



The Views of the Teachers about the Factors that Affect the Success of the Students on Turkish Grammar Course

Research Article

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To cite this article: Bayram, B. (2018). The Views of the Teachers about the Factors that Affect the Success of the Students on Turkish Grammar Course, *International Online Journal of Educational Sciences*, 10 (4), 233-250.

ARTICLE INFO

Article History:

Received 22.06.2018

Available online

06.09.2018

ABSTRACT

Grammar has all along been a field that the students have developed negative attitudes as it is an abstract and it is based on rote learning. The awareness of the students related to their mother tongue helps them deepen their current knowledge, improve their literate and aesthetic pleasure as much as it contributes to their written and oral expression skills. With the 2018 Turkish Course Curriculum, the approach to teach the grammar which was included in the acquisitions as from 5th grade by implicating was adopted. The aim in teaching the grammar is to help students internalize the comprehension and narrative skills rather than memorizing the rules. At this point, there are several factors that affect the success of the students in grammar like teacher, student, family, social environment, etc. which cannot be considered separately. In this study, it is aimed to determine the views of the teachers about the factors that affect the success of the students in Turkish grammar. The study which is a qualitative research was conducted as a case study. The participants of the study consist of 20 Turkish Language teachers working in Bayburt province in the fall term of 2017-2018 academic years. The data of the study were collected with a semi-structured interview protocol and were analyzed with content analysis. From the views of the teachers, 9 categories at total that affect the grammar success of the students were developed as a result of the study. According to the Turkish Language teachers participating in the study, the category that positively affects the grammar success of the students the most is the student-derived factors and teaching material-derived factors. These are followed by the factors such as curriculum-derived, teaching methods and techniques-derived and teacher-derived factors, respectively. It is once again seen that the leading factor that negatively affects the grammar success of the students is the student-derived factors. This is followed by the factors such as teaching method and technique-derived factors, teaching material-derived factors, teacher-derived factors, subject area-derived factors, higher education and undergraduate education-derived factors, testing system-derived factors and other factors, respectively.

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Keywords:

Turkish language teaching, grammar, academic success, teacher view.

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DOI: <https://doi.org/10.15345/iojes.2018.04.013>

Introduction

Grammar is the body of rules that “teaches the meaning relations between the sound, form and sentence structure and parts of speech” (Korkmaz, 2007, p. 68) and “supports basic reading, listening, speaking and writing skills of a language” (Zengin ve Zengin, 2012, p. 30). Although basic skills of a language which is a natural tool that ensure communication between people (Ergin, 1962, p. 3) are learned in babyhood according to some researchers, “teaching grammar come to the front as an activity process for the students to use the language effectively, correctly and smoothly by teaching it with several different methods in the schools” (Dolunay, 2010, p. 277). According to Ekinçi Çelikpazu (2015, p. 340), teaching grammar is the process of bringing implicit information of the students about the language and making them aware of the language by transforming this information into a skill to use the language consciously. Nevertheless, grammar teaching in schools has caused new problems to arise. The rules taught one after another have led students to have to memorize many rule terms and definitions so language knowledge becomes the most boring lesson in the school as it is taught in detail (Sun, 2013, p. 172). In fact, even though the main purpose of teaching a rule is to give the learners to have a good expression skill by providing the functional use of the language (Karakuş, 2006, p. 133), the current situation seems far from this point. Demirel expresses the aims of grammar teaching as follows (2002, p. 114):

- To bring the subconscious structures of the students to the level of consciousness and bring them into use,
- Teaching students how the language works,
- Ensure that students use the language correctly and effectively as a means of communication.

The problem underlying the perception of grammar teaching as a lesson for memorizing definitions and rules by distracting students from the original aim is the perception of grammar teaching by teachers as a purpose and not as a tool. According to the Güneş (2013, p. 177), "Grammar should be used to understand anything, convey a meaning and communicate." Language teaching is effective in shaping a child's personality and socializing. The correct and effective use of the language gives the child a position he deserves in society by contributing to his social life as well as his learning experiences (Calp, 2007, p. 59), and contributes positively to his mental development (Ünal and Şahinci, 2011, p. 1978).

