon found out that she could not comprehend the English language lessons in this class level. Years later, she claimed that: "I had to be in B level class but they put me in A level class. They told me that I could manage

the lessons in A level. That was a successful class. It was the best class but I understood nothing there. I did nothing in the exams so that they would place me in a lower proficiency class and that was how it happened." (Interview 1: 57-62, Appendix A. 106).

Handan loved the English language and enjoyed learning it. Her colorful character that was full of imagination and creativity made her an essential character in the class of Suna and among the participating students of this study.

<u>Handan's reflections about her own L2 grammar learning experiences</u>

Handan declared that learning L2 grammar in Suna's class meant "learning the topic completely without any unanswered questions left in your mind." (Interview 2: 11, Appendix A. 107). She considered that she learned L2 grammar in Suna's L2 grammar lessons in depth because Suna "explains the subjects very well" (Interview 2: 21, Appendix A. 108). The difference between Suna's explanations and the other teachers' explanations was explained by Handan as "Suna Teacher explains the subjects very clearly. She gives examples one by one. She gives such extreme examples that it sticks in our minds. For instance, she does not give similar examples while explaining two different subjects. To be able to explain their differences clearly, to help us to comprehend it, she gives extreme examples." (Interview 2: 23-27, Appendix A. 109). Examples had a major part in the L2 grammar learning of Handan. She believed that she was among the type of students who learned via being exposed to examples rather than being provided by direct explanation. She said that "it is very good for me that several examples are given. Rather than explanation, I learn the most through examples." (Interview 2: 29-30, Appendix A. 110).

The teaching routines of Suna, claimed Handan, helped her to comprehend the L2 grammar structures easily and in detail. To express what actions enabled her to learn L2 grammar, she identified the most common teaching routines of Suna. She explained that "what Suna teacher does help you to understand the quintessence of the subject. She first makes an introduction to what we are doing and then delves into the subject." (Interview 2: 85-86, Appendix A. 111). The importance of how Suna introduced subjects was expressed by Handan several times. She mentioned that Suna makes students listen to her. She provides such an interesting introduction to the topic that everyone looks at her astonished. Everyone gets interested in the topic. She gathers everyone's attention at one place and then begins her explanation. Handan was aware of the impact of Suna's teaching routines on her L2 grammar learning. She claimed that "if she explained pedantically such as saying this is x and this is y, it would not stick in my mind or I would not be able to do completely, I mean, reinforce in my mind." (Interview 2: 89-93, Appendix A. 112). She highlighted the importance of examples again and stated that Suna "gives examples and usually applies the rules. That's why sticks in my mind one by one and I comprehend them." (Interview 2: 96-97, Appendix A. 113).

Handan mentioned the impact of visuals in her L2 grammar learning. She stated that in one of the lessons in which they drew pictures on the board made her feel that she had learned the L2 grammar structure being taught. She stated that "I love it when somebody explains something to me through pictures. When I see pictures, I do not easily forget. It sticks to my mind." (Interview 2: 103-104, Appendix A. 114). She explained that the activity carried out by Suna the most was in some way related to pictures. She said that Suna draws pictures. In fact she explains through pictures. She claimed that "we drew things on the board. Our

teacher linked those drawings with the lesson. She related those drawings with adjectives. That learning was lasting." (Task 1). While describing a typical L2 grammar lesson in Suna's class, Handan mentioned visuals again. She highlighted that their teacher always found a way to attract their attention to the lesson. She stated that: "our teacher mentions an interesting topic and attracts our attention. A film, a commercial, a book, or a picture. Then, she relates these to the topic she wants to teach and begins explaining." (Task 4).

When asked to remember a moment in which she felt that Suna supported her L2 grammar learning and to draw that scene and to provide a short written explanation of that scene, Handan depicted a lesson in which Suna asked her to draw pictures of two students from the class. After she finished her drawings of two male students she had selected from her classmates, Suna asked class to guess who those students were. Students easily found out who they were because Handan drew the pictures by highlighting the most distinctive features of these students. One picture illustrated Utku with his curly hair and the other picture showed Gokturk wearing a scarf of the football team he supported. Suna used these pictures to introduce the target structure to students. She asked class to make predictions about the future lives of these two students. She made the first prediction herself by using the target structure she aimed to introduce i.e. future continuous tense. While students were making their predictions using the target structure, Handan made necessary changes to the pictures based on what students had predicted. (See the figure below).

Fig. 12. The Drawing of Handan

Handan recalled the predictions made during this activity through time had passed. During the interview I asked her to elaborate on her drawing of the moment in which she felt that Suna supported her L2 grammar learning. She stated that Suna " was explaining future tense. We discussed how Utku's life would be when he is forty years old. See, he will have three kids. He will become poor and live on the streets. About future tense…Future continuous tense…He will be doing this and that. We did the same activity for Gokturk, too." (Interview 2: 230-236, Appendix A. 115).

The drawing of Handan depicted another activity in which visuals were used. This time, Suna drew a picture on the board herself and asked students who that picture illustrated. It was the picture of a male student in the class famous for his habit of chewing gum. Suna asked students to identify how this student chewed his gum. The structure she aimed to teach was adverbs. Handan considered that these activities had some common elements that supported her L2 grammar learning. The first common point was the element of fun. Handan explained that "first, there is element of fun in it. You are making jokes about people you know well." (Interview 2: 245, Appendix A. 116). The second common point was the use of patterns. Handan mentioned that "there is also the use of patterns. While and after doing these

183

activities, you use the pattern." (Interview 2: 246-247, Appendix A. 117). According to Handan, the combination of those two elements made her learning last and helped her to remember the newly acquired information easily. She stated that fun part makes the patterns stick in the mind. Not only the patterns but also the jokes made were also easily remembered by the students, Handan claimed. She said that: "these activities stuck in my mind because they were very funny." (Interview 2: 260, Appendix A. 118).

Case 5: Seyda

The Profile of Seyda

Seyda, born in 1991, belonged to a large family that came from the eastern part of the country. Her family background enabled her to be raised up as a bilingual of Turkish and Kurdish languages. Besides these languages, Effort received English, German, and Russian education at school. She had enrolled to Software Engineering program at Engineering Department which provided education in English language at the private university the present study was carried out. Yet, her proficiency level of English was not found to be adequate for departmental studies based on the result of the proficiency examination administered by the testing office of the university. Thus, prior to departmental studies, Seyda became a student in the class of Suna at school of foreign languages.

Seyda was a hardworking student. She was always in class on time with necessary course books and even with extra resources such dictionaries, grammar books etc. She paid special attention to come to class well-prepared for the lessons. To achieve this, she completed all assignments and did extra work to reinforce the

subjects she had newly learned. She told me that she was channeling considerable effort to learn English which she believed to be beneficial for her professional life in the future. Her reflections about learning English were focused around the constant effort she undertook. That was how she became an important figure in Suna's class; by her constant effort.

Seyda began receiving English language instruction in the sixth grade at the primary school. She explained that the education she received during primary school years was more of an introduction to basics of English language. She was instructed about the basic vocabulary and tenses of English language. She recalled that for three years, the subjects they were taught were more or less the same. Though there was not much to learn, she still did not feel comfortable in her English language lessons. She sincerely shared that she was afraid of English language lessons. She said that "for three years, we were taught the same and the exam type was also the same but English had been the school subject I was afraid of the most." (Interview 1: 103-105, Appendix A. 119). Seyda recalled how her classmates tried to help her to overcome her fear of English grammar by saying that "grammar was the easiest". She also stated that "they used to ask me why I found grammar that much scary. But I was always afraid when it came to English language learning." (Interview 1: 115-117, Appendix A. 120).

As questions followed one another, Seyda eased into conversation about herself and her fear about English language learning. She began explaining that in the exams there had always been a part for fill in the blanks. Students were expected to use the given key words to fill in the blanks with correct tenses. While explaining the parts of the exams, Seyda remained silent for a while and then stated: "I remember it very well. I was always afraid of grammar. I am still not regretful that

185

now I am in a department in which medium of instruction is English because to a certain extent difficulty is in everything. I mean you need to try hard. I believe that if you try hard for something, in the end it will happen." (Interview 1: 118-120, Appendix A. 121).

The fear of English lessons and the motto of life that highlighted showing effort to achieve things in life gave rise to Seyda's becoming a hardworking student. Remembering those days, she explained to me how she studied for the English lessons. Seyda's English language teacher used to assign them exercises to do in class. Although there had been murmurs in class due to students who had a chat with each another instead of doing the assigned exercises, there had also been few students who took doing the assigned exercises seriously and Seyda was among them.

Though Seyda had worked hard to get a knowledge base of English language, she believed that she could not get a proper English language education and thus had not acquired basics of the language. When asked, she elaborated more on the issue by saying that: "I did not get the logic of tenses. I always memorized the rules. For each exam, I sat down for hours to memorize the rules but this was wrong. As if they were formulas. I was trying to do memorization as if they were formulas. However, I should have tried to get its logic. Even now, I still sometimes try to do memorization." (Interview 1: 196-204, Appendix A. 122).

Seyda indicated to me that the memorable teacher of her prior English language learning experiences was a teacher called Deniz. She stated that she felt this teacher very close to her. She adored her pronunciation. She explained that her goodness made the students love English. While talking about the most memorable English language teacher of hers, Seyda mentioned that a few weeks ago she read her

diary that she kept during her childhood. In it, there was a piece of writing of Deniz teacher. While reading the words of her teacher, Seyda shed to tears. She stated that: "I remembered her and I don't know why she was special. Was it that she was very close to us? Or was it because she inspired me to learn English? I don't know but I felt close to her." Regarding the instruction of the teacher, Seyda did not remember much. All she remembered was that she was fond of grammar and vocabulary teaching. Though Seyda began to love English language and became motivated to learn it in the class of this particular teacher, she was still afraid of English language as a school subject. She considered that learning English was very difficult and one may not be successful however hard s/he tried. Yet, she did not give up spending effort to learn English. She was one of the most hardworking students of Suna's class if the effort she put in learning English was considered yet she could not be viewed to be one of the most successful students of the class when her grades were regarded.

<u>Seyda's reflections about her own L2 grammar learning experiences</u>

Seyda declared that learning L2 grammar in the grammar class of Suna "does not only mean learning grammar" (Interview 2: 10, Appendix A. 123). She considered that along with L2 grammar, a student in Suna's class learned several things as well. "For example", Seyda said, "while doing grammar work through examples or discussing a subject, vocabulary that we do not know show up in the sentences. When we ask what they mean, Suna Teacher immediately explains their meaning in detail in such a way that we can reinforce that information. I mean it is not only learning grammar. Together with it, we learn reading or writing. We write examples too. I think that reinforces our learning too." (Interview 2: 11-18, Appendix A. 124).

Seyda also mentioned the importance of the relationship between Suna and herself as a bridge for her learning. She mentioned that she loved Suna not only as a teacher but also as a human being. She specifically mentioned how smiling and good-humored Suna was as a person (Informal Conversation). It was notable that in her drawing of a lesson, activity or incident that supported her L2 grammar learning, Seyda drew Suna standing in front of the blackboard smiling (See Fig. 14). She believed that Suna did not only aim to teach L2 grammar to her students but also value having a positive relationship with them so that she could motivate her students towards learning L2 grammar. She stated that: "lecturing on a subject is not the only thing. I have recognized that relating to students is also important. Well, to keep student attentive and motivated… She pays attention to relate the lesson to topics that interests us." (Interview 2: 40-45, Appendix A. 125).

Seyda viewed that how Suna related the structures to be learned to students was beneficial for her L2 grammar learning. She explained that Suna spoke of topics which were popular and up-to-date. Relating those current topics with new target structures motivated students because first they wanted to be able to talk about those topics in the target language and second they had fun at the same time. Seyda mentioned about the lessons in which Suna introduced the structures through a task that required commenting about some topics such as football. She explained that Suna paid attention to bringing up male and female topics to link to target structures and added that attracts their attention.

Seyda compared the way Suna introduced the structures to students and the way she provided students with examples with the way other teachers did. Seyda believed that Suna had interesting introductions to the explanation of target structures and gave interesting examples, both of which enable students to focus on the lesson,

188

have fun and feel motivated towards learning. She stated that "in some lessons, some other teachers explain the structures. I nod my head but do not really understand. Maybe those teachers also understand that I have not understood the topic but their explanation does not satisfy me completely. When topics attract my attention, I do not get bored." (Interview 2: 74-81, Appendix A. 126). She added that when she focused her attention on the topics, she also learned the target structures and claimed that "when the teacher's explanation was about current topics or the topics that I love, that lasts longer in my mind and I feel more need to listen to the lesson." (Interview 2: 86-87, Appendix A. 127).

According to Seyda, Suna provided students with the basics of the rules and forms of the target structures without leaving any questions in the minds of the students and this supported Seyda's L2 grammar learning. She stated that "if we begin to learn a new structure, Suna Teacher explains it in detail. She does not want to leave any questions in our minds. She does not provide unnecessary details as well. She tells what is necessary. She informs us about where and how we will see that structure." (Interview 2: 94-99, Appendix A. 128).

The explanation of where and how students would see target structures was important to Seyda because this kind of knowledge had a connection with exams. Seyda was concerned about exams. (See Fig. 13) She believed that she had to learn everything because she had to pass some exams during the terms and a proficiency exam at the end of the academic year to be able to begin her departmental studies. The explicit explanation provided by Suna helped Seyda to get ready for the exams because Suna explained the rules and forms of structures so well that no questions remained in her mind and she was informed by Suna about how the structures would be asked in the exams. Seyda valued the how Suna explained the rules and forms of

the structures which included exam tips and tricks.

Fig. 13. An Extract of Seyda's Academic Diary. (Week 10)

Seyda described a lesson that focused on the structures "get used to" and "be used to". The reason of her choosing this particular lesson was her feeling of learning these structures when she recognized the main differences between these two structures with the help of Suna's explicit explanation. Seyda explained that "I think I learned L2 grammar in this week because I learned how to differentiate two structures that I could not differentiate before. I learned the topic very well because the teacher focused on the tricks of the topic well. She focuses on the topics that we have difficulty with or we may have difficulty with in the future." (Task 1). Seyda claimed that her teacher checks what can be asked in the exam or knows how the structures would be asked and explains them accordingly. She explained that this "helps her learning" (Interview 2: 104, Appendix A. 129)
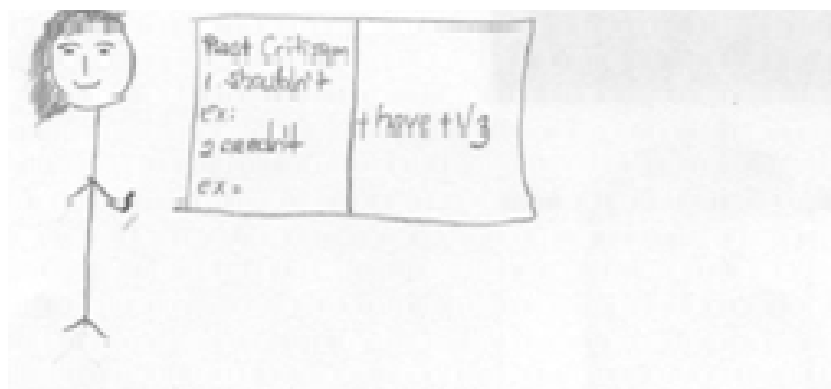
190

Fig. 14. The Drawing of Seyda

Seyda portrayed Suna smiling. In the drawing, Suna was holding a piece of chalk or a board marker that indicated she was writing on the board. What she had written on the board was depicted as the rules of making past criticisms in English language. She had noted down the formula as "+have+V3" on the board.

While explaining the structures and giving examples about their usages, Suna used the board extensively. Seyda considered that the ways Suna explained the essentials about structures and noted them on the board supported her L2 grammar learning. When asked to draw about a lesson, an incident or an activity that she felt or thought that she learned L2 grammar, Seyda drew Suna in front of the blackboard on which she had noted down the rules of structures used for making past criticisms (See Fig. 14). She explained that "Suna Teacher certainly notes the essential things down on the board and she lets us to copy it as well (…) This helps our learning because words fly but writing lasts. This is correct to me. Some think that listening is enough but it is not enough for me. It flies away. Later, it does not come to my mind completely. If I cannot find my notes about it, my mind gets confused. I think note-taking supports my learning." (Interview 2: 155-161, Appendix A. 130). She claimed that teacher's writing of the rules on the board fostered learning because it enabled

students to study by themselves later and also provide an opportunity for the students who did not follow the lesson while the teacher was explaining since they could see the notes on the board and catch up with what had been explained.

