



EFL TEACHERS' PERCEPTIONS ABOUT TEACHING GRAMMAR: A COMPARATIVE STUDY BETWEEN NOVICE AND EXPERIENCED TEACHERS

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Öz

Teacher cognition research has provided not only a deeper insight into the choices, decisions and practices of language teachers, but also a more comprehensive insight into the specific challenges teachers of English as a foreign language (EFL) face. In this framework, studies on grammar teaching has made great contribution to our understandings of how teachers teach grammar and of the cognitive framework behind their instructional practices. Correspondingly, this study reports on the EFL teachers' beliefs about and their conceptualizations of grammar instruction in teaching English and compares how novice and experienced teachers perceive grammar instruction, examining whether there is a significant difference in their perceptions. 70 Turkish EFL teachers who work at the Prep Class of state university participated in the study. For the data collection purposes, a five-point Likert scale questionnaire with 15 items was used. According to the results, participant teachers indicated that they preferred direct grammar teaching, where rules are presented explicitly prior to student production and highlighted the necessity to learn grammar rules explicitly for effective use of target language. In general, novice and experienced teachers showed no significant difference. However, novice teachers had respectively stronger tendency towards explicit and direct grammar teaching, especially in terms of presentation of rules deductively. Experienced teachers were more flexible when it comes to teaching grammar in that they reported occasional use of both direct and indirect grammar elements in their teaching.

Key words: *Teacher cognition, foreign language teachers, novice teachers, experienced teachers, direct and indirect grammar instruction*

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İngilizce öğretmenlerinin dilbilgisi öğretimi ile ilgili algıları: yeni mezun öğretmenler ile tecrübeli öğretmenler arasında karşılaştırmalı bir çalışma

Öz

Öğretmen algılarına yönelik yapılan araştırmalar, öğretmenlerin eğitime yönelik seçimleri, kararları ve uygulamalarına ait derinlemesine bir bakış sağlamakla kalmamış, aynı zamanda yabancı dil öğretmenlerinin karşılaştıkları zorluklara da ışık tutmuştur. Bu çerçevede, yabancı dilde dilbilgisi öğretimi üzerine yapılan çalışmalar, öğretmenlerin dilbilgisini nasıl öğrettikleri ve uygulamalarının arkasındaki bilişsel süreçler hakkında değerli bulgular ortaya koymuştur. Benzer şekilde, bu çalışma, İngilizceyi yabancı dil olarak öğreten öğretmenlerin, dilbilgisi öğretimine yönelik algılarını ve inançlarını ortaya koymayı ve yeni mezun öğretmenler ile tecrübeli öğretmenler arasında bir karşılaştırma yaparak, iki grubun arasında bu algular açısından bir fark olup olmadığını tespit etmeyi amaçlamaktadır. Çalışmaya, bir devlet üniversitesinin Hazırlık sınıfında çalışmakta olan 70 İngilizce öğretmeni katılmıştır. Veri toplama aracı olarak, 15 maddeden oluşan ve beşli Likert ölçeği formunda bir anket kullanılmıştır. Elde edilen bulgulara göre, bu çalışmaya katılan öğretmenler doğrudan dilbilgisi öğretimini tercih ettiklerini ve bu kuralları açıktan öğretmenin gerekliliğine inandıklarını ifade etmişlerdir. Genel olarak, yeni mezun öğretmenler ile tecrübeli öğretmenlerin algıları arasında önemli bir fark tespit edilememiştir. Ancak, yeni mezun öğretmenlerin özellikle dilbilgisi kurallarının tümdengelim yöntemiyle açıktan öğretimine nispeten daha fazla eğilimli oldukları ortaya konmuştur. Tecrübeli öğretmenlerin ise bu konuda daha esnek oldukları ve hem doğrudan hem de dolaylı dilbilgisi öğretimi yöntemlerini kullandıkları tespit edilmiştir.