Considering language as a tool and not as a purpose has led to great differences between the constructivist approach and the behavioral approach. The basis of constructive grammar teaching is to improve students' understanding and learning through linguistic and mental skills. For this reason, it cannot be based on solid rules (Çolak, 2013, p. 42-43).

Even though grammar teaching is done intensively in the schools, the students' grammar achievement is still not at the desired level. Even if we consider this as a separate lesson that the vast majority of teachers teach, the success achieved with this effort is inadequate. Looking at just one reason or source in describing this situation will be far from realism (Bayram and Kırbaşoğlu Kılıç, 2017, p.3). There are many reasons that affect the success of the students towards Turkish grammar. One of these reasons is that the students cannot understand the grammar topics sufficiently. Students who do not understand the subject adequately fail and the Turkish language lesson is at the beginning of the less popular lessons (Güven, 2013, p.3). The readiness of the students and their level of motivation are very important in their new learning. In this respect, it will be correct to evaluate the underlying reasons why the students do not understand the subjects adequately. The elements such as teacher himself, the method and technique he uses, the materials used, the terminology, the curriculum and so on can be evaluated among the factors that affects the success in question. Yapıcı (2004, p. 39) argues that the fundamental problem is not that the students do not learn grammar, but the training of primary school teachers who do not know how to teach and how to make them love their mother tongue in a

from-concrete-to-abstract fiction. The training of teachers who can apply the strategy, method and technique correctly is the first condition of achieving a sufficient level of development in students in grammar teaching (Being and Fire, 2017, p. 815). In teaching grammar, preferring new approaches, methods and techniques besides traditional methods and techniques is necessary to provide qualified and permanent learning. Because abstract thinking is still developing, it will be useful for providing a lasting learning particularly for 5th grade students (Güven, 2013, p. 7). At this point, the recommendations of Kılıç and Akçay (2011, p. 6) about the preference for activities and approaches that could be fun for students such as play, drama, and rhyme, rather than approaches based on memorization, especially given the definitions of grammar are noteworthy. Likewise, texts created by students or in textbooks can be enriched and rearranged to improve grammar skills. By taking the student's opinions, adjectives, adverbs or new elements can be added to the appropriate place in the texts (Çeçen and Aytas, 2008, p. 148).

In teaching grammar, it is important to use the induction method given priority to gain functional qualities the language such as the function of the language structure and rules, why it is in the text and its contribution to the text. The method of deduction that is taught through examples where grammatical structures have been told and explained has to be abandoned at this point. (Göçer, 2015, p.234). In his study that evaluates meronymy in grammar teaching curriculums, Karahan who stands apart from induction method in grammar teaching Karahan points out the importance of sentence teaching in grammar teaching, the importance of monitoring sentence units, speech and speech groups and their structure and function characteristics and states that order of the subjects in the grammar teaching curriculum should be directed to comprehend the communication-loaded whole (Karahan, 2009, p.29). Grammar should be used primarily as a means rather than an end to reach the goals of Turkish lessons (Barin and Demir, 2008, p.2). In this direction, grammatical rules should be used not in the form of abstract language studies but in purposes and functions that will help use effectively the four basic skill areas of listening, speaking, reading and writing skills of Turkish language (Göçer, 2015, p.223). When activities such as reading and writing are being conducted, it can be considered as an opportunity to benefit from grammar teaching, to perceive language constructs, to understand the effects of language rules on enriching expression power.

Expressing that grammar teaching should be useful, open and functional, Güneş emphasizes that grammar should not be regarded as a separate learning field (Gün 2009, p 16). It is not true that grammar is perceived as a separate lesson because it is not the teaching of pure rules which is originally intended by grammar teaching. Grammar activities are aimed at providing a functional instruction that will give the students the ability to speak, write correctly, understand and explain correctly. In this direction, the text should be acted upon for teaching grammar. Students should also benefit from grammar in order to grasp the possibilities of Turkish language in the text review activities (Sever, 2003, p.33). Grammatical rules reveal themselves mostly in written and oral texts as the field of language use. For this reason, the fact that grammar teaching is done by moving from the texts to which the language is applied is based on the fact that the rules of the language are understood in a meaningful whole by the students. The results of this method are also practical based on the use of the language (Temizkan, 2012, p.135).