Case 6: Nergis

The Profile of Nergis

Nergis, born in 1991, was one of the top grade students of Suna's class. Yet, contrary to her high grades, she was among the least visible characters of the class. Though she came to class well-prepared by completing all the assignments and doing extra study to improve her English proficiency level through self-study, she hardly participated class talks and games, or initiated a conversation with classmates or Suna. She was more of the observer type, who followed all courses of events in the class yet did not participate it visibly.

The family of Nergis had been residing in Germany when she was born. Her parents wanted her to be fluent in Turkish language and thus they did not talk in German at home. Yet, they sent her to a German kindergarten with few Turkish students so that her German would also improve. Nergis received education in Germany for two years. Then, the family sent her to Istanbul to pursue her education in Turkey, back in the home country.

Nergis experienced the state of being silent in two periods of her life at two different education institutions in two different countries. First, she was quiet in the first months of her kindergarten education among teachers and students talking only in German. Later in life, she kept quiet for a period of time in primary school with students and teachers only talking in Turkish. Though she had known Turkish to a

certain level prior to her primary school education, it was not enough for her to settle in her new school and to manage receiving education in Turkish. She stated that "at first it was very difficult because I had not listened to any Turkish lessons before. I could not understand the lessons. What's more, I could not talk to people. I mean I used to speak half Turkish and half German. I tried to draw pictures on the board to show what I was trying to say. Those were difficult days." (Interview 1: 50-55, Appendix A. 131).

Nergis attended a state primary school. Since primary school years English language had been among her favorite school subjects. She remembered how they used to sing in English lessons and what games they played with balls to learn numbers or basic vocabulary in primary school. The element of fun in English lessons decreased as years passed. At high school, they began to memorize verb lists. Nergis particularly remembered an English language teacher who became her teacher at high school. This teacher made students memorize several phrasal verbs and their meanings in bilingual vocabulary lists. She said that "on Mondays, the teacher used to deliver us vocabulary lists. There used to be many phrasal verbs and their Turkish definitions. There used to be many words. She used to ask us only twenty of them in quizzes on Fridays." (Interview 1: 203-206, Appendix A. 132). She explained that remembering those phrasal verbs and their definitions did not enable Nergis and her classmates to use them while speaking, writing or listening. They could only manage recognizing those phrasal verbs when they came across with them in reading texts. Yet, this was not enough for her to reach to a proficiency level that was adequate to pursue her departmental studies. She became a student at Suna's class in school of foreign languages to receive general English lessons.

<u>Nergis' reflections about her own L2 grammar learning experiences</u>

Nergis declared that learning L2 grammar in the grammar class of Suna meant that "you comprehend the course subject completely" and "learn the course subject in depth" (Interview 2: 4, Appendix A. 133). According to Nergis, what one fully learned in Suna's classes were rules and forms of structures and what should be done with those structures in what contexts and thus "later when you come across with those structures, you definitely remember them." (Interview 2: 12-13, Appendix A. 134).

Nergis indicated that the way Suna taught the lesson had a part in her learning L2 grammar. She stated that "our teacher teaches the lesson through patterns. I think this makes learning L2 grammar easier." (Task 1). The same idea of patterns was depicted by her during the interview, too. She stated that "Suna teacher teaches through patterns. That ensures the newly acquired information to last in your mind. She does not directly say what the rule is but explain trough examples. If we do not comprehend, she gives another example. I mean she does not read from the book or skip to a new topic." (Interview 2: 34-39, Appendix A. 135). Being provided with several examples was essential for Nergis to be able to learn L2 grammar because she viewed herself as a type of learner who needs to do many examples to understand it completely. She believed that when Suna had a direct eye contact with her, she recognized whether she had comprehended the new structure or not. She added that "without directly saying that you have not understood it, she begins doing extra examples. She exemplifies everything. She explains through examples."(Interview 2: 45-48, Appendix A. 136). Thus, Nergis was also fond of the examples given by Suna while explaining the rules and forms of structures. She considered that "being provided with examples not from the course book widens our perspective." (Task 1).

194

While reflecting on what she thought about and how she felt while answering the grammar part in exams, Nergis again mentioned the positive effects of examples given by Suna on her L2 grammar learning. She also mentioned Suna's visual explanations of L2 grammar structures through timetables, and charts as effective for her L2 grammar learning. She stated that "while answering the grammar part, the examples given by our teacher had come into my mind. I think the timetables drawn on the board, and tense comparisons made in the lessons made my learning last. Visuals enable to keep in mind." (Task 2). Nergis commented that when she went back home and began practicing what she had learned at school on that day, she vividly recalled the tables, graphs, boxes, patterns that were provided by Suna. She added that "sometimes during the exams, I dream about the subjects I studied a lot. I remember pages or the patterns noted down on the board" (Interview 2: 115-116, Appendix A. 137). When asked to draw an incident, activity or lesson in which Suna supported her L2 grammar learning, she drew the image of a blackboard. On the blackboard she drew boxes that signified the rules, patterns or chunks Suna used to note down on the blackboard (See the figure below).
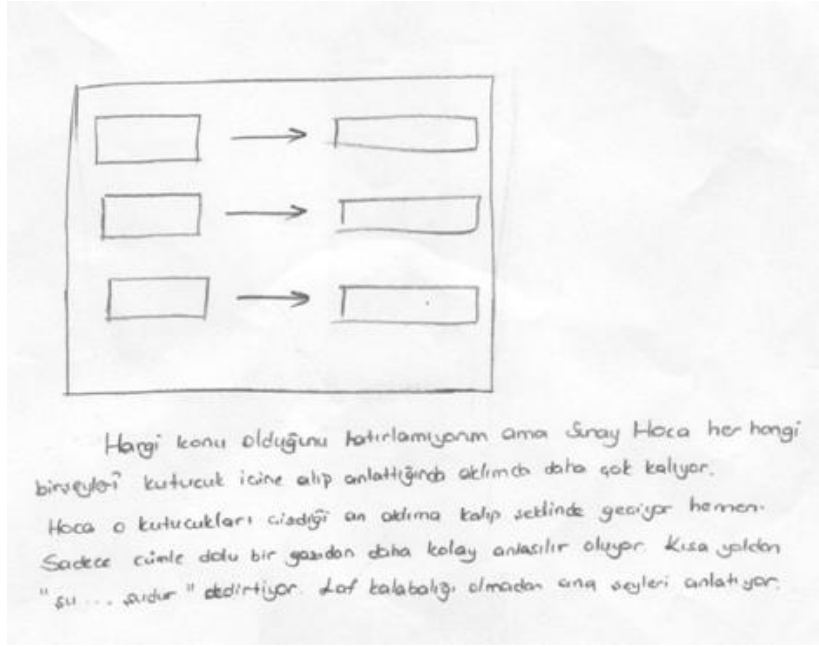
Fig. 15. The Drawing of Nergis "I don't remember what topic but it lasts longer in my mind when Suna Teacher explains any topic by explaining it with boxes. The moment when the teacher draws those boxes, it immediately goes into my mind as a chunk. It is more easily comprehended than a text that full of sentences. With a short-cut, it makes you say "this is this." Without redundancy, she explains the main things. (Task 8)

Not only clear explanations, informative examples and patterns but also Suna's neat blackboard use was also depicted by Nergis as an important factor in her learning. She stated that "not always but when the topic is applicable to be simplified and summarized into formulas, Suna teacher uses boxes or arrows. Without redundancy, she writes this equals to that just like formulas." (Interview 2: 122-125, Appendix A. 138). Nergis believed that this style of explaining the essentials on the board brought an order to the lesson. The neat and orderly note-taking of Suna on the blackboard made the important aspects of the lesson easily comprehended.

Nergis considered structures being explained and examples given by the teacher as a traditional method, yet, she still believed that the way Suna explained and the type of examples she gave made the difference for her learning. She stated that "the examples of Suna teacher are very explanatory because one or two

196

examples are provided in the course book. When I do not comprehend a structure, Suna teacher gives several examples about it. In that respect, you learn that subject. If it were only coursebook-based, it won't be helpful." (Interview 2: 84-89, Appendix A. 139).

Last but not the least, Nergis also mentioned some features of Suna as a mediator for her learning. She mentioned that Suna's positive character fostered a positive environment for students and created motivation among them towards learning. She observed that Suna was a smiling person and she was never in the sulks. She claimed that "Suna teacher never sulks while lecturing. She continuously smiles. She gets angry sometimes but even at those times she does not have a frown in her face. She continues her explanation with her soft voice." (Interview 2: 103-105, Appendix A. 140). Nergis explicitly stated that she loved Suna as a teacher. She explained that Suna "gives comfort to people. She never disheartens you. She always gives us hope and she is very humorous" (Interview 1: 484-486, Appendix A. 141). Nergis stated that "Suna teacher's tone of voice is soft. How to say, she is a positive person. While she is explaining the lesson, one wants to listen to her. This supports my learning." (Interview 2: 98-101, Appendix A. 142). She also mentioned the positive effect of Suna's help during the break time as a factor that supports her L2 grammar learning. She explained that "If we have any questions, our teacher answers them in the break time as well. This helps us to learn better." (Task 1).

In her academic diary, Nergis wrote about a week in which Suna had to attend to a seminar. A substitute teacher came to their class. Another teacher coming to their class even for a limited time period affected Nergis negatively. This made her feel sad. She also considered the lessons with the substitute teacher as boring when compared to the lessons she had with Suna. (Week 2)

My reflections (thoughts and feelings) about:

What I learned and did at University last week:

(for the 1st time)

Last week I learned as new the paragraph organising and some new academic words. The most boring thing we learned was possessives because I have already know it. Also I felt sad because our one teacher had to go to a course, so other teachers entered our lesson. It was boring. ✓

What I want to learn or do better next week:

I need to study more than now. I need to practise my listening skills ✓

Fig. 16. An extract from academic diary of Nergis (Week 2)

<u>Participating students' reflections about their own L2 grammar learning experiences</u>

L2 grammar learning of participating students seemed to be mediated by some common elements. They had come up with the same or similar features of Suna's L2 grammar instruction that made them feel and think that they had learned L2 grammar. The present section is devoted to report these common elements that mediated their L2 grammar learning. The emergent themes regarding how participating students saw and experienced their own L2 grammar learning are indicated below.

Table 14. Emergent Themes in Participating Students' Reflections about their L2 Grammar Learning

Personality traits of the teacher
Student-teacher relationship
Love towards teacher
The use of visuals
Providing examples
Explicit explanation
Contextualized introduction to the target structures
Exam training

198

Four of the participating students, Bilge, Gül, Seyda and Nergis, claimed that they loved Suna as a person. Four of the participating students explained that some of the features of Suna's character mediated their L2 grammar learning. Rıza claimed that Suna's personality, especially her being considerate of students' needs, was in harmony with his own personality. Gül mentioned that Suna's being well-intentioned, patient, friendly and right-minded had a part in her L2 grammar learning. Seyda highlighted that Suna was smiling and good-hearted. Nergis mentioned that Suna was smiling, comforting, encouraging and humorous. She noted that Suna was never in the sulks or disheartens her students. All those positive personality characteristics claimed to be one of the mediators of Rıza, Gül, Nergis and Seyda's learning. Three of the participating students, Rıza, Gül and Seyda, noted that there was a positive relationship between the students and Suna. These common elements were categorized as affective factors that mediated students' L2 grammar learning. There were some methodological elements of Suna's instruction that claimed by the participating students as mediating their L2 grammar learning.

Four of the participating students, Gül, Handan, Seyda and Nergis, explained that Suna's explanation of structures mediated their learning. They claimed that Suna explained clearly without unnecessary details, simplified difficult structures in her explanations and explains the essentials. Handan, Seyda and Nergis had used the same phrases to show how well Suna explained the subjects. They commented that no unanswered questions were left in their minds after Suna's explanation was over. Gül noted that Suna's explanation was fun and gathered attention of the students. Three of the participating students, Rıza, Nergis and Handan, noted that Suna's explanation was based on patterns and chunks. They claimed that being exposed to chunks and patterns helped to learn L2 grammar.

Another element of Suna's teaching methodology was the use of visuals. Five of the participating students, Bilge, Handan, Gül, Seyda and Nergis, mentioned that the use of visuals mediated their L2 grammar learning. Handan claimed that visuals especially the pictures drawn on the board made her learning last for a longer period of time. Gül noted that Suna used the board neatly which made following the lesson easier to her. Seyda mentioned the use of blackboard, too. She also claimed that Suna's writing the important points and examples on the board supported her learning. Nergis highlighted that visuals were important for her learning. Timetables, graphs, timelines, tables, boxes drawn on the board by Suna constituted a major part in her learning. She also indicated that Suna's neat blackboard use and note-taking on the board could also be viewed as the visual factors that contributed to her learning.

Five of the participating teachers, Rıza, Gül, Handan, Seyda, and Nergis, claimed that they viewed examples as a mediator of their L2 grammar learning. Rıza claimed that Suna gave several examples which helped him to learn the target structures. Gül indicated that Suna gave several, easily-comprehended and informative examples regarding the target structures. Handan highlighted that Suna provided students with extreme examples that made the target structures stick to one's mind. Seyda claimed that the examples given by Suna created motivation and fun. Nergis explained that many interesting examples given by Suna were an important factor for her L2 grammar learning.

Another element of Suna's teaching methodology depicted as a mediator for learning was her introductions to the explanation of target subjects. Five of the participating students mentioned common reflections regarding the contextualized introduction of the target structures. Bilge noted that the interesting, funny and

attention-gathering introductory tasks and activities were a mediator of her learning. Handan claimed that interesting introductions to target structures attracted her attention and helped her to focus on the lesson. Seyda also noted that interesting introductions attract attention to the lessons. Both Rıza and Gül identified Suna as their ideals teachers.

The last notable common element depicted by the participating students was the relationship between their learning and the element of exam. Three of the participating students, Bilge, Rıza and Seyda, noted that their feeling of getting ready for the exams in Suna's lessons motivated them to learn the subjects covered by Suna. Seyda explained that exam tips and tricks helped her learn L2 grammar and get ready for the exams. Bilge and Rıza highlighted the same connection.

The interplay between the Teacher's Pedagogical Beliefs, Classroom Practices and Students' Learning Experiences

The present section reports the analysis of data obtained to contribute towards answering the grand-tour research question i.e., what is the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experiences regarding L2 grammar? The findings regarding the five sub-questions reported previously will be revisited to serve to contribute towards answering the grand-tour question.

According to Suna, the best way to teach grammar to young adults and adults was PPP format. She believed that rules and forms of a target structure could be successfully taught through inductive to deductive approaches. She considered the use of contextualized grammar presentation more efficient than the use of de-

contextualized grammar presentation. According to Suna, contextualized grammar presentation had two major advantages: teaching target structures inductively and creating interest to the lessons. Similarly, the participating students explained the positive impact of Suna's contextualized grammar presentation on their learning. Five of the participating students mentioned common reflections regarding the contextualized introduction of the target structures. Bilge noted that the interesting, funny and attention-gathering introductory tasks and activities were a mediator of her learning. Handan claimed that interesting introductions to target structures attracted her attention and helped her to focus on the lesson. Seyda also noted that interesting introductions attract attention to the lessons

Suna held the belief that positive learning environment was the key factor to learning. She argued that feelings of love and respect were to be expected from students only if the teacher showed those feelings towards the students. The participating students had similar beliefs regarding the importance of feeling love for the teacher for learning to occur. Four of the participating students, Bilge, Gül, Seyda and Nergis, claimed that they loved Suna as a person. Suna stated her belief that a teacher's personality and style were important for establishing a good rapport between the teacher and students. It was notable that she considered a teacher's personality and style more important than the methodology adopted. Similarly, the participating students attached great importance to the personality traits of the teacher. While reflecting on their L2 grammar learning, they highlighted some personality characteristics of Suna as a mediator of their learning. Rıza claimed that Suna's personality, especially her being considerate of students' needs, was in harmony with his own personality. Gül mentioned that Suna's being well-intentioned, patient, friendly and right-minded had a part in her L2 grammar

learning. Seyda highlighted that Suna was smiling and good-hearted. Nergis mentioned that Suna was smiling, comforting, encouraging and humorous. She noted that Suna was never in the sulks or disheartens her students. All those positive personality characteristics claimed to be one of the mediators of Rıza, Gül, Nergis and Seyda's learning. Three of the participating students, Rıza, Gül and Seyda, noted that there was a positive relationship between the students and Suna.