Anahtar Sözcükler: *Öğretmen algıları, yabancı dil öğretmenleri, yeni mezun öğretmenler, tecrübeli öğretmenler, doğrudan ve dolaylı dilbilgisi öğretimi*

1. INTRODUCTION

Various aspects of language teachers' thinking and how they relate to their instructional behavior is a significant field of study. This line of research has provided a deeper insight into the choices, decisions and practices of language teachers. After language teachers graduate and start teaching, they combine experience, knowledge and ideas, which later turn into beliefs. There is ample evidence that teachers build their understanding about teaching upon practical theories shaped by a range of interacting factors, both inside and beyond the classroom (e.g. Bailey 1996; Burns 1996; Borg 1999). Teachers work on carefully calculated decisions prior and subsequent to their teaching such as "what" and "how" to teach. Moreover, they are required to take immediate and instantaneous decisions while teaching. This framework decision-making processes is initially shaped by theoretical and methodological training during their education. Once teachers graduate and start teaching, personal experience comes into play. Teachers draw on conclusions based on experience, knowledge and ideas, which later turn into beliefs. Therefore, teacher cognition research, which mainly focuses on identifying what teachers think, know and believe, is crucial to understanding teachers' perceptual structure as it relates to their instructional practices.

As a special field of inquiry, teacher cognition research dates back nearly 60 years now. When research on teaching focused on the search for effective teaching methods in the 1960s, researchers and methodologists looked for teaching behaviors that would lead to greater learning (usually measured by achievement tests). This was called a process-product model of research and the goal was to identify these effective methods so that they could then be applied universally by teachers. However, this view of teaching started to be challenged later in the 1970s. Researchers needed to study the teachers' psychological processes as well as their cognitive framework through which they make sense of their work.

Surprisingly, it took nearly a decade before the study of teacher cognition emerged in second/foreign (L2) language teaching. Though the curiosity in teacher cognition research had finally an effect on the field of L2 language education, it was not until the mid-90s that it was acknowledged as an important area of research. Freeman & Richards (1996) made one of the initial studies that highlighted the significance of comprehending language teaching by examining the conceptual side of

teachers' work. Similarly, Woods (1996) conducted a lengthy study of teacher cognition in the same year and it brought the term to the closer view of L2 researchers.

Since then, there has been an upsurge in the research on language teacher cognition. Undoubtedly, the study of language teacher cognition is an established field of research for quite some time now and it is growing day by day. This research has provided a deeper insight into the specific challenges L2 teachers face. However, the globalization of English as an international language (EIL) provides an additional lens through which to view the beliefs of English language teachers. This also brings about the necessity to conduct studies in international contexts on EFL teacher cognition, especially considering the contemporary status of English as a Lingua Franca (ELF) (for a detailed review and discussion see Mauranen 2012). For instance, studies on grammar teaching has made great contribution to our understandings of how teachers teach grammar and of the cognitive framework behind their instructional practices.

2. LITERATURE REVIEW

Especially in terms of the data collection tool to be used for teacher cognition on grammar, literature reports two studies that are of particular relevance to the current study. The first was conducted by Burgess and Etherington (2002) in order to determine the attitudes of 48 British teachers of EAP in UK universities. The survey used in this study was made up of 40 five-point Likert scale items that aimed at eliciting information on the participant' beliefs about grammar instruction in general and particularly about de-contextualized presentation of grammar away from discourse-based, unified approaches. The results of this survey evidently revealed that the participants tend to see grammar as a significant factor for their students and they tend "to have a sophisticated understanding of the problems and issues involved in its teaching" (Burgess & Etherington, 2002, p. 450). The findings also indicated that teachers preferred discourse-based approaches, rather than presentation of grammar items without a context. Finally, participants stated an inclination towards the use of authentic, full texts and real-life tasks for practice.