One of the problems that can be encountered in the teaching of grammar is that there is no unity of terminology. There are problems among the academicians in the universities, between the university and national education-affiliated schools, or between the teachers of national education schools. In this regard, Çifçi stated that it is normal for people who are studying in higher education to confuse which term is used for which kind of vocabulary and even if a lecture on the topic of Grammar at the bachelor level is opened with the title of Controversial Topics of Grammar (Çifçi, 2006, p.121). Similarly, children who are taught in the books of a different publisher at each grade level have difficulty learning grammar terms as there is no coordination among the publishers (Alyılmaz, 2010, p. 736).

One of the factors that negatively affects the grammar success of students is related to when grammar instruction should be given. According to Yapıcı (2004, p. 40), it is necessary to have children perform only listening, speaking, reading and writing activities during the first five years of primary education. Avoidance of grammar teaching in this period is important in terms of educating the child by feeling the taste and aesthetics of the language. In the updated 2018 Turkish Language Lesson Teaching Curriculum, grammar acquisitions are not included in the first level of primary education, grammar teaching starts from the 5th grade.

As it can be seen, there are many points having the potential to affect the Turkish grammar success of the students. The fact that these points are taken opinions from the field and put forward in the frame of teacher opinions, the current situation of teaching grammar, the source of problems and the steps that can be taken towards them can be determined.

Method

The Purpose and Scope of the Study

The purpose of this study is to determine the positive and negative factors affecting the grammar achievement of the secondary school students according to the teachers' views. In order to accomplish this aim, the answer to the following question has been sought:

1. What are the factors affecting the grammar achievement of secondary school students according to Turkish language teachers?

Research Model

In this study, a qualitative study was conducted in order to determine the factors affecting students' positive and negative Turkish language grammar achievements according to the teachers' opinions and case study design was used. In the qualitative case study, one or more cases are analyzed deeply, which is the most basic feature of case studies. The factors related to a situation are investigated by a holistic approach, focusing on the effect of these factors on the situation and how they are affected by the situation. Since the situations differ from each other, they can create examples and experiences for understanding similar situations, although they cannot be generalized (Yıldırım and Şimşek, 2013, p. 83).

Study Group

The study group of the study is composed of twenty Turkish language teachers who were working in secondary schools affiliated to the MoNE in Bayburt in the academic year 2017-2018.

Data Collection Tool and Data Collection Process

The data of the study were obtained by a semi-structured interview protocol consisting of one question. On the basis of volunteerism, the data obtained from the Turkish language teachers participating in the survey were recorded during the interview for 30 minutes. It was thought that the only question to be asked in the interview was appropriate in terms of the scope of validity, allowing the teachers participating in the study to avoid any direction and convey their opinions in a relaxed and detailed way.

Data Analysis

In the analysis of the data obtained through this study, content analysis and open-coding method were used. Firstly, the data were transferred to the computer environment and the texts were read several times and necessary coding was created. The common points of the codes were identified as positive and negative, and the categories (themes) that constitute the main lines of the findings were determined. The determined themes are tabulated based on the frequency of repetition. In order to increase the reliability of the study, the determined categories were examined by two experts who were experts in the field of Turkish language

education, one of whom from the same university and the other one is from another university, and consensus was reached on items with disagreements among the common categories.

Findings and Interpretations

In this section, the categories reached by analysis of research data and explanations of the codes in this category are given.