Suna believed that learner needs and expectations should be taken into consideration while making instructional decisions. This core belief of Suna was an indication of whether the students' learning experiences had impact on her pedagogical beliefs and classroom practices. She held the belief that grammar enabled students with low proficiency levels to become proficient in comprehending and producing sentences. Thus, she argued that these students should master grammar as quickly as possible to show progress in their language learning. She argued that the students in her classroom needed and expected explicit grammar explanation because they were students with love proficiency levels and they felt confident with deductive grammar teaching. Similarly, four of the participating students, Gül, Handan, Seyda and Nergis, reflected on Suna's explanation of structures as a mediator to their learning. They claimed that Suna explained clearly without unnecessary details, simplified difficult structures in her explanations and explains the essentials. Handan, Seyda and Nergis had used the same phrases to show how well Suna explained the subjects. They commented that no unanswered questions were left in their minds after Suna's explanation was over. Gül noted that Suna's explanation was fun and gathered attention of the students. Three of the participating students, Rıza, Nergis and Handan, noted that Suna's explanation was based on patterns and chunks. They claimed that being exposed to chunks and

patterns helped to learn L2 grammar.

Suna held the belief that understandable and applicable examples appeared to be effective for learning to occur. Similarly, the emergent themes in participating students' reflections about their own L2 learning experience included explicit explanation and providing examples. Rıza claimed that Suna gave several examples which helped him to learn the target structures. Gül indicated that Suna gave several, easily-comprehended and informative examples regarding the target structures. Handan highlighted that Suna provided students with extreme examples that made the target structures stick to one's mind. Seyda claimed that the examples given by Suna created motivation and fun. Nergis explained that many interesting examples given by Suna were an important factor for her L2 grammar learning.

The participating students highlighted exams as an important element in their reflections about their learning L2 grammar. Three of the participating students, Bilge, Rıza and Seyda, noted that their feeling of getting ready for the exams in Suna's lessons motivated them to learn the subjects covered by Suna. Seyda explained that exam tips and tricks helped her learn L2 grammar and get ready for the exams. Bilge and Rıza highlighted the same connection. Similarly, Suna believed that students were expecting to get ready for the exams during the lessons. Her classroom practices involved giving exam tips and tricks, making revisions for the exams and using the exercise types that would be asked in the exams. The observed classroom practices of Suna indicated that the three exercise types that had been the most frequently used were sentence transformation, sentence completion and open cloze. The grammar part of the exams administered by the university involved sentence transformation, completion and open cloze parts. Thus, Suna's decisions about the type of exercises seemed to be related to the exams and student's

expectations about getting ready for the exams.

As to the relationship between Suna's pedagogical beliefs and classroom practices regarding L2 grammar, it may be argued that her pedagogical beliefs were reflected in her classroom practices to a great extent. Her belief about the importance of explicit knowledge for the mastery of language at early stages of foreign language learning was reflected on her methodological decision about using explicit grammar instruction. .The belief she held about affective factors being effective to learning since they play an essential role in learning was reflected on the positive relationship she had established with her students. She believed that students should be familiar with metalanguage and they should use at least a minimum degree of grammatical terminology. According to Suna, the major concern for error correction should be how learners would feel and react to particular error correction techniques. In line with her stated belief, she used several error correction techniques appropriate to each student's personality. She held the belief that clear, understandable and applicable examples appeared to be effective for foreign language learning to occur. Parallel to this belief, she provided students with several examples about the target structures.

The analysis showed that some of Suna's beliefs were not reflected on her classroom practices completely. For instance, Suna believed that PPP format was the best way to teach grammar to young adults and adults. Yet, observations of her lessons indicated that she did not go through the last stage i.e., production stage. Her instructions focused on presenting and practicing of the target structures. She justified this situation by some external factors such as students' expectations, exams, the loaded syllabus and the workload. Likewise, she explained that she could not provide students with more contextualized grammar presentation than de-

205

contextualized grammar presentation due to these external factors. Though, she held

the belief that grammar learning was enhanced with contextualized grammar

teaching, during the observations it was noted that she provided students with more

de-contextualized explanation and examples the contextualized ones. The figure

below indicates the way Suna's pedagogical beliefs, classroom practices and her

students' learning experience seemed to interact with each other.
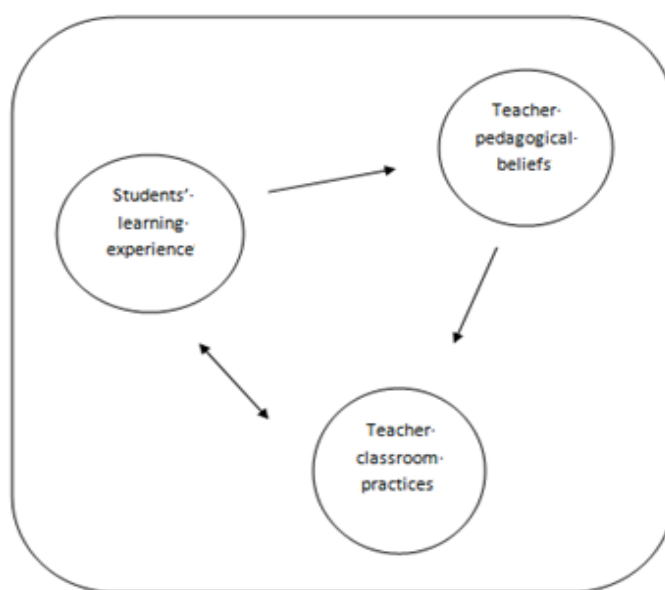

Fig. 17. The Interplay between Suna's Pedagogical Beliefs, Practices and the
Students' Learning Experiences

As the figure displays, while there is a unidirectional influence between students'

learning experience and teacher pedagogical beliefs and between teacher pedagogical

beliefs and teacher classroom practices, students' learning experience and teacher

classroom practices both influence and are influenced.

Summary

The purpose of this study was to understand the interplay between a non-native

English language teacher's pedagogical beliefs, classroom practices and her students'

learning experiences regarding L2 grammar using a case study design.

The participating teacher, Suna, believed that grammar was an essential and necessary aspect of language knowledge as it was the base, which is the starting point, for language learners. She held the belief that teaching grammar enabled students with lower proficiency levels to comprehend and produce more complex sentences. In this respect, she believed that students with lower proficiency levels should master grammar as quickly as possible to show some progress in the target language. The emergent themes regarding Suna's teaching approach were; beliefs about how to teach L2 grammar, error correction, the use of metalanguage, the importance of examples in L2 grammar teaching and humanistic approach to teaching and learning.

Three sources; her own foreign language learning experience, teacher education she had received at the university and her teaching experiences, were to be seen constitutive of Suna's pedagogical beliefs regarding L2 grammar.

The emergent themes regarding the observed classroom practices of Suna were organized into categories of the routinized pattern of instruction, the exercises and tasks used, the instructional and pedagogical actions performed and L2 grammar content.

On the one hand, Suna exhibited, to a great extent, congruence between her stated beliefs and her observed classroom practices regarding L2 grammar and on the other hand, some of the stated beliefs of Suna were not evident in her observed classroom practices regarding L2 grammar. The areas of explicit instruction, humanistic education, the use of metalanguage, error correction and the the importance of examples were to be seen displaying congruence between Suna's stated beliefs and her observed classroom practices concerning L2 grammar.

Analysis revealed that some of Suna's perceptions about students'
expectations, and some external factors were overriding Suna's beliefs and causing
incongruence between her stated beliefs and observed classroom practices. These
external factors were revealed as the element of time and the backwash effect of the
exams.

The first incongruence involved the PPP format. Suna engaged in first two
stages but did not provide students with sufficient opportunities for free production.
The second area of incongruence involved contextualized grammar teaching. During
the observation it was noted that though Suna provided students with contextualized
grammar activities in communicative tasks for the purpose of introducing and
modeling the target structure, the majority of her explanations and examples were
based on de-contextualized sentence level examples.

L2 grammar learning of the participating students seemed to be mediated by
some common elements. Participating students highlighted that some affective and
some methodological or instructional factors mediated their L2 grammar learning.

According to the findings of the present study, it has been argued that there is
a dynamic relationship between the non-native English language teacher's
pedagogical beliefs, her classroom practices and her students' learning experiences
regarding L2 grammar. While there is a unidirectional influence between students'
learning experience and teacher pedagogical beliefs and between teacher pedagogical
beliefs and teacher classroom practices, students' learning experience and teacher
classroom practices both influence and are influenced.

CHAPTER V

DISCUSSION AND CONCLUSION

Let us hold our discussion together in our own persons, making trial of the truth and of ourselves.

Protagoras

The final chapter presents a discussion of the findings. The results of the present study, reported in the previous chapter, revealed a non-native English language teacher's pedagogical beliefs and their sources, her classroom practices and six of her students' learning experiences defined as how they saw and experienced their own L2 grammar learning. To facilitate the discussion, the present chapter returns to research questions and findings reported in previous chapters. In each of the following sections, first a brief summary of the results that pertain to the particular research question that served as the focus of the discussion is provided. This is followed by an interpretation of the results with reference to the literature review reported in Chapter Two. The chapter ends with limitations of the study, implications of the study, recommendations for further research and personal concluding remarks.

Discussion of the Findings

Research Question 1: What Pedagogical Beliefs Does a Non-Native English Language Teacher Hold Regarding L2 Grammar?

Suna defined grammar as "the foundational knowledge base of language and language use" (I4: 1-2). She believed that grammar was an essential and necessary

aspect of language knowledge as it was the base, which is the starting point, for language learners. She held the belief that teaching grammar enabled students with lower proficiency levels to comprehend and produce more complex sentences. In this respect, she believed that students with lower proficiency levels should master grammar as quickly as possible to show some progress in the target language. She postulated the belief that because grammar teaching provided students with a solid base of language knowledge, great importance should be attached to it. Thus, Suna believed in the value in L2 grammar teaching and claimed it was facilitating for foreign language learning.

Suna's belief about the facilitative effect of formal grammar teaching is compatible with studies by Eisenstein-Ebsworth and Schweers (1997) and Burgess and Etherington (2002). In both studies, findings indicated that teachers had positive attitudes towards formal instruction of grammar and held the belief that it facilitated their students' proficiency levels in the target language. The finding is also compatible with the related studies of Ellis (1994, 1995), Long (1991), Long and Robinson (1998), and Lightbown (1998). These studies revealed that the focus on formS accelerated the rate of learning and affected acquisition processes possibly beneficial to long-term accuracy.

The emergent themes regarding Suna's teaching approach were; beliefs about how to teach L2 grammar, error correction, the use of metalanguage, the importance of examples in L2 grammar teaching and humanistic approach to teaching and learning.

Suna espoused a firm belief that it is best to teach grammar with Present-Practice-Produce (PPP) format. She believed that rules of a target structure could be

successfully taught by following stages of inductive to deductive explanation.

Linking these two beliefs she held, Suna held the belief that at the presentation stage of PPP format the teacher should set up a situation or give a task that elicits or models the target structure. By doing so, the teacher would provide opportunities for inducing the target structures and capturing students' attention at the same time. She believed that contextualized grammar presentation during the presentation stage was more effective than de-contextualized presentations. Yet, she held the belief that in the presentation stage of PPP, explicit grammar teaching and de-contextualized exemplification of the target structure should also be carried out. With regard to explicit grammar instruction, Suna was aware of criticisms it received but she believed that students with lower proficiency students need and expect it. She believed that in the last stage devoted to free production student should be encouraged to use the target language freely in communicative activities.

The findings revealed that Suna did not use a formal language while explaining her approach to L2 grammar teaching except one or two terms. She did not refer to key concepts of contemporary discussions of grammar while commenting on her beliefs, classroom practices, and her students' learning regarding L2 grammar. She also did not justify her approach to grammar teaching by using findings of research studies or hypothesis of any SLA theories. She did not include recent discussions in the field such as English as a Lingua Franca and World Englishes. This finding is consistent with the study of Borg and Burns (2008) which revealed that participating teachers' rationales lacked the use of technical language. Borg and Burns argued that: "There was not even one reference to "focus-on-form", a key concept in contemporary discussions of grammar teaching in the SLA literature (e.g.

Doughty and Williams 1998)" (p.479) in their participants' discussions of grammar-teaching-related issues. A study referred to earlier, Eisentein-Ebsworth and Schweers (1997) had also revealed similar findings:

> Reasons given for how and why conscious grammar was taught were based mostly on teachers' perceptions of their own experience as teacher and learners. It is interesting that our participants rarely justified their approaches by referring to research studies or any particular methodology (Ebsworth and Schweers, 1997, p.255)

The technical terminology regarding L2 grammar Suna used was limited to Present-Practice-Produce (PPP). Yet, her conceptualization of PPP did not reflect the one commonly found in the SLA literature. Both Doughty and Williams (1998) and Ellis (2006) are sources that outline an SLA perspective to key issues to grammar teaching. The former one highlights three models for integrating attention to form and meaning in L2 teaching, one of which is PPP format. This format is identified as moving from explicit grammar teaching to controlled practice and to communicative practice. The latter one outlines three options as well. Focus-on-form, "where a focused task is required to elicit occasions for using a predetermined grammatical structure" (Ellis, 2006), could be mapped on to PPP format (Borg & Burns, 2008). When not attended to within the context of meaningful communication, PPP format may be followed as presentations of isolated grammar, followed by mechanical drills and limited production. Douhgty and Williams (1998b) view this as an example of focus on forms, a category postulated by Ellis (2006). Thus, in practice, Borg and Burns (2008) argue, PPP "is not necessarily so restricted" (p.479) and claim that several participating teachers in their study conceptualized variations of PPP. Similarly, Suna's conceptualization of PPP is her own variation which may be argued to be a hybrid one.

In Suna's variation of PPP, the presentation stage has two different phases. Suna used some alternating terms for expressing the first phase of her presentation stage: The warm-up activity, communicative task, introduction to the target structure and presentation stage. This first phase involved a communicative task which required meaning-oriented work to focus on form. Yet, Suna's variation of PPP involved a second phase of presentation stage that requires explicit explanation of grammar, focus on formS. In her hybrid presentation stage of PPP, in the first phase inductive grammar enables students to work out forms and function themselves (Scrivener, 1994; Batstone, 1994) and in the second phase, deductive grammar teaching is used to present rules and forms of structures (Ur, 1996). In case of time limitation, for the presentation stage of PPP Suna does not pass through both phases and skips the first phase, meaning-oriented communicative task. She directly moves to the second phase, explicit instruction. Thus, due to time limitations, she gives up passing through her hybrid presentation stage that combines both focus-on-form and focus-on-formS.and passes through the presentation stage that involves only focus-on-formS. She did not give up explicit grammar teaching part as she believed that students need it for their exams and they expected it from her. This is similar to Borg's (1998) findings that a teacher's decision to teach grammar explicitly may be based on the teacher's assumption that his students' expected it and reacted positively to it. Similary, five teachers studied in Borg's (2003) study mentioned that their students expected explicit grammar teaching from them. Besides students' expectations, the element of time has also been cited as important influence on teacher's preference of a deductive approach. Teachers' tended to view a deductive approach less time consuming than an inductive one (Burns & Knox, 2005; Farrell &

Lim, 2005). Suna's skipping contextualized grammar teaching phase of the presentation stage had a similar time connection.

De Keyser (1998), Lightbown (1998) and Swain (1985) claim that to attain an accurate knowledge of the language, forms focused activities have their part and thus should be integrated into communicative classes. Ellis (2006) claims that simple rules may best be taught with a deductive approach. Suna's variation of PPP is compatible with their claim since it included an explicit grammar teaching phase that provided students short and simple formulas as a sine qua non. Ellis also suggests that:

> A case exists for teaching explicit grammatical knowledge as a means of assisting subsequent acquisition of implicit knowledge. Teaching explicit knowledge can be incorporated into both a focus-on-forms and a focus on form approach. In the case of a focus-on-forms approach, a differentiated approach involving sometimes deductive and sometimes inductive instruction may work best. (p. 102).

Suna's both inductive and deductive grammar teaching practices seemed to be compatible with Ellis' suggestion. Yet, it should be noted that Suna discarded focus-on-form instruction in cases of time constraints. She also argued that such instruction required a less loaded working schedule as getting ready for such instruction required more preparation time.