The second is a relatively more recent study by Borg and Burns (2008) on English teachers' beliefs about the grammar instruction in general as well as the integration of grammar and skills teaching. The study included 231 teachers of English from South America (2.5%), Asia (23.2%), Europe (25.7%) and Australia and New Zealand (46%). The survey here had

three sections. The first section collected demographic information. The second section used 15 statements about grammar teaching and learning for responses on a five-point Likert scale, aiming to cover a range of key issues in grammar teaching. The final section presented open-ended items to ask specifically about the integration of grammar teaching with the teaching of other communicative skills. It is necessary to state the reasons as to why this study has been based on the work of Borg and Burns (2008) and has employed the questionnaire they devised. To begin with, despite the high number of questionnaire items (40) in Burgess and Etherington (2002), which would otherwise elicit more detailed information on the participants' beliefs, these 15 items focused more specifically on the grammar aspect, serving better for the purposes of the current study. Finally, another considerable advantage is the fact that these 15 items were piloted, which contributes to the validity of the data collection tool.

Hence, this study has utilized a multi-sectional survey, second part of which had a 15-item questionnaire (From here on, the term "survey" will be used for the entirety of this study's data collection tool, which has three parts, while the term "questionnaire" will be used to refer to its specific second part with Borg and Burns' 15 items). This study, therefore, basically reports on the Turkish EFL teachers' beliefs about and their conceptualizations of grammar instruction in teaching English.

3. METHODOLOGY

3.1 Research Questions

Informed by the literature on teacher cognition on grammar teaching and the EFL teacher stance in language teaching field discussed above, this study addressed the following research questions:

1. What beliefs about grammar instruction are reported by novice teachers of English?
2. What beliefs about grammar instruction are reported by experienced teachers of English?
3. Is there a statistically significant difference between the two groups of teachers in terms of their cognition on teaching grammar?

3.2 Participants

70 Turkish EFL teachers who work at the Prep Class of state university participated in the study. Of all the participants, 45 (64,3%) were novice teachers (newly graduate or in the first year of their teaching career) and 25 (35,7%) had either two or more years of experience. For the comparison purposes of this study, the participant teachers were grouped under these two categories according to teaching experience. Thus, these groups of teachers will be referred to as “novice” and “experienced” from here on. Moreover, 19 (27,1%) were male and 51 (72,9%) were female teachers. In order to obtain an overall idea of participant teachers’ occupational framework, the survey included questions that aimed at eliciting participants’ qualifications, as well. 48 (68,6%) of them had a bachelor’s degree or a post-graduate certificate in ELT, 15 (21,4%) teachers continued their master’s program, 4 (5,7%) of them had earned their master’s diploma, 1 (1,4%) was in progress of a PhD, and 2 (2,9%) of them had already completed their doctorate degrees in the field. They all taught 22 class hours of English weekly at their institution. Finally, as to their undergraduate departments, 51 (72,9%) graduated from English Language Teaching department, 15 (21,3%) from Literature, 2 (2,9%) from Translation and Interpretation, and 2 (2,9%) from Linguistics.

3.3 Data Collection and Procedure

The data collection tool used in this study had two parts. Part 1 elicited participants’ demographic and background information. The data obtained from this part was used to provide information about the composition of the sample group. Part 2 was the 15-item questionnaire taken from Burg and Burns (2008). The questionnaire items addressed a range of key issues in grammar instruction, particularly direct (explicit) or indirect (integrated) grammar instruction. The participants were asked to mark the most suitable response for each item on a five-point Likert scale (strongly disagree, disagree, unsure, agree, and strongly agree).

The questionnaire tested two distinct factors, namely direct (explicit) grammar instruction (items 1, 2, 3, 4, 6, 8, 9, 10, 11, 15) and indirect (implicit) grammar instruction (items 5, 7, 12, 13, 14). Statistical analyses of the quantitative questionnaire responses were conducted using SPSS 21. In order to account for participant teachers’ beliefs about grammar instruction, frequency counts of the participants’ responses to the questionnaire items were first calculated (research questions 1 & 2). Later, the responses of the two groups of teachers were compared using Independent Sample T-Test

(research question 3). Additionally, frequency analyses of some individual questionnaire items produced notably higher scores towards both ends (strongly disagree and strongly agree) on the Likert scale; therefore, they were independently presented and interpreted to support the findings. Consequently, multiple bodies of statistical results are collectively presented in order to elucidate the beliefs held by novice and experienced participant teachers about grammar instruction.