Table 1. Categories Developed from the Teachers' Opinions regarding the Factors Affecting the Success of the Students on Turkish Language Grammar

Categories	Positive		Negative		Total	
	f	%	f	%	f	%
Teacher-led Factors	1	5,55	19	10,79	20	10,30
Student-led Factors	10	55,55	41	23,29	51	26,28
Methods and Techniques-led Factors	1	5,55	34	19,31	35	18,04
Instructional Material-led Factors	4	22,22	30	17,04	34	17,52
Curriculum-led Factors	2	11,11	14	7,95	16	8,24
Examination System-led Factors	-	-	8	4,54	8	4,12
Higher Education and Undergraduate Education-led Factors	-	-	12	6,81	12	6,18
Subject-Field-led Factors	-	-	16	9,09	16	8,24
Other Factors	-	-	2	1,13	2	1,03
Total	18	100	176	100	194	100

20 Turkish language teachers who participated in the study stated 61 negative and 9 positive factors affecting Turkish language grammar success of the students. The total frequency of the negative factors that Turkish language teachers put forward is 176 and the total frequency of positive factors is 18. According to this, 90.72% of teachers' opinions expresses the negative factors that affect students' grammar success and 9.27% expresses the positive factors. Based on the teachers' views, a total of 9 categories were developed. According to the Turkish language teachers who participated in the study, the category which has the most effect on the students' grammar success is *factors originating from the student and factors originating from teaching materials*. At the top of factors affecting student achievement in the negative direction appears to be related to *factors originating from the student*. *Factors arising from the method and technique used, factors originating from instructional materials, factors originating from teacher, factors originating from subject-field, factors originating from higher education and undergraduate education, factors originating from examination system and other factors* follow these, respectively.

Table 2. Teacher-led Factors

	Code	f	%
Negative	Teacher does not know the drill	2	10,52
	Written exams are too grammatical	1	5,26
	Teacher does not design activities pertain to the subject	1	5,26
	Not considering the readiness level of students	5	26,31
	Not determining the learning abilities of the students	3	15,78

	Teachers are inadequate in terms of quality	6	31,57
	Teacher's reluctance to use materials	1	5,26
	<i>Total</i>	19	100
Positive	Teacher attends the course prepared	1	100
	<i>Total</i>	1	100

According to Table 2, the total frequency of 19 of the teacher-led factors that affect the Turkish grammar success of the students is negative and 1 is positive. This ratio corresponds to 10.30% in all categories. Teachers who participated in the study indicated one positive teacher-led factor, which influenced the grammar success of the students. Accordingly, *the fact that the teacher attends the course prepared* is a positive factor that affects the grammar success of the students. Among the teacher-led factors that affect the grammar success of the students the most are the inadequacy of the teachers in terms of quality (31.57%), not considering the readiness level of the students (26.31%) and not determining the learning abilities of the students (15.78%).

Table 3. Student-led Factors

	Code	f	%
Negative	Low motivation level of the student	3	7,31
	Insufficient vocabulary of the learners	2	4,87
	Students do not read adequate books	2	4,87
	Students do not use the grammar rules in daily life	5	12,19
	Students consider the subjects boring	9	21,95
	The lack of pre-learning of the learners	7	17,07
	Students are addicted to the screen	1	2,43
	Students do not have a regular note-taking habit	1	2,43
	The socioeconomic status of the student is not good	3	7,31
	Students do not have any objects	1	2,43
	Students are prejudiced against grammar	6	14,63
	Students cannot get rid of the habit of memorizing	1	2,43
	<i>Total</i>	41	100
Positive	The students like the teacher and the lesson	3	30
	The parents are concerned with	3	30
	Students regularly practice	4	40
	<i>Total</i>	10	100

According to Table 3, the total frequency of 41 of the student-led factors that affect the Turkish grammar success of the students is negative and 10 is positive, and the total frequency is 51. This ratio corresponds to 26,28% in all categories. According to the teachers participating in the study, the category that most influences the grammar success of the students in both the positive and negative aspects is the category of *the student-led factors*. Within this category, there are three positive factors that affect success. According to this, *regular practice of the students (40%), family concern (30%), and students' liking the teacher and the lesson (30%)* are positive factors affecting the students' grammar success. Among the student-led factors that affect the grammar success of the students the most are *students consider the subjects boring (21,95%), the lack of pre-learning of the learners (17,07%), students are prejudiced against grammar (14,63%) and students do not use the grammar rules in daily life (12,19%)*.