Suna believed that making mistakes was the part and parcel of the language learning process and it was important for students to see that as well. She held the belief that the issues of whether errors should be corrected and what effects came out of error correction were all decided by the teacher by consideration of affective

factors. Her major concern for error correction was how students would feel and react to particular error correction techniques.

In the related field, there are studies, for instance Ebsworth and Scweeres (1997), which revealed the minimum role of SLA theories in teachers' instructional decisions of grammar teaching. Altunbaşak (2010) found out that one of the participating teachers' decisions of error correction has humanistic basis rather than SLA theories. The findings of the present study is consistent with the findings of the mentioned studies as Suna's stated major concern for deciding on the type of error correction was humanistic based on how students would feel and react to particular error correction techniques.

Suna did not believe in focusing overtly on grammatical terminology to develop a metalanguage which students could use to discuss L2 grammar consciously. Yet, she postulated the belief that students should be familiar with grammatical terminology and use it to at least a minimum degree because they came across with them in grammar reference books, course books and exams. She viewed that the key factor to her decision of using a grammatical term in her explanations of the rules of a structure was the frequency of the use of that grammatical term.

Borg (1999) revealed that the use of grammatical terminology in language classes was influenced by diverse "experiential, cognitive, and contextual factors" (p.118). These factors involved that students enjoyed talking about language, students feel comfortable with labels and grammatical terminology use enables students to work autonomously as grammar reference books contain grammatical terminology. Similarly, Altunbaşak (2010) revealed that in his study participating teachers expressed contextual factors to justify their grammatical terminology use by

claiming that students want and see grammatical terminology in the dictionaries. As we can deduce from common claims, contextual factors and students' needs seemed to be major concerns in the choice of using metalanguage.

The present study's finding regarding the use of metalanguage is compatible with Altunbaşak (2010) and Borg (1999). Suna's stated concerns for including grammatical terminology in her lessons were all related to external factors. She justified her decision of including metalanguage in her lessons as making students familiar with the grammatical terminology which they saw in grammar reference books, course books and exams. Furthermore, though not expressed by Suna, metalanguage use is a crucial part of deductive grammar teaching (Stern, 1992) and deductive teaching was a part of Suna's teaching routines.

Suna believed that providing students with clear, understandable and applicable examples appeared to be effective for learning to occur. Thus, she claimed that giving students contextual examples of how a target structure worked was of great importance to her. She did not explicitly express the role of meaning in reference to grammar during interviews. Yet, she connected three dimensions of form, meaning and use (Larsen-Freeman, 2003) during her lessons. She advised students to pay attention to meaning as well as formal properties of the language. Examples seemed to have several functions in Suna's lessons. They were tools for attracting the attention of students and motivating them to take part in the lesson. They were also mediators for modeling the formal properties of target structures and applying that knowledge. Lastly, they were medium of connecting form, meaning and use.

Suna adhered to a humanistic approach to teaching and learning with an emphasis on positive learning environments in which a positive teacher and student relationship takes place. She believed that the personality and style of the teacher, learner-centeredness and whole-person engagement were essential for learning to occur. Her ideals regarding L2 grammar which included language lesson, teacher and conditions for effective learning, were in line with the humanistic approach.

It is a common belief in the related literature that learning is improved when students are engaged in and motivated to the lesson. Consideration of students' affective worlds implies a belief in the importance of respecting students' psychological well-being without causing any stress, discomfort or frustration. The notable thing is that Suna's belief about learning in general may outweigh her specific beliefs about grammar teaching, for instance in the case of error correction, or dismissing class when students seemed to be de-motivated and tired. The core belief of enabling students' engagement to the lesson both cognitively and affectively overrides the belief about the importance of explicit grammar instruction and Suna may dismiss a class in the middle of her explanation based on her observation of students unmet affective needs. This finding is compatible with the study of Phipps (2010) which revealed that participating teachers' beliefs about learning in general were deep-rooted and tended to outweigh specific beliefs about grammar teaching.

Research Question 2: What Are the Sources of the Teacher's Pedagogical Beliefs Regarding L2 Grammar?

Three sources were to be seen constitutive of Suna's pedagogical beliefs regarding L2 grammar. Suna's own foreign language learning experience was the first source of influence in her current pedagogical beliefs about L2 grammar. Interviews

revealed that Suna's pedagogical beliefs and practices were largely influenced by the way she was taught foreign languages. She had expressed her feelings of boredom and frustration due to anti-humanistic teachers she had and non-communicative teaching approach she was exposed to. She had described the positive effects of having humanistic teachers, feeling of fun and motivation in some of her teachers' lessons due to their teaching approach and successful techniques opted by them. Classroom observations revealed that Suna followed a humanistic teaching approach with an emphasis on positive learning environments in which positive teacher and student relationship takes place.

The impact of early direct experiences on an individual's belief system had been anticipated in the field for a long period of time. Several studies (Abdullah-Sani, 2000; Almazra, 1996; Bailey et. al., 1998; Borg, 2006; Borg, 2005; Eisentein-Ebsworth & Schweers, 1997; Farrell, 1999; Hollingsworth, 1989; Johnson, 1994; Numrich, 1996; Richards & Pennington, 1998; Sanchez, 2010; Sato & Kleinsasser, 2004, Woods, 1996) have highlighted teachers' own language learning experience as an important source in teachers' beliefs.

Suna also identified teacher education she had received at university as being of the significant sources of influence for her current beliefs and teaching. This finding is compatible with the related literature which has drawn attention to teacher education as a source of teachers' beliefs (Borg, 1991; M. Borg, 2005; Kettle & Sellars, 1996; Richards, Ho & Giblin, 1996).

The last source of influence on Suna's beliefs was her teaching experience. The role of teachers' experience has been revealed as a source of teacher beliefs. Numerous studies (Breen, Hird, Milton, Oliwer & Thwaite, 2001; Carter, 1990;

Calderhead, 1996; Mok, 1994) have drawn attention to teachers' teaching experience as an important source of teachers' beliefs. Elbaz (1983), Fenstermacher (1994), Munby, Russell and Martin (2011) expressed the importance of 'practical knowledge' which is derived from teachers' experience of teaching. Likewise, Borg (2006) stated that "Classroom experience has been shown to have a powerful influence on teachers' practical knowledge and hence to shape teachers' actions."(p.40).

Research Question 3: What Are the Teacher's Classroom Practices Regarding L2 Grammar?

The emergent themes regarding the observed classroom practices of Suna were organized into categories of the routinized pattern of instruction, the exercises and tasks used, the instructional and pedagogical actions performed and L2 grammar content.

In the observed L2 grammar lessons Suna typically followed a routinised pattern of instruction. She went through the following order of actions:

➢ Greet the class

➢ State the agenda of the day

➢ Set a warm-up activity (a communicative activity that enables contextualized grammar teaching)

➢ Explain the rules and forms of the structure

➢ Write down the rules on the board

➢ Provide examples and attract attention to the important points

> Set an exercise to practice the structure from the course book, workbook, worksheet and/or teacher-generated exercises

> Provide answers to the exercises

In cases when more time was spent on one particular stage of the routine, the following lesson was devoted to the next stages of the routine. In case of time limitation, warm-up stage that contextualized the rule and use of target structure through communicative tasks was ignored.

The teaching routines of Suna involved both traditional and non-traditional approaches to L2 grammar teaching. On the one hand, she favored mechanical drills and explicit grammar instruction. On the other hand, she provided students with contextualized grammar activities that involve focus-on-form and opportunities of inducing the form and use of target structures themselves.

The three exercise types that had been the most frequently used by Suna were sentence transformation, sentence completion and open-cloze, consequently. Routinised pattern of instruction, explaining, giving examples, elicitation, and correction had constructed the main components of Suna's L2 grammar instruction. Importantly, the most frequently used exercise types all constituted the major parts of the grammar part of the exams administered in the university. This seemed to be related to washback effect of exams on teachers' classroom practices. This finding is consistent with the impact of external factors on teachers' beliefs and practices. (Burns & Knox, 2005; Farrell & Lim, 2005) This finding was also related to the impact of students' expectations on teachers' practices. Exams constituted a major part in participating students' learning processes, too.

Explicit grammar teaching was consistently explicit in Suna's instruction. Suna explained the rules and forms of grammar structures deductively. The important parts of her explanation that included rules and patterns were written down on the board. While openly explaining rules and forms of grammar structures, Suna drew timelines, graphs, boxes, and pictures on the board. Suna furthered her explanation of rules and forms of grammar structures through examples. She provided students with several examples in oral and written form. The examples were mostly in the form of de-contextualized sentences.

Elicitation was another instructional action that had a major part in Suna's L2 grammar teaching. Eliciting uses, eliciting form of a structure, eliciting meaning, eliciting previous knowledge, eliciting differences between structures and eliciting answers from students were observed in the L2 grammar teaching of Suna.

During the classroom observation it was noted that Suna used different types of error correction techniques. In her lessons, teacher correction (direct or recast), student correction (peer or self) and no correction were observed. The use of different error correction techniques is in line with Suna's major concern for error correction which was how students would feel and react to particular error correction techniques. Suna tended to follow a pedagogically sound practice. This finding is compatible with the study of Phipps (2010) which revealed that teachers in his study followed focused yet sensitive error correction.

Suna had some notable actions that were not directly linked to L2 grammar instruction but more related to her teaching philosophy. These actions which categorized under pedagogical actions were more focused on how learning

environment was created through the relationship between Suna and her students rather than the subject matter teaching i.e. L2 grammar.

Suna believed that students should feel free to be engaged in the lesson and feel comfortable enough to go through trial and error process of their learning in a positive learning environment. She fostered a friendly and supportive learning environment through a teacher student relationship that rested on mutual respect and love. To establish such a relationship, she paid attention to the feelings and needs of students. She exercised positive discipline to maintain classroom management. She always greeted her students and began her lessons by initiating a conversation with them. She directed whole class questions or asked for volunteers without forcing students to answer her questions. She paid attention to the different learning styles students had. She provided both oral, written and visual explanations and examples. She achieved a friendly atmosphere through the use of humor in the classroom. She paid attention to her students' affective needs. For instance, she dismissed the lessons earlier if she had observed that students were tired, demotivated or bored. To promote the students' involvement, she cut some planned activities and allocated more time to others if she observed that students were motivated to be involved in an activity. This finding is an example of what Schön (1983) termed as reflection-in-action. The term refers to teachers making adjustments during their instructions when an unexpected event occurs. This finding is also indicative of how dynamic and interactive teachers' thoughts and decisions are.

In the researcher memo, I had used the metaphor of cough syrup for babies for Suna's pedagogical actions. I believe that this metaphor would be referent to visualize why and how Suna established a supportive and enjoyable classroom

atmosphere through the element of humor. To overcome the sour taste of the medicine, cough medicine for babies contain different flavors which makes it yummy for the babies to be able to swallow. Similarly, the lessons of Suna contain fun, jokes and humor about Suna, the students, celebrities and popular characters of TV shows and TV series. Just like the cough medicine is flavored with mild tastes to get the babies to love taking the cough medicine, Suna's lessons are fun and enjoyable with the element of humor to get the students love being in the classroom and taking part in the lesson.

Research Question 4: What Is the Relationship, If Any, Between the Teacher's Pedagogical Beliefs and Classroom Practices Regarding L2 Grammar?

The related literature claims that there is a relationship between beliefs and practices but this is not a linear or causal relationship (Fang, 1996; Richardson, 1996, Phipps, 2010) and beliefs are not always manifested in practices (Karavas-Doukas, 1996; Farrell & Kun, 2008; Phipps, 2010). In line with the related literature, on the one hand, Suna exhibited, to a great extent, congruence between her stated beliefs and her observed classroom practices regarding L2 grammar and on the other hand, some of the stated beliefs of Suna were not evident in her observed classroom practices regarding L2 grammar.

The first area of congruence involved explicit instruction. Suna postulated the belief that lower proficiency students need explicit grammar teaching to reinforce the new structure and progress quickly in L2. She also believed that students at the ages for university education expected receiving explicit grammar instruction because explanation on teachers' part made them feel confident regarding their learning and examinations. During the observation it was noted that explicit grammar teaching

was consistently explicit in Suna's L2 grammar instruction. Openly explanation and discussion of grammar rules and forms were evident.

The second are of congruence was that of humanistic education. Suna adhered to a humanistic approach to teaching and learning with an emphasis on positive learning environment in which both intellectual and affective sides of students were valued. She held the belief that in order to foster such a positive learning environment which she considered to be a key factor in learning, a good rapport between teacher and students was essential. During the observation it was noted that a peaceful classroom environment in which students felt secure, respected and loved was established. She always greeted her students and initiated a conversation with them before beginning her instruction. Suna took students' feelings and needs into consideration while making instructional decisions. She dismissed the class earlier when she observed that students were tired or de-motivated. She did not force students to answer questions if they do not volunteer or answer during class work

The third area of congruence was that of metalanguage use. Suna held the belief that focusing overtly on grammatical terminology was not necessary. Yet, she viewed that students should be familiar with metalanguage and use it to a minimum degree as they would see some frequently used terms in grammar reference books, course books and exams. In line with her stated belief, it was observed that she used and taught grammatical terminology which were used in the course book and asked in the examinations.

The fourth area of congruence involved error correction. Suna believed that error correction was necessary for students but dependent on the personality of

students. She claimed that what types of errors should be corrected and what effects came out of out of error correction were decided through a consideration of the affective factors. During the observation it was noted that in line with her stated belief Suna used different types of error correction techniques such as teacher correction (direct and recast), student correction (self and peer) and no correction. She used direct error correction the most.

The last area of congruence involved the importance of examples. Suna repeatedly expressed her belief about the importance of examples in L2 grammar instruction. She stated that clear, understandable, illustrative and applicable examples seemed to be effective for foreign language learning to occur. During the observation it was observed that in line with her stated belief, Suna provided students with several examples of the target structure. It was observed that providing student with examples was one of her routinised pattern of L2 instruction. It was noted that illustrative and funny examples were also used as a tool both to present and exemplify the target structure and to create interest towards lessons.

Analysis revealed that some of Suna's perceptions about students' expectations, and some external factors were overriding Suna's beliefs and causing incongruence between her stated beliefs and observed classroom practices. These external factors were revealed as the element of time and the backwash effect of the exams.

The first area of incongruence involved the Present-Practice-Produce format. Though Suna believed this format was the best way to teach L2 grammar to young adults and adults, during the observation it was noted that she did not pass through

225

all three stages, beginning from presentation to production. She engaged in first two stages but did not provide students with sufficient opportunities for free production.

Suna's perception of students' expectations about explicit instruction and getting ready for the exam seemed to be overriding her beliefs about goring through production stage. Suna believed that students particularly at this age felt more secure with explicit grammar instruction. According to her, students expected to receive instruction that was directly applicable to exams. There was always a part in the exam that required mechanical grammar task such as sentence transformation. Thus, students expected to get ready for the exams which could be achieved through mechanical grammar work rather than tasks that required free production.

Besides students' expectations and backwash effect of exams, the element of time was depicted as an influential factor for not following her ideal teaching format completely. The element of time was evident in two senses: time limitation due to loaded syllabus and her workload as a teacher.

The second area of incongruence involved contextualized grammar teaching. Suna held the belief that the use of contextualized grammar presentation was more effective than de-contextualized teaching. During the observation it was noted that though Suna provided students with contextualized grammar activities in communicative tasks for the purpose of introducing and modeling the target structure, the majority of her explanations and examples were based on de-contextualized sentence level examples. She claimed that contextualized activities required time both in and out of class on teachers' part and mentioned that her students expected explicit grammar teaching from her.

When all findings are considered, it was notable that although Suna's grammar teaching was largely congruent with her beliefs, the study also revealed some classroom practices which seemed not to reflect her stated beliefs. In particular, it showed that there are tensions between beliefs and practices and due to some external factors a teacher may not reflect her beliefs in her classroom practices.