4. RESULTS

The frequency counts of participants' responses for each individual item in the questionnaire have produced significant results. Here in this part, the percentages of the whole group will initially be presented. Subsequently, percentages of the two groups will be given separately. Table 1 shows percentages of whole participant responses for each item in the questionnaire together with the questionnaire items in detail whereas Table 2 gives percentages in terms of the two groups of teachers.

Table 1. Responses to Questionnaire Items (All Participants)

Questionnaire Items	Percentages (%)				
	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. Teachers should present grammar to learners before expecting them to use it.	7	17	14	43	19
2. Learners who are aware of grammar rules can use the language more effectively than those who are not.	7	29	27	23	14
3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.	3	14	33	40	10
4. Teaching the rules of English grammar directly is more appropriate for older learners.	4	24	31	27	13
5. During lessons, a focus on grammar should come after communicative tasks, not before.	10	9	21	30	30
6. Grammar should be taught separately, not integrated with	60	27	4	4	4

Questionnaire Items	Percentages (%)				
	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
other skills such as reading and writing.					
7. In a communicative approach to language teaching grammar is not taught directly.	4	3	6	61	26
8. In learning grammar, repeated practice allows learners to use structures fluently.	1	11	17	49	21
9. In teaching grammar, a teacher's main role is to explain the rules.	33	49	13	4	1
10. It is important for learners to know grammatical terminology.	19	30	29	21	1
11. Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	19	39	14	29	0
12. Grammar learning is more effective when learners work out the rules for themselves.	4	17	20	33	26
13. Indirect grammar teaching is more appropriate with younger than with older learners.	4	1	21	43	30
14. Formal grammar teaching does not help learners become more fluent.	3	7	30	47	13
15. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.	3	26	36	26	10

Table 2. Questionnaire Responses (Subgroups: Novice and Experienced)

Items	Percentages (%)									
	Novice Teachers					Experienced Teachers				
	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
G1	7	11	16	44	22	8	28	12	40	12
G2	2	27	33	18	20	16	32	16	32	4
G3	2	13	36	36	13	4	16	28	48	4
G4	2	27	31	27	13	8	20	32	28	12
G5	7	9	27	27	31	16	8	12	36	28
G6	56	29	4	7	4	68	24	4	0	4
G7	4	4	4	67	20	4	0	8	52	36
G8	2	9	18	44	27	0	16	16	56	12
G9	36	38	18	7	2	28	68	4	0	0
G10	20	27	27	24	2	16	36	32	16	0
G11	13	40	13	33	0	28	36	16	20	0
G12	4	16	18	38	24	4	20	24	24	28
G13	4	0	20	42	33	4	4	24	44	24
G14	2	7	31	51	9	4	8	28	40	20
G15	2	29	38	20	11	4	20	32	36	8

When participant responses in terms of novice and experienced teachers (Table 2) are examined, it can be argued the distribution of participants responses show similar patterns throughout the questionnaire. However, it should be noted that three questionnaire items need special attention here.

In item 1, only 18% of the novice teachers either disagreed and strongly disagreed with the statement, while the percentage is two-fold in novice teachers with 36%. In other words, the number of experienced teachers who disagreed that teachers should present grammar to learners before expecting them to use it is double the number of novice teachers with the same belief. This shows that experienced teachers have higher tendency to avoid direct grammar teaching.

Similarly, in item 2, nearly half (48%) of the experienced teachers either disagreed and strongly disagreed with the statement, whereas only 29% of the novice teachers shared the same view. In other words, the number of the experienced teachers who disagreed that learners who are aware of grammar rules can use the language more effectively than those who are not is significantly higher than the novice teachers with the same belief. This indicates that experienced teachers have less tendency to put grammar teaching at the center of their instruction.