Table 4. Factors Caused by Method and Technique

	Code	f	%
Negative	Grammar teaching is not application-based	3	8,82
	Not using the induction method in grammar	1	2,94
	Grammar is taught separate from other learning areas	5	14,70
	Grammar is not taught intuitively	3	8,82
	Grammar is taught only with direct instruction method	3	8,82
	Different methods and techniques are not used	9	26,47
	Not providing learning by living	3	8,82
	Giving practical information	1	2,94
	Teacher directs the students for memorization	3	8,82
	Not embodying the subjects	3	8,82
	Total	34	100
Positive	Assigning adequate homework	1	100
	Total	1	100

According to Table 4, the total frequency of 34 of the method and technique-led factors that affect the Turkish grammar success of the students is negative and 1 is positive, and the total frequency is 35. This ratio corresponds to 18,04% in all categories. According to the teachers participating in the study, the second category, which has the greatest effect on the grammar success of the students, is *the method and technique-led factors*. Within this category, there is one positive factor that affects the success. According to this, assigning adequate homework is a positive factor affecting the grammar success of the students. Among the method and technique-led factors that affect the grammar success of the students the most are *not using different methods and techniques* (26,47%) and *grammar is taught separate from other learning areas* (14,70%)

Table 5. Factors Caused by Instructional Materials

	Code	f	%
Negative	The number of the text in the textbooks is outnumbered	2	6,66
	Not including more activities in textbooks	7	23,33
	Limited use of subsidiary sources	4	13,33
	The textbooks do not respond to the interests and needs	1	3,33
	Grammar activities are not qualified	1	3,33
	Textbooks do not conform to new methods and techniques	1	3,33
	Textbooks are not up to date	1	3,33
	Not utilizing technological applications	1	3,33
	Limitations of selected materials	3	10
	Teacher cannot find materials suitable for grammar	1	3,33
	Textbooks are inadequate	5	16,66
	Grammar is not taught through texts	1	3,33
	Wrong text selection in grammar teaching	2	6,66
		Total	30
Positive	Active use of smart board	2	50
	Supporting topics with visuals	1	25
	MoNE's acquisition tests are useful	1	25
	Total	4	100

According to Table 5, the total frequency of 30 of the instruction material-led factors that affect the Turkish grammar success of the students is negative and 4 is positive, and the total frequency is 34. This ratio

corresponds to 17,52% in all categories. According to the teachers participating in the study, the category that most influences the grammar success of the students in negative aspects is the category of *instruction material-led factors*. Within this category, there are three positive factors that affect success. According to this, *active use of smart board (50%), supporting topics with visuals (25%) and MoNE's acquisition tests are useful (25%)* are positive factors affecting the students' grammar success. Among the instruction materials-led factors that negatively affect the grammar success of the students the most are *not including more activities in textbooks (23,33%), textbooks are inadequate (16,66%), limited use of subsidiary sources (13,33%), limitations of selected materials (10%)*.

Table 6. Curriculum-led Factors

	Code	f	%
Negative	Grammar is taught as a separate lesson	3	21,42
	Unclear scope and limits of acquisitions in the curriculum	1	7,14
	Grammar acquisitions are intense at some class levels	8	57,14
	Some grammatical topics / acquisitions are above students level	2	14,28
	Total	14	100
Positive	Teaching grammar acquisitions in the curriculum from the 5 th grade	2	100
	Total	2	100

According to the teachers participating in the study, another category that affects grammar success of the students is the curriculum-led factors. According to Table 6, the total frequency of 14 of the curriculum-led factors that affect the Turkish grammar success of the students is negative and 2 is positive, and the total frequency is 16. This ratio corresponds to 8,24% in all categories. In this category there is one positive factor that has an impact on success. According to this, *teaching grammar acquisitions in the curriculum from the 5th grade* is a positive factor affecting the students' grammar success. Among the curriculum-led factors that negatively affect the grammar success of the students the most are *grammar acquisitions are intense at some class levels (57,14%), grammar is taught as a separate lesson (21,42%), Some grammatical topics / acquisitions are above students level (14,28%)*.