Firstly, several studies have confirmed the powerful effect of contextual factors on teachers' grammar teaching practices (Borg, 1998, Burns, 2003; Burns & Knox, 2005; Farrell & Lim, 2005; Ng & Farrell, 2003). Secondly, Crookes and Araraki (1999) highlighted that difficult conditions such as heavy workloads had a negative effect on teachers' instructional practices. When teachers' are burdened with heavy workload, they argued, teachers would spend inadequate time for planning their lessons. As Richardson and Pennington (1998) have noted: "without any relief from these factors and without any reward for innovating in the face of them, the teachers would naturally be led back toward a conservative teaching approach to align themselves with the characteristics of the existing teaching context (p. 187-188). Similar to Suna, one of the participating teachers in Borg's (1999) study, for example, used both deductive and inductive approaches in her grammar teaching due to her perceptions of the amount of time available, students' expectation along with some other contextual factors. This implies that teachers consider factors besides the acquisitional value of some aspects of grammar teaching while deciding on what and how to teach grammar (Burns & Knox, 2005).

Research Question 5: How Do the Students of the Teacher See and Experience L2 Grammar Learning?

L2 grammar learning of the participating students seemed to be mediated by some common elements. Participating students highlighted that some affective factors mediated their grammar learning. They loved Suna as a person and some of the features of Suna's character had part in their learning. To indicate the personality traits of Suna that mediated their L2 grammar learning participating students used the following adjectives: Considerate of students' needs, well-intentioned, patient, friendly, right-minded, smiling, good-hearted, comforting, encouraging, and humorous. Participating students noted that there was a positive relationship between Suna and her students which enhanced their learning.

It has been long recognized that students bring to the foreign language classrooms a complex network of attitudes, experiences, expectations, beliefs and learning strategies (Benson, 2001; Nyikos & Oxford, 1993; Oxford, 1992). Smilarly, a teacher's success in creating and maintaining a positive classroom climate has been considered as essential in producing optimum learning (Brophy & Good, 1986; Doyle, 1986). Thus, the participating students' positive learning experiences clearly that was clearly linked to Suna's ability to create and maintain a positive and motivating learning environment as discussed in the related literature.

There were some methodological elements of Suna's L2 grammar instruction which claimed to be mediating their L2 grammar learning. Students' reflections noted that the use of visuals, being provided with examples, explicit instruction, contextualized introduction to the target structures and exam training seemed to be mediating their L2 grammar learning.

228

The distinction between the interpersonal aspects of Suna's teaching and the instructional-methodological aspects of Suna's teaching practices is consistent with the related literature (Wubbels, Creton & Hooymayers, 1992; Wubbels, Brekelmans & Hermans, 1991; Wubbels & Levy, 1993). Similarly, Webbles, Creton and Hoomayers (1992) have made the helpful distinction between the selection of methods, strategies, assessment and content ie., the instructional-methodological aspects and social and emotional issues which involves the creation and maintenance of a positive and friendly learning environment i.e., the interpersonal aspects.

Research Question 6: What Is the Interplay between a Non-Native English Language Teacher's Pedagogical Beliefs, Classroom Practices and Students' Learning Experience Regarding L2 Grammar?

As Williams and Burden (1997) have argued, "learning never takes place in a vacuum." (p. 188). This study rather than adopting the traditional measures of learning as student performance aimed to unfold how students see and experience their learning and how this interplays with the beliefs and classroom practices of their L2 grammar teacher. This aim was in line with what Freeman and Johnson (2005) have pointed out. They have claimed that "conventional evidence of student learning fails to tell us how students experience the activity of teaching and learning, which according to Vygotsky (1978), is where true learning takes place." (p. 93).

According to the findings of the present study, it has been argued that while there is a unidirectional influence between students' learning experience and teacher pedagogical beliefs and between teacher pedagogical beliefs and teacher classroom practices, students' learning experience and teacher classroom practices both influence and are influenced.

229

According to Suna, the best way to teach grammar to young adults and adults was PPP format. She believed that rules and forms of a target structure could be successfully taught through inductive to deductive approaches. She considered the use of contextualized grammar presentation more efficient than the use of de-contextualized grammar presentation. She held the belief that contextualized grammar presentation had two major advantages: teaching target structures inductively and creating interest to the lessons. Similarly, the participating students explained the positive impact of Suna's contextualized grammar presentation on their learning. They seemed to experience their own learning of L2 grammar as mediated by the contextualized grammar presentation provided by their teacher.

Suna believed that learner needs and expectations should be taken into consideration while making instructional decisions. This core belief of Suna was an indication of whether the students' learning experiences had impact on her pedagogical beliefs and classroom practices. She held the belief that grammar enabled students with low proficiency levels to become proficient in comprehending and producing sentences. Thus, she argued that these students should master grammar as quickly as possible to show progress in their language learning. She argued that the students in her classroom needed and expected explicit grammar explanation because they were students with love proficiency levels and they felt confident with deductive grammar teaching. Similarly, the participating students seemed to experience their own learning of L2 grammar as mediated by Suna's explicit explanation of target grammar structures. They brought up being exposed to explicit explanation through patterns and chunks as a supportive element to their L2 grammar learning.

Suna held the belief that positive learning environment was the key factor to learning. She argued that feelings of love and respect were to be expected from students only if the teacher showed those feelings towards the students. The participating students had similar beliefs regarding the importance of feeling love for the teacher for learning to occur. It was notable that she considered a teacher's personality and style more important than the methodology adopted. Similarly, the participating students attached great importance to the personality traits of the teacher. They seemed to see their own learning of L2 grammar as mediated by some personality traits of Suna and the positive relationship she established with them.

Suna held the belief that understandable and applicable examples appeared to be effective for learning to occur. Similarly, the emergent themes in participating students' reflections about their own L2 learning experience included explicit explanation and providing examples.

The participating students highlighted exams as an important element in their reflections about their learning L2 grammar. Likewise, the participating students noted that their feeling of getting ready for the exams in Suna's lessons motivated them to learn the subjects covered by Suna. Seyda explained that exam tips and tricks helped her learn L2 grammar and get ready for the exams. Bilge and Rıza highlighted the same connection. Similarly, Suna believed that students were expecting to get ready for the exams during the lessons. Her classroom practices involved giving exam tips and tricks, making revisions for the exams and using the exercise types that would be asked in the exams. The observed classroom practices of Suna indicated that the three exercise types that had been the most frequently used were sentence transformation, sentence completion and open cloze. The grammar part of

the exams administered by the university involved sentence transformation, completion and open cloze parts. Thus, Suna's decisions about the type of exercises seemed to be related to the exams and student's expectations about getting ready for the exams.

As to the relationship between Suna's pedagogical beliefs and classroom practices regarding L2 grammar, it may be argued that her pedagogical beliefs were reflected in her classroom practices to a great extent. Her belief about the importance of explicit knowledge for the mastery of language at early stages of foreign language learning was reflected on her methodological decision about using explicit grammar instruction. .The belief she held about affective factors being effective to learning since they play an essential role in learning was reflected on the positive relationship she had established with her students. She believed that students should be familiar with metalanguage and they should use at least a minimum degree of grammatical terminology. In her classroom practices, it was noted that she limited the grammatical terminology she taught to the frequently used ones. According to Suna, the major concern for error correction should be how learners would feel and react to particular error correction techniques. In line with her stated belief, she used several error correction techniques appropriate to each student's personality. She held the belief that clear, understandable and applicable examples appeared to be effective for foreign language learning to occur. Parallel to this belief, she provided students with several examples about the target structures.

The analysis showed that some of Suna's beliefs were not reflected on her classroom practices completely. For instance, Suna believed that PPP format was the best way to teach grammar to young adults and adults. Yet, observations of her

lessons indicated that she did not go through the last stage i.e., production stage. Her instructions focused on presenting and practicing of the target structures. She justified this situation by some external factors such as students' expectations, exams, the loaded syllabus and the workload. Likewise, she explained that she could not provide students with more contextualized grammar presentation than de-contextualized grammar presentation due to these external factors. Though, she held the belief that grammar learning was enhanced with contextualized grammar teaching, during the observations it was noted that she provided students with more de-contextualized explanation and examples the contextualized ones.

This study has built on previous work on teacher's beliefs and classroom practices to add to the existing research in terms of deepening the understanding of the relationship between teachers' beliefs and classroom practices. The major contribution that this study has made to the literature has been connecting teachers' beliefs and classroom practices with regard to L2 grammar with students' learning experiences which were defined as the way students saw and experienced their L2 grammar learning. To my knowledge, no other study has aimed to unfold the interplay between the three.

<div align="center">Limitations of the Study</div>

- The focus of the study is narrowed to the interaction of one non-native English language teaching and six of her students in one of her classes. The participating teacher was a female non-native English language teacher with teaching experience more than five years. The participating students were one male and five female non-non-native students. Therefore, the findings may vary if the study is replicated with different participants.

<div align="center">233</div>

- The research site of the study was one preparatory classroom of a school of languages at a private university in an EFL context i.e. Istanbul, Turkey. Therefore, the findings may vary if the study is replicated in a different EFL context and/or in a different educational setting.

- The findings of the study were also bound by the timing of the data collection. Whether the participating teacher still holds the same pedagogical beliefs about L2 grammar and whether the participating students' still have the same view on their L2 grammar learning could not be answered by the study.

- The study focused on a specific curriculum domain of English language education which was L2 grammar teaching and learning. Therefore; the findings of the study claimed relevance primarily for L2 grammar teaching and learning.

- The study confined itself to qualitative data collection methods such as non-participant observation, semi-structured, informal conversational and stimulated recall interviews, reflection notes, academic diaries and reflective tasks. These methods used in the study have their own limitations.

  - There is a possibility that my presence as an observer may have impacted the behavior of the participants to a certain degree despite my role as a non-participant observer.

  - Due to the nature of self-reported verbal commentaries, the interviews carried out provided only a limited insight into the pedagogical beliefs of the participating teacher and the learning experiences of

participating students. It is also assumed that participants offered honest answers and displayed genuine actions during the study.

- The limitations of the study also include the researcher bias. My personal and professional biographies have had impact on my pedagogical beliefs about L2 grammar and my understanding of teaching and learning processes and thus have shaped my role as the researcher. Though I took steps to enhance reflexivity and overcome subjectivity, I must acknowledge that there is still the possibility for this study to be carried out differently and the findings to be interpreted differently if done by a different researcher.

Implications of the Study

- This study has provided valuable insights into a non-native English language teacher's beliefs with regard to L2 grammar teaching and learning. Two of the sources of the participating teacher's pedagogical beliefs were her own foreign language learning and the teacher education she had received. Considering the powerful influence of teachers' pedagogical beliefs on their classroom practices, one of the most important roles of the teacher educations programmes should be to support pre-service English language teachers for raising their awareness of their tacit pedagogical beliefs. Teacher education programmes should involve courses which aim to elicit pre-service English language teachers' beliefs at the start of their teacher education.

- The findings of the study indicated that another source of the participating teacher's pedagogical beliefs was her teaching experience. In-service non-native English language teachers should be encouraged to explore and

confront their tacit pedagogical beliefs in relation to their own classroom practices in the light of the relevant literature and SLA theories.

- In-service non-native English language teachers should be encouraged to explore congruence and incongruence between their pedagogical beliefs and classroom practices in collaboration with their colleagues. Such a collaborative dialogue may provide affective and methodological support which is essential for teachers' professional development.

- The study provided valuable insights into six non-native students' learning experiences with regard to L2 grammar. Given the importance of students' own conceptualizations of their learning, an important role of teachers and administrators should be to help raise students' awareness of their own learning experiences and observations. Specific tasks and activities that require reflecting on students' learning experiences and connecting these to opportunities of a collaborative discussion with their teachers may support effective teaching.

- The study highlighted ways in which a non-native English language teacher's pedagogical beliefs, classroom practices and six of her students' learning experiences interplay. The data in this study was rich with examples of real classroom events and anecdotes, analysis of a non-native English language teacher's pedagogical beliefs and six of her students' learning experiences regarding L2 grammar. Given the importance of engaging teachers with data, this study may be regarded as a source for helping pre-service and in-service teachers' awareness and stimulating reflection and subsequent learning.

- Identification of students' learning experiences has informed future syllabus design and teacher education programmes with regard to providing the opportunities and conditions within which learning occurs.

Recommendations for Further Research

- Similar studies in different education contexts would contribute to a more sophisticated understanding of the interplay between a non-native English language teacher's pedagogical beliefs, classroom practices and students' learning experiences with regard to L2 grammar. Similarities and differences of findings of this research with the findings of studies conducted in other educational contexts would add to teacher cognition research.

- Studies with similar aims but different research designs would broaden the insights gained by the qualitative design of this study.

- Similar studies that explore the interplay between teachers' pedagogical beliefs, classroom practices and students' learning experiences with regard to other aspects of teaching (such as speaking, vocabulary, and writing) would enable us to gain deeper insights into teaching and learning.

- Similar studies with students of different age groups would enable us to see the whether a similar interplay between teachers' beliefs, classroom practices and students' learning experiences exists.

Personal Concluding Remarks

As it is often said, dissertation constitutes a unique experience. This study allowed me to experience both the challenges and opportunities of qualitative research and dissertation writing. It allowed me to reflect on learning and teaching a foreign language. The humanistic aspect of learning and teaching emerged from the data and I witnessed how important it is to establish a positive relationship between students no matter what subject you are teaching. This was one of the major findings of the study. I am certain that conducting this study has contributed to my own professional development by improving my vision as a researcher, teacher and teacher trainer.

APPENDICES

APPENDIX A: Quotes in Turkish

1. Arife Öğretmen Meslek Lisesine başladığım zaman aslında İngilizce öğretmeni olmak gibi bir fikrim yoktu. Aslında lise 1'de yani kimya, fizik ve matematik derslerinde notlarım oldukça iyiydi. Belki eğitimimde o alana yönelmeyi düşünebilirdim ama bir taraftan da hazırlıktaki başarım…Çok azimle çalıştım ve de gerçekten motiveydim. Çalışmayı seviyorum dille ilgili.

2. Dilin ve dil kullanımının temel bilgisi.

3. Gramer kesinlikle öğretilmeli. Gramer temeldir ama diğer becerilerden daha önemli olduğunu düşünmüyorum.

4. Ben öğrencilerimin biran evvel o öğrenme aşamasında ilerlemeli. Yani gramer öyle bir şey ki biran evvel öğrenilmeli ve sonrasında dil becerilerinin gelişmesi için aracı olarak kullanılmalı. (…) Reading, listening ve writing becerileri öğrencilerin çok daha önemli bence. Aslında, grameri sadece bir temel olarak görüyorum. Öğrencilerin biran evvel doğru şekilde öğrenmeleri gerekir.

5. Sağlam bir temel vermek istiyoruz öğrencilere.

6. Öğrencilerde güçlü bir dil bilgisi oluşturmak istiyoruz. Hep dediğimiz gibi, öğrencilerimize sağlam bir gramer bilgisi sağlamayı hedefliyoruz.

7. Bazı öğrenciler şey düşünüyor, işte ben önce bu grameri öğrenmeliyim ki okuduğumu daha iyi anlayayım, duyduğumu daha iyi anlayayım. Ben de aynı şekilde düşünüyorum.

8. Önce öğrenciler çıkarımda bulunmalı. Sezmeliler. O yapıyı duymalılar. O yapıyı duymalı bol bol. Yazılı halini görmeden önce duymalılar. Veyahut o yapıyı tek cümle olarak görmeden önce bir metnin içinde ya da hikâyenin içinde karşılaşmalılar. O yapının anlamını çıkartabilirler. Explicit olarak sunulması zamanı geldiğinde öğrencilerin zaten kafasında o yapıyla ilgili bir şeyler olsun. Yani bu yapı ne diye sormasınlar. Önce mutlaka bir çıkarım yapsınlar. Explicit grammar sonra olmalı.

9. Bence öğrenciler target structure-ı mümkün olduğunca dolaylı olarak önce öğrenmeliler. Yeni yapıya maruz kalmalılar ve bunun için bir çok aktivite kullanılabilir. Oyunlar, short story, okuma veya acting out kullanılabilinir. Öğrencinin target structure-ı duyacağı bir giriş yapılabilinir. A variety of activities ama hepsi eğlenceli olmalı. Bu aktiviteler sıkıcı olmamalı.

10. Ben warm up aktivitelerin yararına kesinlikle inanıyorum. Yani derse warm up aktivite ile başlamalıyım. Yeni yapıyı daha önce öğrenilmiş gramer konusuna bağlayabilirim. Bir şekilde atraksiyon olmalı. Bir hikaye olmalı, şiir olmalı, oyun olmalı veya görsel bir şey. Bir şey olmalı dersin başlangıcında.