In item 9, comparably, an overwhelming majority (96%) of the experienced teachers either disagreed and strongly disagreed with the statement with none to agree or to strongly agree, while 78% of the novice teachers said they either disagreed and strongly disagreed with the statement with a few participants (9%) to agree or strongly agree. In other words, none of the experienced participants perceived rule explanation as a teacher's main role in teaching grammar and a substantial majority disagreed with the statement. Although most novice teachers shared the same stance, some of them still prioritized rule explanation as a significant teacher role. This suggests that experienced teachers have slightly higher tendency to teach grammar inductively, which is an indirect approach to grammar instruction.

In order to account for the third research question and to see whether there exists a statistically significant difference between the novice and the experienced teacher in terms of their perceived grammar instruction beliefs, total mean scores of the two groups were calculated. Results show that the total mean scores of the two groups has 2.41 difference (Table 3). First, a test of normality was conducted. Results of the normality test reveals that the total scores had a normal distribution ($p > .05$). Next, to determine if this difference is statistically significant, independent sample t-test was used. Results of the independent sample t-test demonstrate that the difference between the two groups teachers are not significant ($t_{df=68}=1.85, p > .05$). In other words, there is no significant difference between the perceived beliefs of the novice and experienced teachers with regards to teaching grammar. Table 4 shows the results of the test of normality and Table 5 illustrates the results of the independent sample t-test.

Table 3. Participants' Mean Scores (Subgroups: Novice and Experienced)

	Experience	N	Mean	Std. Deviation
Total Grammar	Novice Teachers	45	48.377	5.982
	Experienced Teachers	25	45.960	3.433

Table 4. Tests of Normality Results for the Subgroups

Experience	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Novice Teachers	.118	45	.130	.965	45	.185
Experienced Teachers	.164	25	.081	.923	25	.061

^a. Lilliefors Significance Correction

Table 5. Independent Sample T-Test Results

Total	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	p	Mean Difference	Std. Error Difference
Grammar	12.587	.001	1.85	68	.068	2.417	1.303

5. Discussion and Conclusion

As far as the whole sample group is concerned, participant teachers in this study indicated that they preferred deductive grammar teaching, where rules are presented explicitly prior to student production and highlighted the necessity to learn grammar rules explicitly for effective use of target language. They said they used explicit grammar exercises in their teaching, which can also be categorized under direct grammar instruction. They thought repeated grammar practice allowed learners to use structures fluently, which shows their preference of direct grammar instruction through repetitive grammar drills. Based on these findings, this study presents empirical evidence to existing literature which suggests that EFL teachers favor some elements of direct grammar teaching (Schulz, 1996; Eisenstein-Ebsworth & Schweers, 1997).

The general framework for grammar teaching that arises from participant teachers' responses to the questionnaire in this paper is one that can be characterized by systematic explicit grammar instruction with regular opportunities for grammar practice, not in isolation but in relation to skills-oriented work. Teachers also indicated their tendency to support students to discover rules themselves without disregarding the need to use direct grammar elements. With these perspectives, the current findings are in line

with similar research about teachers' perceptions on grammar instruction (Andrews, 2003; Schulz, 2001; Borg & Burns, 2008).

Regarding the comparison of novice and experienced teachers in their understanding of grammar instructions, the findings of this study indicate a similar pattern between the two groups. Both novice and experienced teachers perceived direct grammar teaching as an essential part of language instruction. However, novice teachers have stronger tendency into explicit and direct grammar teaching to some extent, especially in terms of presentation of rules deductively. Experienced teachers of this study are more flexible when it comes to teaching grammar in that they occasionally may want to use both direct and indirect grammar elements in their teaching. Here, it can be suggested that experience in teaching leads to more flexibility on the part of teachers with occasional use of indirect and inductive instruction when necessary. Still, there is not significant difference between the two groups and such difference in using various methods should be understood in the individual teacher level.