11. Mutlaka derse bir warm up aktivite ile başlarım. Yani eğer vaktim varsa işte kısa bir oyun şeklinde olabilir veya görseller içeren bir tür aktivite. Ben

öğrencileri konuştururken ve aktiviteye dahil ederken kendim mutlaka öğretmek istediğim yapıyı birçok kereler kullanırım.

12. Daha sonra sıra açıklama aşamasına gelir. Çünkü ben bu yaş grubundaki öğrencilerin özellikle kendilerini explicit grammar teaching-le daha güvenli hissettiklerini düşünüyorum. Öğretmen anlaşılır biçimde yapıyı açıklamalı. Sonrasında mutlaka bir guided practice veya controlled practice olmalı. Yazılı egzersizlerin değerine de inanıyorum. Onları gramer öğrenmede yabana atmıyorum.

13. Sunum yapıldıktan sonra öğrencinin mutlaka o target structure-ı açıkça görebileceği egzersizler yapılmalı. Yani one shot dediğimiz… Yani işte bire bir boşluk doldurma egzersizleri, cümle alıştımaları. Dışarıdan bakıldığında son derece sıkıcı görünebilir ama ben o yapının pekiştirilmesi için bu aşamada controlled practice-in gerekli olduğuna inanıyorum.

14. Eğer öğrenciler yapıyı yeni öğrendilerse…Eğer yeni öğrendikleri yapıyı kullanmaya çalışıyorlarsa, fossilization olmadan müdahale etmeye gayret ediyorum ama hemen ağzından çıkar çıkmaz yapmamaya çalışıyorum. Mesela öğrenci past perfect continous-la bir cümle kurdu. İçinde hata varsa bile memnun olduğumu gösteririm. Ama zaman içinde hatasını düzeltirim. Yanlışı da onaylamam. Anlaşıldığını gösteririm. Onun motivasyonunu düşürmek istemiyorum. Ama anında düzeltme yaptığım da olur. Açıkçası bu öğrenciye bağlı. Yani derste çok söz alan bir öğrencinin hatasını anında düzeltmeyi uygun görüyorum. Böyle öğrenciler kırılmıyor ya da motivasyonunu düşürmüyor. Psikolojik ve humanisic faktörler var kararımda. Yani error correction konusunda düşüncelerim öğrenciden öğrenciye değişiyor.

15. Ben yoğun olarak metalanguage kullanmaktan kaçınırım. Kullanışlı ve alakalı olanı kullanırım. Yani, gereksiz bulduğum term-leri öğretmem. Buna nasıl karar veriyorum? Aslında gerekli veya önerilenler kitaplarda belirtiliyor ya da sınavda, egzersizlerde de kullanılıyor. Öğrencilerin bunları bilmesi bekleniyor. Eğer böyle bir durum varsa sakınca görmüyorum. Tahtaya yazıp anlatıyorum. Onun dışında, işte, çok detayları ve gramer terminolojisini bilmeyi gerekli görmüyorum. Dediğim gibi benim bilmelerini beklediğim şeyler temel olanlar ya da sık kullanılanlar.

16. Zaten öğrenciler basit düzeyde ve intermediate düzeyde bir çok term-ü biliyorlar.

17. Eğer dersi takip eden bir öğrenciyse ve derse hazırlanıyorsa term-leri çoktan biliyor. İşte ben o yapıyı kullandığımda, mesela present perfect continous, o hemen present perfect continuous mu işleyeceğiz diye soruyor.

18. Verilen örnekler o kadar etkili olmalı ki öğrenci için o örneği görmek yeterli olmalı. Verilen örnek öğrenciye hah işte bu dedirtebilmeli.

19. Bazen şeyi fark ediyorum çok birbirine benzer örnekler verdiğimi. Ya bunu değiştirmeyi isterim. Net ve açıklayıcı örnekler çok önemli. Bazen kafam çalışmıyor. Yani aynı…Kendime soruyorum, aynı örneği geçen ders vermedim mi diye. Ya da benzer bir örnek daha önce vermedim mi? Biraz

daha yaratıcı olmam lazım öğrencilere net ve açıklayıcı örnekler verirken. Bir de gramerde bazen çok net örnekler veremediğimi hissettim. Yani target sturcture olan cümleleri tahtaya sırf yazmış olmak için yazdığımı hissettiğim cümleler oldu.

20. Bazı öğrenciler yapıyı çoktan anlamışlar. Kendi örneklerini veriyorlar. Daha örneğe ihtiyaçları yok. (…) Mesela, out of control için iki örnek yeterli olurdu. Ben çok fazla örnek vermişim. Evet, ben çok örnek veriyorum. (Gülüyor) Ama bu sefer fazla olmuş. Yani ben izlerken yoruldum açıkçası tekrar. Sıkıldım.

21. Eğer öğrencilerimin gözünde huzuru görüyorsam, en güzel öğrenme ortamıdır o.

22. Saygı çok önemli. Ben öğrencilerime her zaman saygı gösteririm. Yani onlar benim öğrencilerim. Yani bazı hocalar var, bu benim krallığım. Statü farkımız var. Ben buranın kralıyım. Siz de ben ne dersem, yaparsam tabisiniz diyen. Ben öyle düşünmüyorum. Ben eşit olduğumuzu düşünüyorum. Onlara saygı gösterdiğimi düşünüyorum. Aynı saygıyı da onlardan bekliyorum ve çoğu zaman da alıyorum.

23. Ben hep şeye inanırım, annemin hep dediği şeydir, sevgi her zaman saygı getirir. Korku her zaman saygıyı sağlamaz. Sadece sevginin gücü bunu yapar. Sevdiğin kişiye saygı duyarsın. Korktuğun kişinin karşısında susarsın ama o arkasını döndüğü zaman küfredersin.

24. Ben kesinlikle arkadaş canlısı oluşun despot oluştan çok daha etkili olduğuna inanıyorum. Yani öğrenci bana kendini yakın hissediyorsa veya azarlanmayacağını ya da alay edilmeyeceğini biliyorsa…

25. Öğrenci ile öğretmen arasında… Bence, ben öğretmenim, benim yerim burası. Sen öğrencisin, senin yerin de sıra. Biz farklıyız demek yanlış. Öğretmenler bu konuda dikkatli olmalılar. Benim sorumluluğum konuyu anlatıp sonra da sınıftan gitmek değil. Mutlaka öğretmen ile öğrenciler arasında bir etkileşim olmalı. Öğretmen kimliğim dışında, bir de kendi kimliğim var. Açıkçası öğrencilerime yakın olmaya çalışırım. Ben ulaşılabilir bir öğretmenim. Yani işte anlatan ve sınıftan giden hocalardan biri olmamak için elimden geleni yaptım.

26. Kendini öğrencilere sevdirmek kesinlikle…Yani insanlarda şu var doğamız gereği sevdiğimiz kişilerin hareketlerini ve tutumlarını takdir etme eğilimimiz var. Yani ben eğer seni insan olarak seviyorsam, kolyeni severim, konuşma tarzını severim, davranışlarını da severim. Zamanla yaptığın şeyler ve ilgi alanların benim ilgimi çekmeye başlar. Çünkü ben seni seviyorsam, senin sevdiğin şeyleri de severim. Yani galiba insan beyninde hislerle öğrenme arasında bir bağ var.

27. Yani daima komünikasyonun çok önemli olduğunu göstermeye çalışıyorum. Konuyu anlattım, öğrencilerden feedback aldım, her şey sorunsuz, tamam benim işim bitti. Bu yeterli değil. Öğrencilerin nasıl hissettiği de önemli.

28. Ben hiçbir zaman derse öğrencilerin nasıl olduğunu, günlerinin nasıl geçtiğini, hafta sonlarını nasıl geçirdiklerini ya da kendilerini nasıl

hissettiklerini sormadan başlamam. Eğer kötüyüz derlerse, zaman ayırır ve nedenlerini sorarım. Öğrencilerimle bu diyaloga girmeden derse başlamam çünkü ne kadar kötü olduğunu biliyorum.

29. Ben kesinlikle öğrenci beklentilerini, ilgilerini ve ilgi sürelerini göz önünde bulundurmaya çalışıyorum elimden geldiğince ve program ve zaman dahilince. Yani ben derslerimi planlarken veya gramer öğretirken öğrencilerimin tepkilerini ciddiye alırım.

30. Eğer öğrencilerimin motivasyonlarını düşük görüyorsam, zorlamaya gerek olmadığına inanıyorum çünkü benim işim onların beyniyle. Yani eğer onlar beyinlerini kapatmışlarsa, kendilerini kapatmışlarsa, ısrar etmenin anlamı yok çünkü öğrenme hem beyin hem de ruhla alakalı. (…) Öğrenci eğer motive olamayacak durumda ise yani ciddi anlamda bıkkınsa, ne planladıysam onu yapacağım diye ısrar etmek sınıfta bir tek ben varım göstergesi. Yani ben bunu planladım dolayısıyla bunu yapacağım, bunu öğretir ve çıkarım, ne hissettiğin umurumda değil…Öğrenip öğrenmediğin umurumda değil yaklaşımı bence doğru değil.

31. Öğrencilere hedef yapıyı tahmin etmeleri için PowerPoint slide show kullandım. Öğrenciler PowerPoint sunumunda ki fotoğraflar hakkında tahminlerde bulundular. Çok eğlendiler. Bence, kesinlikle, hatırlama sürecinde mizah unsuru çok önemli.

32. Bizim öğrenciler algılayamasa da, dil öğrenimi denilen şey, adı üzerinde, dil öğrenimi. Yani öğrenciden çok şey bekler. Ne diyeyim? Aslında eğitim öğrenci ihtiyaçlarına dayalı. Öğrenci öğrenir, evet. Demek ki, eğitimle ilgili her şey öğrenci merkezli olmalı. Ne yazık ki bizim öğrencimizde böyle bir anlayış yok. Yani tabii ki bir öğretmenin tekniğinden bahsedebiliriz. Ama, öğrenci merkezli demek her şeyin öğrencinin etrafında dönüyor olması demek ve anlatımın onun ihtiyaçlarına yönelik olması demek. Student generated classes olmalı.

33. Bunu öğrencilerime de söylüyorum. Çok yorgun olduklarında ve ders işlemek istemediklerinde, seçenekleri gözden geçiriyorum ve yapıyı başka bir ders anlatmaya devam edip edemeyeceğimi kontrol ediyorum. Çünkü benim işim onların beyinleriyle. Eğer onlar öğrenmeye açık değillerse, sırf devam etmek için derse devam etmek beni aptal durumuna düşürür. Kendimi komik bir duruma düşürürüm ve öğretmenin amacını anlamamış olurum. Onların ihtiyaçlarını dikkate aldığımda, gözlerinde kredimin arttığını hissediyorum.

34. Başarılı bir derste huzur vardır ve öğrenciler kendi öz iradeleriyle yer alırlar. İlla konuşmalarına gerek yok. Öğrencinin zihni derste olsun yeter. İdeal bir derste öğrencilerin çoğunluğu kesinlikle aktiftir. Yani benim öğretmen olarak ders üzerindeki etkim mümkün olduğunca minumumda tutulmalı.

35. İlkokuldayken sıcakkanlı, anne veya baba tipi öğretmenler ideal. Üniversiteyi düşünürsek, işte arkadaş canlısı veya öğrencinin kendisine yakın hissettiği kişi ideal bir öğretmen olarak değerlendirilebilir.

36. Tüm öğrencilerin farklı ideal öğretmenleri vardır ama büyük ihtimal hepsi anlayışlı öğretmenler ister. Tüm öğrenciler anlayışlı, kendilerini anlayan,

dinleyen hoca istiyorlardır. Disiplinli hoca isterler. Katı hocaları sevmezler ama disiplinli, dersi kontrol altında tutabilen ve derse hakim hoca tercih ederler. Anlayışlı hoca isterler. Esprili hoca isterler.

37. Bunun üzerine de, öğretmen dilbilgisine hakim olmalı. Alan hakkında kapsamlı bilgi sahibi olmalı ve sınıf disiplinini sağlayabilmeli.

38. Beni öğretmen olarak oluşturan ne? Kendi eğitim deneyimlerimin etkisi var. Kesinlikle…Veya beğendiğim ve beğenmediğim hocalarında büyük etkisi var.

39. Aslında benim İngilizce öğretmenlerimin tüm iyi yönlerini düşünsek, benim öğretmenliğimin bir parçası etmez.

40. Açıkçası, bu kadar kötü hocalara sahip olmanın bir avantajı oldu. Bu kadar başarısız hocalara sahip olmak ve onların öğretim yöntemlerini değerlendirebilmek şimdi iyi bir şey çünkü onlar gibi davranmamaya çalışıyorum. Yani onların yaptığını tekrar etmemeye çalışıyorum.

41. Almancadan geldiğim için hazırlıkta İngilizcede çok sıkıntı çekmiştim. Yani school bile diyemiyordum. Almanca kelime gibi schule tarzı bir şey söylüyordum. Son derece despot bir main course hocamız vardı. Acayip rencide ediyordu.

42. Bu öğretmenle olan anılarımın etkisinde, öğrencilerimi hiçbir şekilde rencide etmek istemiyorum.

43. Kendi çabalarımla "as for me" bulmuşum sözlükte. O zamanlar "in my opinion" demeyi bilmiyorum. Hoca sınavda ısrarla kabul etmiyor as for me-yi. Ben yüz bekliyorum sınavdan ve doksaniki mi doksanbir mi ne aldım. O phrase-i kullanırken aklımda ne olduğunu anlatmaya çabalıyorum ama kabul etmedi. İnat etmişti hiç puan vermemeye. Hala hatırlarım. Halbuki söylediğimi kabul etmiş olsa, beni motive edebilirdi. Hala merak ederim as for me demek yanlış mı değil mi diye.

44. Emim ki şu o kişi hala daha öğretmen olarak çalışıyorsa, birçok şeyi eksik yapıyordur. Bazı noktalarda eksikleri vardı ama ben onu hiç fark etmiyordum. Son derece humanist biriydi. Yani şakalar yapardı ders sırasında. Bizle gerçekten ilgiliydi. Hiç birimizi kırmazdı, yani, söylemek istediği negatif bir şey varsa da onu esprili bir yolla söylerdi. Hiçbir öğrencinin duyguları incinmezdi. (…) Sorumuz olduğu zaman, cevaplamak için hep oralardaydı. Öğrencileri için ulaşılabilir biriydi.

45. Onun humanistic yaklaşımı büyük fark yarattı ve pozitif etkisi oldu üzerimde.

46. Aslında coursebook ne gösterirse oydu. Üniversite giriş sınavı yaklaşırken, öğretmenler kesinlikle ve açıkça grammar-translation method takip ettiler. İşte ELS dergileri falan. Hepsi göz önüne alındığında, diyebilirm ki benim gramer eğitimimde grammar-translation method-a maruz kaldım ve belli bir oranda da audio-lingual method. Bunun ötesinde bir şey yoktu.

47. Üniversite birinci sınıfta da gramer dersimiz vardı. Gayet detaylıydı. Dersler açıkça dilbilgisi anlatımına daha sonra da egzersizlere dayanıyordu. Çok yoğun bir dersti diye hatırlıyorum. Yine de interaction adına pek bir şey

yoktu. Yani hocamız gayet detaylı anlatırdı, çok da iyi bir gramer hocasıydı. Detaylı anlatırdı ve biz de egzersiz yapardık. Buydu.

48. Kesinlikle aldığım üniversite eğitimi çok etkili oldu. Mümkün olduğunca aldığım teorik bilgiyi pratiğe dönüştürmeye gayret ettim. Kendi kişisel çabam diyebilirim ve ayrıca bölümün etkisi.

49. Öğrenci ihtiyaçlarını ve motivasyonunu dikkate almak, materyallerin adapte edilmesi ve mutlaka a degree of interaction.

50. Hocamız işte gramer çeşitli metod ve yaklaşımlara göre nasıl öğretiliri adım adım bize anlattı. Etkili lesson plan hazırlattı ve sürekli bizden communicative bir şeyler bekledi içinde. Yani bizden gramer item anlatmamızı istedi, diyelim ki relative clauses, kırk dakikalık intermediate level course. Mutlaka bizden içine communicative bir şeyler eklememizi beklerdi. ..communicative activities. Eklektik approach derdi o. Yani aslında çeşitli approachlardan elementleri bir araya koyabilmemizi isterdi. Ama en çok communicative approach severdi.