Further research is necessary to be able to draw practical conclusions on the practices of novice and experienced English teachers about their grammar instruction. The current paper does not include actual teaching practices of the participants; hence, the conclusions are based on teachers' reported beliefs. Observing English teachers while teaching grammar may be another data collection method to support the questionnaire results for further research. The findings of the current study are significant because there is not much comparative research in literature on novice and experienced teachers about their perceived beliefs about teaching grammar. This paper will be an important contribution to the literature in that terms.

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GENİŞLETİLMİŞ ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN DİLBİLGİSİ ÖĞRETİMİ İLE İLGİLİ ALGILARI: YENİ MEZUN ÖĞRETMENLER İLE TECRÜBELİ ÖĞRETMENLER ARASINDA KARŞILAŞTIRMALI BİR ÇALIŞMA

Giriş

Öğretmenlerin düşünce sistemlerindeki algıları ve bu algıları öğretimlerine nasıl yansıtıklarına yönelik yapılan araştırmalar, öğretmenlerin eğitime yönelik seçimleri, kararları ve uygulamalarına ait derinlemesine bir bakış sağlamakla kalmamış, aynı zamanda yabancı dil öğretmenlerinin karşılaştıkları zorluklara da ışık tutmuştur. Bu çerçevede, yabancı dilde dilbilgisi öğretimi üzerine yapılan çalışmalar, öğretmenlerin dilbilgisini nasıl öğrettikleri ve uygulamalarının arkasındaki bilişsel süreçler hakkında değerli bulgular ortaya koymuştur.

Yabancı dil öğretmenleri mezun olup öğretmenliğe başladıklarında, okulda öğrendiklerini bilgilerini kullanırlar. Zaman içinde edindikleri tecrübeleri bu bilgilerle birleştirirler. Yapılan çalışmalar, bu sürecin, öğretmenlerin uygulamalarına önemli ölçüde yön verdiğini göstermektedir (örn. Bailey 1996; Burns 1996; Borg 1999). Bu nedenle, yeni mezun öğretmenler ile tecrübeli öğretmenlerin, yabancı dilin belirli alanlarındaki algılarını karşılaştıran çalışmalar oldukça önem arz etmektedir. Örneğin, öğretmenlerin dilbilgisi öğretimine yönelik algıları üzerinde yapılan çalışmalar, yabancı dilde dilbilgisi eğitiminin nasıl yapıldığına dair önemli bulgular ortaya koymuştur.

Çalışmanın Amacı ve Yöntem

Bu bilgiler ışığında, bu çalışma aşağıdaki araştırma sorularına cevap aramaktadır:

1. Yeni mezun İngilizce öğretmenlerinin dilbilgisi öğretimine yönelik algıları nelerdir?

2. Tecrübeli İngilizce öğretmenlerinin dilbilgisi öğretimine yönelik algıları nelerdir?
3. Dilbilgisi öğretimine yönelik algılar açısından bu iki grup arasında anlamlı bir fark var mıdır?

Çalışmaya, bir devlet üniversitesinin İngilizce Hazırlık sınıfında görev yapan 70 İngilizce öğretmeni katılmıştır. Katılımcıların, 45'i (%64,3) yeni mezun, 25'i (%35,7) ise iki yıl ve daha fazla öğretmenlik tecrübesine sahip öğretmenlerdir. Veri toplama aracı olarak, Burg and Burns (2008) tarafından geliştirilen ve daha önceki benzer bir çalışmalarında kullanılan beşli Likert tipi (*kesinlikle katılmıyorum, katılmıyorum, emin değilim, katılıyorum, tamamen katılıyorum*) bir anket kullanılmıştır. Ankette 15 madde bulunmaktadır. Ankete verilen cevapların istatistiksel analizi SPSS 21 yazılımı kullanılarak yapılmıştır. Öğretmenlerin algılarının hesaplanması için, frekans toplamları alınmış, gruplar arası karşılaştırmalar için ise Bağımsız Örneklem T-Testi kullanılmıştır.