51. Üniversitede derslerde öğrendiğimiz induction followed by deduction-dı. Önce öğrencinin çıkarımda bulunmasına izin ver.

52. Bu aklımda çok canlı kalmış örneklerden biriydi. Bunlar bekleniyordu bizden. Aslında bizden sıkıcı, mekanik ve sönük dersler planlamamızı istemiyorlardı. Aksine, canlı, enerjik ve motive edici dersler yapmamızı istediler.

53. İngilizceyi çok farklı proficiency seviyelerinde ve yaşlarda olan öğrencilere öğretmem.

54. Çünkü İngilizceyi farklı yaş gruplarına ve seviyelerine öğretirken, çok net görüyorsun. Görüyorsun ki her biri farklı.

55. Sınavların rolü çok büyüktür. Sınavlarda sorulan sorular rewrite gibi gramer soruları. Rewrite-ı communicative hale getirmek imkansız. Nerdeyse çok zor. İlkelerimi takip ettiğimi iddia edemem. Şahsen ne yapmam gerekiyorsa onu yaptım.

56. Communicative aktiviteler ve benim ideal öğretim yaklaşımım fazla zaman gerektiriyor ama syllabus-ımız çok yoğun. Haftada on saat gramer öğretmek benim idealime göre, bir on saatte ekstra çalışma gerektiriyor. Ama iş yüküm nedeniyle haftada maksimum iki saatim var planlama için. Eğer daha fazla zaman olsaydı sınıfta ne yapacağını düşünmek için, o zaman farklı aktiviteler yapardım. Bir grammar blog hazırlamayı düşünüyordum.

57. Böyle aktiviteler zaman gerektiriyor. Daha fazla zamana ihtiyacın var etkili bir şekilde sınıfta kullanabilmek için.

58. Zamanımız olmadığında, de-contextualized grammar work tercih ediyoruz. Kağıt üzerinde egzersiz yapıyoruz ve kendimizi grammar-translation-a başvurma durumunda buluyoruz.

59. Biraz katkısı oldu ama sadece kelime. Bazı kelimeleri İngilizcede tanıyabiliyordum.

60. Sadece aklıma müzik geliyor. Müzik dinlerdik. Çocuk olduğumuz için, müzikli aktiviteler yapardık. Derslerde şarkı dinlerdik. Şeyi hatırlıyorum, günler, sayılar, önünde arkasında gibi şeyler öğrendik.

61. Yapamıyordum. Yani hani öbür derslere Türkçe veya matematik çalışınca yaparsın. Matematiği severdim ama İngilizceyi değil.

62. Çok kötüydü. Açıkça ortadaydı yapamıyordum. Çok üzgündüm. Şeyi hatırlıyorum işte çok ağlamıştım, sınav sonucu karnede olacak mı omayacak mı diye sormuştum. Kendimi ağlarken hatırlıyorum çünkü öğrenmeyi beceremiyordum.

63. Doğru yoldasın.

64. Motivasyonunu yüksek tutar.

65. Senenin başından beri sürekli çalışmak çok zor. Yaz okulu da var.

66. (Suna Hocayı) Sevdiğim için benim için büyük sorun olmuyor.

67. Öğreniyorum. Anlıyorum. İstiyorum derslerine girmeyi.

68. Konuyu eğer bir şekilde anlamadıysam, Suna Teacher şöyle anlatır, böyle anlatır. Anlatacak değişik yollar bulur. Sonunda anlatır yani.

69. Suna teacher-ın konulara girişi çok güzel.

70. Konumuz x, kitaptan okuyalım demek yerine, Suna teacher ilginç bir giriş yapar. Girişlerini çok seviyorum.

71. İlginç tasklara fokuslanıyorsun ve öğrenilecek gramer konularına bağladığı zaman fazla bir zorlukla karşılaşmıyorsun.

72. Bu konular ve tasklar en azından derse konsantre olmama yardımcı oluyor.

73. İlkokul İngilizce eğitiminden ne çıkar? Hiçbir şey. Haftada sadece iki saat.

74. Çok fazla kaset ve cd dinlerdim. Çok keyif alırdım. Epey bir şarkıyı hala hatırlıyorum. Sette bir de kalem vardı. Kalemi cevaba bastırıyorsun ve kırmızı yanıyor.

75. Normalde fazla hocayı sevmedim. Bir iki hoca olmuştur sevdiğim. Yani abartmak istemiyorum ama hocalardan nefret ederdim gibi bir şey yani.

76. Niye olduğunu bilmiyorum. İngilizce öğrenmek ilgimi çekiyordu. Farklı diller öğrenmekle ilgiliydim. Yani, öğrenemeyince uyuz oluyorsun.

77. Lisede bir erkek İngilizce hocam vardı. Sağ olsun çok severdim onu. Bana İngilizce öğreten odur. Hazırlık okulundan önce bildiğim şeylerin çoğu bu hoca ve öğrenme seti sayesindedir.

78. Arkadaş gibiydik hocayla. O hocayı seviyordum. Çok iyi bir insandı, sağ olsun.

79. Bize daha yakındı diğer hocalardan. Sıkıntın olduğu zaman gidip konuşabileceğin bir insandı. Onla gidip rahat rahat konuşabilecek kadar yakındık. Adam mesela ilk günde dikkatimi çekmişti. Dersle alakalı alakasız her şey hakkında gidip konuşabileceğimizi söylemişti bize. Gittim, harbiden ilgi gösterdi, sağ olsun.

80. Asla Suna Hocanın ders işleyişinden sıkılmam. İkimize de bağlı aslında. Bana da bağlı, ona da bağlı. Mesela, okula uykusuz gittiğimde derse odaklanmayı deniyorum ama tamamıyla başaramıyorum. Böyle insan

kafasını sıraya koysun istiyor. Dersi dinleyemezsin. Öte yandan, mutlu ve motivasyonlu olduğum zaman, Suna Hocanın konuyu anlatışı etkili oluyor.

81. Aşırıyı negatif bir şekilde kullanmıyorum. O örneklerden öğreniyorum.

82. Örnekler verdikten sonra, Suna Hoca ne oldu, neyi anladın, neyi anlamadın sorar. Mesela biri sorar hocam eğer x farklı olsaydı ne olurdu diye. Ok der ve hemen soruyu cevaplar. Yani, kimsenin kafasında soru işareti olmaz.

83. Sorular çözmek ve sürekli egzersiz yapmak sınava doğru cevap vermeyi garantiliyor. Mesela thinking. Thinking dediğinde, o thinking of. Boşluğa direk of yazıyorsun. Suna hoca bu kalıpları öğretir.

84. Suna Hoca ideal bir öğretmen. Her şeyi öğretir.

85. Eğer kişiliğiyle uyum sağlayabildiğim bir hocam varsa, onun derslerine daha çok çalışıyorum, daha azim gösteriyorum.

86. Hoca sana yakın davrandığında, sen de yakın görüyorsun kendini. Ne oluyor? Hocaya daha yakın duruyorsun. İlk aklına gelen o hocanın öğrettikleri oluyor. Onları tekrar etmeye başlıyorsun.

87. Sözel yeteneği olan biri.

88. Dilbilgisini her şekilde seviyorum. Gramerle uğraşmayı seviyorum, kalıplar, yeni şeyler, o kurallar nerden çıktı…

89. Öğretmenlerimi çok severdim ben. Onların etkisi büyük oldu İngilizceyi sevmemde. Bana iyi bir İngilizce temel sağladılar. Hala daha tense-leri onların öğrettiklerine göre kullanıyorum.

90. İlk önce şarkılarla veya hikayelerle yapıların mantığını alıyorduk. Gramer aşamasına sonra geçiyorduk.

91. Gerçekten gramer öğrenmek.

92. Nitelikli bir şekilde gramer öğrenmek.

93. Workbook-ta gördüğünde veya sınavda karşılaştığında kuralları uygulayabilirsin.

94. Çünkü onu çok seviyorum. Yani o iyi.

95. Güler yüzlü, arkadaş canlısı ve iyi niyetli. Çok iyi açıklıyor.

96. Suna Hocanın gramer dersinden çok kendi kişisel özelliklerini hatırlarım.

97. Mesela Reported Speech zor bir konudur. Çok ayrıntısı var. Suna Hoca her fiilde çok fazla zaman harcamadı ama özellikle önemli olanların üzerinde durdu. Basitten zora açıkladı. Basitleştirdi.

98. Reported Speech zor çünkü çok ayrıntılı bir konu. Bu konuda hep zorluk çekmişimdir ama bu derste anladım.

99. Ben masalarında oturan öğretmenleri sevmem. Bana aktif gelmezler. Suna Hoca tahtayı aşırı kullanır. Görsellik benim için önemli.

100.Tahtayı düzenli kullanır ve bir dolu kolay anlaşılır ve açıklayıcı örnekler verir.

101.Başka hocaların dersinde, odaklanamıyorum. Mesela, arkadaşlarım kimin dersi diye soruyorlar. Eğer Suna Hocanın dersiyse, o zaman herkes derse giriyor. Sınıf arkadaşının motivasyonu sana da geçiyor. Sonuçta, biz bir sınıfız. Suna Hocanın aldığı elektrik bu duruma neden oluyor olabilir.

102. Karşılıklı sevgi, eğlence ve öğrenme gerçekleşir. Bu Suna Hocanın mesleğini sevmesinden de olabilir. Yaptığı şeyden zevk alıyor. Öğretmekten zevk alıyor.

103. Bireyin her hangi bir konuyu öğrenmesi, öğreniyor olmaktan aldığı zevkle alakalı.

104. Zevk için öğreniyorum. Bazen müzik dinlerken şarkı sözlerini anlamaya çabalıyorum. Hatta düşünüyorum ki hiç proficiency sınavını geçemesem ya da okuldan mezun olamasam da, şarkıları ve filmleri anlayabilirim. Filmleri İngilizce altyazısız izliyorum.

105. Yapıları tam benim istediğim gibi anlatırdı.

106. B seviye sınıfında olmam gerekiyordu ama beni A seviye sınıfına koydular. A seviyesinde yapabileceğimi söylediler. Başarılı bir sınıftı. En iyi sınıftı ama ben hiçbir şey anlamadım orada. Sınavda hiç bir şey yapmadım ki beni daha düşük seviye bir sınıfa yerleştirsinler ve öyle de oldu.

107. Konuyu tamamıyla, aklında hiçbir soru işareti kalmadan öğrenmek.

108. Konuyu çok iyi açıklar.

109. Suna Hoca konuları çok net anlatır. Tek tek örnek verir. Bize aşırı örnekler verir ki aklımızda kalsın. Mesela, birbirine yakın örnekler vermez iki farklı konuyu anlatırken. Farkları açıkça anlatabilmek için, anlamamıza yardımcı olmak için, aşırı örnekler verir.

110. Benim için birçok örnek verilmesi çok iyi. Anlatımdan çok, örneklerle öğreniyorum ben.

111. Yaptığı şeyler direk konunun özünü anlamana yardımcı oluyor. Önce ne yapıyoruz bir giriş yapıyor sonra konuya dalıyor.

112. Eğer kuru kuru anlatsa bu x'tir bu y'dir diye, aklımda kalmaz ya da tamamıyla yapamam yani aklımda pekiştiremem.

113. Örnekler verir ve kuralları uygular. Bu yüzden tek tek aklımda kalır, anlarım.

114. Bana birilerinin resimler yoluyla anlatmasına bayılıyorum. Resim gördüğüm zaman, kolay unutmuyorum. Aklımda kalıyor.

115. Future tense anlatıyordu. Kırk yaşında olduğunda Utku'nun hayatı nasıl olacak onu konuşuyorduk. İşte üç tane çocuğu olacak. Fakir olacak ve sokaklarda yaşayacak. Gelecek zamanla ilgili…Future continuous tense. Bunu yapıyor olacak, şunu yapıyor olacak. Aynı aktiviteyi Gokturk içinde yaptık.

116. İlk önce eğlence kısmı var içinde. Çok iyi bildiğin insanlar hakkında espriler yapıyorsunuz.

117. Ayrıca kalıp kullanımı var. Aktiviteler sırasında ve sonrasında, kalıbı kullanıyorsun.

118. Bu aktiviteler aklımda kaldı çünkü çok komiktiler.

119. Üç sene boyunca aynı şeyi gördük ve sınav türü de aynıydı ama İngilizce en çok korktuğum dersti.

120. Grameri neden korkutucu bulduğumu sorarlardı. Ama İngilizce öğrenmeye geldiğinde ben hep korkardım.

121. Çok iyi hatırlıyorum. Gramerden korkuyordum. Yine de hala İngilizce eğitim veren bir bölümde olduğum için pişman değilim çünkü bir oranda her şeyde zorluk var. Yani sağlam çalışman gerekiyor. Eğer bir şey için sıkı çalışırsan, sonunda olur ona inanıyorum.

122. Tense-lerin mantığını anlamadım. Hep kuralları ezberledim. Her sınav için saatlerce oturup kural ezberledim ama bu yanlıştı. Sanki formüller. Halbuki mantığını anlamaya çalışmalıydım. Şimdi bile bazen ezber yapmaya çalışıyorum.

123. Sadece gramer öğrenmek demek değildir.

124. Mesela örnekler üzerinden gramer yaparken veya bir konuyu tartışırken, cümle içerisinde bilmediğimiz kelimeler çıkıyor. Bu ne demekti diye sorduğumuzda, Suna Hoca hemen öyle ayrıntılı bir şekilde anlamlarını açıklar ki o bilgiyi pekiştiririz. Yani sadece gramer öğrenmek demek değil. Onunla birlikte, okuma veya yazma öğreniyoruz. Örnekler de yazıyoruz. Bence bu öğrenmemizi pekiştiriyor.

125. Konuyu anlatmak tek şey değil. Fark ettim ki, öğrenciyle ilişki kurmak da çok önemli. Hani öğrencileri zinde tutmak ve motive tutmak… Dersi ilgilendiğimiz konularla ilişkilendirmeye dikkat ediyor.

126. Bazı derslerde bazı hocalar yapıları anlatıyor. Kafamı sallıyorum ama gerçekten anlamıyorum. Belki o hocalarda konuyu anlamadığımı anlıyorlardır. Anlatımları beni tamamıyla memnun etmiyor. Konular dikkatimi çekince, sıkılmıyorum.

127. Hocanın anlatımı güncel bir konuyla ilgili olduğunda ya da sevdiğim konular olduğunda aklımda daha iyi kalıyor ve dersi daha çok dinleme ihtiyacı duyuyorum.

128. Yeni bir yapıyı öğreniyorsak, Suna Hoca detaylı anlatır. Aklımızda soru bırakmak istemez. Gereksiz ayrıntılar da vermez. Gerekli olanı söyler. O yapıyı nerde ve nasıl kullanacağımız hakkında bize bilgi verir.

129. Öğrenmeme yardımcı olur.

130. Suna Hoca kesinlikle temel şeyleri tahtaya not alır ve bizim de not almamıza izin verir. (…) Bu öğrenmemize yardımcı oluyor çünkü söz uçar ama yazı kalır. Bu benim için doğru. Kimileri dinlemenin yeterli olduğunu düşünür ama benim için yeterli değil. Uçuyor. Sonradan aklıma tam olarak gelmiyor. Eğer onunla ilgili notlarımı bulamazsam, aklım karışıyor. Bence not tutmak benim öğrenmemi destekliyor.

131. İlk başta çok zordu çünkü daha önce hiç Türkçe ders dinlememiştim. Dersleri anlayamıyordum. Dahası insanlarla konuşamıyordum. Yani yarı Türkçe yarı Almanca konuşurdum. Tahtaya resimler çizdim ne demeye çalıştığımı göstermek için. Zor günlerdi.

132. Pazartesileri hoca vocabulary lists verirdi. Birçok phrasal verb olurdu ve Türkçe açıklamaları. Çok fazla kelime olurdu. Cuma günleri quizlerde sadece yirmi tanesini sorardı.

133. Dersin konusunu tamamen anlarsın. Dersin konusunu derinlemesine öğrenirsin.

134. Sonra o yapılarla karşılaştığında kesinlikle hatırlarsın.

135. Suna Hoca kalıplarla öğretiyor. Yeni öğrendiğin bilginin aklında kalmasını bu sağlıyor. Direk kuralın ne olduğunu söylemez ama örnekler üzerinden açıklar. Eğer anlamazsak bir örnek daha verir. Yani kitaptan okumaz veya yeni bir konuya geçmez.