Bulgular ve Sonuç

Yapılar analizler neticesinde ortaya çıkan sonuçlara göre, grubun genelinde ankete verilen cevapların ve dilbilgisi öğretimine yönelik algıların benzerlikler gösterdiği tespit edilmiştir. Genel olarak, katılımcı grubun dilbilgisi eğitiminde tümdengelim ve doğrudan anlatıma yönelik yöntemler tercih ettiği tespit edilmiştir. Katılımcılar, İngilizce öğreniminde dilbilgisi kurallarına hâkim olmanın önem taşıdığını ifade etmişlerdir. Açıkta dilbilgisi alıştırmaları kullandıklarını beyan etmişlerdir. Dilbilgisi tekrarlarının öğrencilerin dil becerilerine fayda getirdiğini söylemişlerdir.

Genel ortalama puanlar göz önüne alındığında, iki grup arasında 2.41 puanlık bir fark ortaya çıkmış olsa da bu farkın istatistiksel olarak anlamlı olmadığı tespit edilmiştir. Yine de anketin bazı maddelerinde dikkat çekici bazı frekans farkları bulunmuştur. Bu farkların, iki grubun arasındaki bazı algısal farklılıkları ifade edebileceği düşünülmektedir.

Örneğin, anketin 1'inci maddesi şu ifadeye yer vermektedir: "Öğrencilerin dilbilgisi kurallarını doğru kullanmaları için, öğretmenlerin bu kuralları açıkça anlatmaları gerekmektedir." Bu madde, dilbilgisi kurallarının öğrenciler tarafından keşfedilmesi yöntemine dayanmamakta, aksine kuralların açıkça anlatılması yöntemini benimsemektedir. Bu maddeye katılmayan ve kesinlikle katılmayan tecrübeli öğretmen sayısı,

yeni mezun öğretmen sayısının iki katıdır. Bir başka deyişle, tecrübeli öğretmenler, dilbilgisi kurallarının öğrenciler tarafından keşfedilmesine ve dolaylı anlatımına daha fazla eğilim göstermektedirler. Aynı şekilde, diğer maddeler de incelendiğinde, tecrübeli öğretmenlerin açıktan dilbilgisi eğitimine daha z önem verdiği, yeni mezun öğretmenlerin ise kuralları detaylı bir biçimde açıklanması konusunda eğilim gösterdikleri ortaya konmuştur.

Bu çalışmanın sonucunda her iki öğretmen grubu tarafından ortaya konan dilbilgisi algısına yönelik genel çerçeve şu şekilde ifade edilebilir: öğretmenler sistemli ve açıktan dilbilgisi eğitimini ve öğrencilerin kuralları uygulamaya dönecekleri alıştırmaya ve aktiviteleri tercih etmektedirler. Ancak bu dilbilgisi çalışmalarını tek başına ve diğer becerilerden bağımsız olarak değil, beceri temelli aktiviteler ile bütünleşik olarak uygulama eğilimi göstermektedirler. Ayrıca, dilbilgisi kurallarının açıkça anlatılması yanında zaman zaman öğrencilerin bu kuralları keşfetmelerini destekleyici yöntemler de tercih etmektedirler. Tecrübeli öğretmenler dolaylı anlatımları ve keşfettirme tekniklerine daha fazla eğilim göstermektedir.

Alan yazında yeni mezun ve tecrübeli öğretmenlerin karşılaştırmalı çalışmaları sınırlı olarak yer almaktadır. Bu çalışmanın bahsi geçen eksikliği öğretmenlerin dilbilgisi öğretimi ile ilgili algılarıyla ilgili olarak kısmen doldurmaktadır. Mevcut çalışmanın bulguları bu nedenle hem teorisyenler ve araştırmacılar, hem de İngilizce öğretmenleri açısından önem arz etmektedir.