136. Direk anlamadığını söylemeden, ekstra örnek yapmaya başlar. Her şeyi örnekler. Örnekler üzerinden açıklar.

137. Bazen sınav sırasında, çok çalıştığım konuları hayal ederim. Sayfaları veya tahtaya not edilen kalıpları hatırlarım.

138. Her zaman olmuyor ama konu basitleştirmeye uygun olduğunda, formüllerle özetlenebildiğinde Suna Hoca kutular, oklar kullanıyor. Laf kalabalığı olmadan bu şuna eşittir diye yazıyor formül gibi.

139. Suna Hocanın örnekleri çok açıklayıcı çünkü kitap sadece bir iki örnek veriyor. Bir yapıyı anlamadığımda Suna Hoca birçok örnek verir onunla ilgili. Böylece öğrenirsin. Sadece ders kitabına dayalı olsa işe yaramazdı.

140. Suna Hoca hiç somurtmaz ders anlatırken. Sürekli gülümser. Bazen kızdığı oluyor ama o zaman bile sert bir yüz ifadesi yoktur. Yumuşak ses tonuyla anlatmaya devam eder.

141. İnsanları rahatlatıyor. Hiç umudunuzu kırmıyor. Hep bize umut verir ve de çok esprili.

142. Suna Hocanın ses tonu çok yumuşak. Nasıl denir? Pozitif biri. Dersi anlatırken insan onu dinlemek istiyor. Bu benim öğrenmeme yardımcı oluyor.

..../...../2010

Dear Head of Foreign Languages Department,

I am a doctoral student at Boğaziçi University. In Spring 2010 I will begin my dissertation research which focuses on exploring the interaction between teacher beliefs, classroom practices and student learning process regarding L2 grammar instruction. This research study will be useful for gaining deeper insights into L2 grammar teaching and learning in English-as-a-foreign-language contexts.

I am going to collect data through on-site observations in an intermediate level English language classroom and interviews with the teacher and students and video-tapes. My role in the classroom is that of a non-participant observer. The duration of my on-site observations is three months- from March 2010 to May 2010. The data and materials collected for the purposes of this study will be confidential and the participating teacher's and students' names will not be reported throughout the study. At the end of the study, I will share the results of the study with your institution.

If you would agree to participate in the study, could you please let me know? If you have further questions, you can contact me at mhande78@yahoo.com (0532 221 38 84). Thank you in advance.

Sincerely,

Hande Serdar

PhD. Candidate at Foreign Language

Education Programme of Boğaziçi University

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT.

PURPOSE

This study is being conducted by the researcher, Hande Serdar, as her PhD dissertation. The purpose of the study is to explore teacher cognition, classroom practices and student learning process regarding L2 grammar instruction.

PROCEDURES

By agreeing to participate, I consent to the following activities:

*being observed by the researcher during grammar courses I give.

*participation to interviews when I am available either at the beginning or the end of class.

*participation in audio taped and videotaped recordings while involved in classroom teaching.

CONFIDENTIALITY

My name will only be known to the researcher. All references to me in conference presentations, papers, and articles will be used as a pseudonym. Only the researcher will have access to the field notes, videotapes and audio tapes produced by my participation in this study. I have the right to withdraw from the project at any time; if I do so, all video tapes and audio tapes on which I appear will be destroyed.

CONTACTS

If I have additional questions about the research, I can contact the researcher as follow: Hande Serdar mhande78@yahoo.com 0532 221 38 84

USE OF RESEARCH

I give the researcher permission to use material from my consultation and interview as follows and have initiated those uses to which I agree.

_as data to be analyzed and reported in dissertation

_as transcribed data to be presented in papers at professional conferences

_as transcribed data in articles to be published in academic and professional journals.

I may withdraw permission for any or all of the above uses at any time and for whatever reason.

AUTHORIZATION

Before giving my consent by signing this form, the methods, inconveniences, risks, and benefits have been explained to me and my questions have been answered. I may ask questions at any time and I am free to withdraw from the project at any time without causing bad feelings. New information developed during the course of this study which may affect my willingness to continue in this research project will be given to me as it becomes available. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

Name and Surname _____Signature _____

Date _____

APPENDIX D: The Participating Students' Consent Form

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT.

PURPOSE

This study is being conducted by the researcher, Hande Serdar, as her PhD dissertation. The purpose of the study is to explore teacher cognition, classroom practices and student learning process regarding L2 grammar instruction.

PROCEDURES

By agreeing to participate, I consent to the following activities:

*being observed by the researcher during grammar courses

*participation to interviews when I am available either at the beginning or the end of class.

*participation in audiotaped and videotaped recordings while involved in classroom teaching.

CONFIDENTIALITY

My name will only be known to the researcher. All references to me in conference presentations, papers, and articles will be used as a pseudonym. Only the researcher will have access to the fieldnotes, videotapes and audio tapes produced by my participation in this study. I have the right to withdraw from the project at any time; if I do so, all video tapes and audio tapes on which I appear will be destroyed. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

CONTACTS

If I have additional questions about the research, I can contact the researcher as follow: Hande Serdar mhande78@yahoo.com 0532 221 38 84

Name and surname: _____ Signature: _____

Date: _____

APPENDIX E: An Example of Write-up

Date: 11/03/2010

Hours: 11:10-11:55

The class seating was U-shaped. The walls were almost bare. There was only picture of Atatürk and a notice board. There was not much hung on the notice board. There was only a brochure about IELTS.

Students came to class on time. They took their seats and the murmur began to fade away. Suna and I stayed in front of the students. She told them that day they had a guest. I introduced myself and sat at the back end of the U-shape silently.

The teacher introduced the subject of the lesson at the beginning of the class: Exclamations. I checked the syllabus and found out that this topic was planned to be covered between 1st and 5th of May 2010. So, they were one week late.

The teacher told the page and number of the exercise and students took turns by raising their hands to give answers. The teacher also picked up two students who did not raise their hands. Whenever she uttered a name, she said "Why don't you give it a try?".

There were some sentences which lacked some words and the students were supposed to find the correct structure and fill in the blanks with the correct word. For example:

How _____apples?

How __about__ apples?

This completion seemed difficult at first. The class remained silent and none of the students volunteered to do it. The teacher asked "What do you think this utterance means?. What is the speaker trying to say?". Hande, a female student sitting at the left side of the class, said "Kaç elma alsak nasıl olur?". Teacher said "Ok. Let me give you an example. For example, we run out of food or fruits. And I say "Let's go and buy some fruits! And you say what?". A male student replied "Elma alma hakkında ne düşünürsün?" The teacher put her finger on her chin and with a serious look and tone and voice said: "We are very serious and intellectual, right? What do you think about buying some apples?" The class laughed. A female student sitting on the right side of the class murmured "How about?". The teacher thanked her and said "Sınıfımızın gururunu kurtardın.". Some of the students were still laughing and talking to each other. The teacher said "Class! Have you heard your friend?". She said the correct answer. How about?". She wrote "How about?" on the board and said: "This is the same use as "How about going to the cinema? Right?"

O.C. Teacher- comparison btw Turkish and English, translation, fun..

In another exercise, the teacher paid attention to meaning and worked on what the sentence means. She said "We say it in Turkish, too. "Zor bir süreçten geçiyor. Bir şeyin içinden geçmek. Daha önce preposition'larda yaptık bunu. She went through a difficult period. Right?". She finished this exercise by saying "Vocabulary is important to understand the grammatical structure".

The next part was a wrap-up part which contained keyword transformation and rewrite. The teacher tried to get the

attention of the class by the way she uses her voice and said "Class, keyword transformation and rewrite. So, let's focus on this. Be careful with rewrite questions!".

O.C. Why this part? Is this related to backwash effect she mentioned during our meeting?

Students began to do the rewrite part but in one or two minutes time, there happened to be a murmur. Some of the students began nagging by saying "Çok zor hocam". "Ama bu part zor". The teacher said "Last week I told you that when we prepare rewrite questions, we use parallel structures, synonmys or antonmys. To be able to do this exercise, you need to pay attention to phrasal verbs. You may not know some phrasal verbs so you may make dictionary work at the back of the book."

O.C. She mentioned preparing exam and/or worksheet questions. Another reference she made about getting ready for the exam or being able to answer questions in materials developed by teachers.

APPENDX F: Background Interview Questions for Participating Students

- Name and preferred pseudonym
- Birthplace
- Nationality
- Native language(s)
- Other languages spoken/years of study/proficiency
- Experience in a foreign country/travelling experiences
- Education history
  i. Schools graduated
  ii. Favorite subjects
  iii. English language education through his/her whole education history
    1. evaluation of himself/herself as a learner of English
    2. teachers s/he remembers
    3. lessons s/he remembers
    4. teaching materials s/he recalls

APPENDX G: Background Interview Questions for the Teacher

- Name and preferred pseudonym
- Birthplace
- Nationality
- Native language(s)
- Other languages spoken/years of study/proficiency
- Experience in a foreign country/travelling experiences
- Education
    i. Schools graduated
    ii. Favorite subjects
    iii. Specialization
    iv. English language education through his/her whole education history
        1. evaluation of himself/herself as a learner of English
        2. teachers s/he remembers
        3. lessons s/he remembers
        4. teaching materials s/he recalls
- Employment history
    i. How did you become an English teacher?
    ii. Why did you become an English teacher?
    iii. How long have you been teaching English?
    iv. What are your previous jobs and responsibilities?
    v. Professional development experiences /memberships/conferences

APPENDIX H: An Extract from a Semi-structured Interview

I: Peki, buradaki takip ettiğiniz programı düşünürsen gramerin oradaki pozisyonu, yeri, ağırlığı hakkında neler söylersin?

S: Aslında ben burada, benim çalıştığım programda iyi şeyler yapılmaya çalışıldığını düşünüyorum. Bizim üç modülümüz var; A,B,C diye. A başlangıç modülü. Bu modülde öğrenciler course book'a paralel ilerliyorlar ve görebildikleri kadar gramer görüyorlar. Yani gayet yoğun gramer öğreniyorlar. B kurunda gramer dersi saatleri azalıyor ve C kurunda iyice azalıyor. Şey yapıyoruz aslında, öğrencinin temelinin oturmaya başladığını düşündüğümüz anda biz skilllere önem veriyoruz. Ekstra writing dersleri ve listening, speaking dersleri… Mesela en son kurda öğrenciler intermediate, upperintermediate düzeye geldikleri zaman gramer ve skills dersleri eşitleniyor aşağı yukarı saat olarak. Biraz grameri elimine etmeye çalışıyoruz ama hala öğrenmeleri gereken neler var? İşte konular var gramere dair.

I: Yani program başlangıç seviyelerinde gramere ağırlık verip gittikçe o ağırlığı azaltıyor.

S: Evet, doğru.

I: Peki, başlangıç seviyelerinde ağırlık verme neden ya da nedenleri ne?

S: Galiba öğrencilerin kendi kendilerine gramer öğrenmelerini, yorumlamasını fazla istemiyoruz. Ve aslında temeli hep diyoruz ya hani temel oluşturmak, iyi bir temel oluşsun istiyoruz öğrencilerde.

I: Temel dediğin nedir

S: Temel nedir? (gülüyor) Of zor bir soru. Temel nedir? Temel galiba çok… Açacak olursak…(gülüyor) temel İngilizce bilgisi, basic yani (gülüyor) Çok genel geçer kavramların yerleşmesi veya kafalarında yeni bir dile dair bir şeylerin oluşmasını herhalde bekliyoruz. Çünkü İngilizce ve Türkçe çok birbirlerine paralel diller değil. Bizim öğrencilerimiz Türk öğrenciler için birçok şey çok yeni yapılar anlamında. Parametre… Parametre miydi? Parametrelerimiz farklı mı diyeyim ne diyeyim? O yüzden galiba öğrencileri biraz daha aşina etmeye çalışıyoruz. İnsanın sonuçta bir konuda çıkarım yapması için biraz bilgili olması lazım öncelikli olarak. Yani ne vardı böyle bir şey vardı metot vardı… Test-teach-test. Hani önce havuza at öğrenciyi daha sonra yüzmeyi öğrensin falan. Biz bunu yapmıyoruz. Daha galiba garanti olsun istiyoruz. Önce bir güzel onlara işte belli başlı kuralları öğretiyoruz. Sonrasında zaten çok zeki olan, öğrenmeyi isteyen öğrenci bir süre sonra o dilin tınısına işte, gramer yapısına aşağı yukarı aşina olduğu zaman zaten çıkarıp yapıp kendi kendine ilerleyebiliyor.

22-27 Mart tarihleri arasında core dersinde
'too-enough' /Past Perfect & Past Perfect Continuous /
ve 'will /be going to' zamanlarını işledik. 'Too-enough'
konusu öğrencilerin bugüne kadar hep induce ettikleri,
hiç açıkça öğretmediğimiz bir konuydu. Ancak
bugüne kadar fazlasıyla örnek görmüş oldukları
için hızlı bir sunumla, ağırlıklı olarak egzersize
dayalı bir ders işlemeyi planladım. Fakat sanırım
presentation biraz daha uzun sürebilirdi.

Sonrasında Past Perfect - Past Perfect Continuous
konularını işledik. Bu konuya öğrencilerin hayatlarından
alıntı yaparak giriş yapmak istedim. İlk defa
gördükleri bu konuda konuyu içselleştirmelerinin
iyi olabileceğini düşünerek geçen yıl girdikleri
üniversite sınavı öncesinde neler yaptıklarını
bir kağıda yazmalarını istedim ve bu derse,
kağıda yazdıklarını past perfect zamana dönüştürerek
okuyarak başladım. Kaç kişinin dikkatini çekebildim
bilmiyorum =(Ancak konu anlatımımın ve
verdiğim örneklerin etkili olduğunu düşünüyorum.

→

Son olarak öğrencilerin gayet iyi bildikleri 'will-going to' konusunun üzerinden geçmemiz gerekti. Sınıfta T-T-T'nin işe yarayabileceğini düşünüp ~~önce~~ yapun bir presentationdan önce bir iki aktivite ile öğrencilerin neyi ne kadar öğrenmiş olduğunu görmek istedim. Benim hakkımda bazı tahminlerde bulunmalarını istedim. Biraz espirileştikten sonra yaptığımız kitap aktiviteleri öğrencilerin açık bir presentationa ihtiyacı olmadığını, egzersizler esnasındaki küçük hatırlatmaların ise fazlasıyla yaradığını gösterdi ve bana zaman kazandırdı.

Haftanın son dersinin son 10 dakikasında takip eden haftanın konusu olan 'Future Continuous'a esprili bir şekilde warm-up yapmak istedim ve sınıfımdaki resim konusunda yetenekli öğrencimin yardımıyla tahtaya çizdiğimiz bir resim üzerinden konuştuk. Öğrencilerin dikkatini çekmiş olduğunu umuyorum :)

Gramer dersinde ____ **Hocanın <u>gramer öğrenmenize yardımcı olduğunu</u> <u>hissettiğiniz bir an</u>** hatırlamanızı ve onu çizmenizi daha sonra çizdiğiniz resmin altına bu anı/dakikayı/olayı **anlatmanızı** rica ediyorum.
Teşekkür ederim ☺

Week 7: Monday 15th – Friday 19th March, 2010

Things I learned this week and want to use in my writing:

Grammar structures

Structure:	Example Sentence:
Adj.— Adverbs — Comparisons	• The harder you work, the more successful you'll be.
So — such	• He wants to buy a new car, but he has so little money
	• There was such a lot of noise that I couldn't work. ✓

Vocabulary

Word:	Meaning:	Example Sentence:
• shallow	sığ	• The lake was too shallow for swimming.
• anticipate	sezinlemek	• ~~The~~ women can anticipate everything, so men have to be careful ☺.
• witness	şahit	• Were you witness to this accident?
• surround	'çevrelemiş	• A crowd of boys surrounded the square.
• to keep with up smt /	to follow	• There are so many new movies at cinemas this month that it's very difficult to keep up with them

My reflections (thoughts and feelings) about:

What I learned and did at University last week:

Last week, I/we didn't do lots of things. We did revision in grammar lessons. We learned how to write compare –contrast paragraph. I think they are enjoyable. We had MAT to it. It was good, it wasn't difficult. I expect to I'll have a good mark.

What I want to learn or do better next week:

I want to have good mark". I need to buy "The Lady in White" this week and I need to write a paragraph.

1st, 2nd and 3rd.

9

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