Table 7. Factors Caused by Examination System

	Code	f	%
Negative	Inadequate grammar questions in the central exams	4	50
	Examination system causes anxiety in students	2	25
	The examination system is based on multiple choice questions	1	12,5
	Examination system leads students to memorize	1	12,5
	Total	8	100

According to Table 7, all of the factors arising from the exam system affecting the students' grammar success are negative and the total frequency is 8. This ratio corresponds to 4,12% in all categories. One of the negative factors that is derived from the exam system affecting students' grammar success is *the inadequacy of grammar questions in the central examinations (50%)*. This is followed by *examination system causes anxiety in students (25%), the examination system is based on multiple-choice-questions (12.5%) and the examination system leads students to memorize (12.5%), respectively*.

Table 8. Factors Caused by Higher Education and Undergraduate Education

	Code	f	%
Negative	The contradiction of the information found in the sources and the academicians teach	2	16,66
	Inadequate undergraduate training of teachers related to grammar	1	8,33
	Lack of consensus among academicians in some grammar topics	3	25
	The lack of communication between universities and schools affiliated to MoNE	2	16,66
	Inconsistency in grammar terminology	4	33,33
	Total	12	100

According to Table 8, all of the factors derived from the higher education and undergraduate education affecting the students' grammar success are all negative and the total frequency is 12. This ratio corresponds to 6,18% in all categories. One of the negative factors that is higher education and undergraduate education-led students' grammar success is *inconsistency in grammar terminology* (33,33%). This is followed by *lack of consensus among academicians in some grammar topics* (25%), *the contradiction of the information found in the sources and the academicians teach* (16,66%), *the lack of communication between universities and schools affiliated to MoNE* (16,66%), *inadequate undergraduate training of teachers related to grammar* (8,33%), respectively.

Table 9. Factors Caused by Subject-Field

	Code	f	%
Negative	Grammar topics are abstract	7	43,75
	Excessive number of grammar rules	4	25
	Grammar topics are based on memorization	2	12,5
	Constant change of spelling rules	3	18,75
	Total	16	100

According to Table 9, all the factors derived from the subject-field affecting the students' grammar success are all negative and the total frequency is 16. This ratio corresponds to 8,24% in all categories. One of the leading negative factors that is derived from subject-field and affects students' grammar success is *grammar topics' being abstract* (43,75%). This is followed by *excessive number of grammar rules* (25%), *constant change of spelling rules* (18,75%), *Grammar topics are based on memorization* (12,5%), respectively.

Table 10. Other Factors

	Code	f	%
Negative	Classes are overcrowded	1	50
	Inadequate support courses	1	50
	Total	2	100

According to Table 10, two factors which cannot be included in any of the above categories affecting the Turkish grammar success of students were identified. According to the teachers participating in the study, the crowded classes (50%) and the lack of supportive courses (50%) are among the other factors that affect the students' grammar success in a negative aspect.

Results and Discussion

In this study, the factors affecting the Turkish language grammar success of the students were determined according to the opinions of the teachers. When we look at the data obtained from the views of Turkish teachers, the factors that affect the grammar success of the students are grouped under nine sub-categories. These are *teacher-led factors*, *student-led factors*, *methods and techniques-led factors*, *instructional material-led factors*, *curriculum-led factors*, *examination system-led factors*, *higher education and undergraduate education-led factors*, *subject-field-led factors*, *other factors*. Within the framework of these categories, teachers reported 194 opinions in total. 9,27% of the teachers' opinions are positive and 90,72% of them are negative. Teachers did not report any positive opinions on the Turkish grammar success of the students related to *examination system-led factors*, *subject-field-led factors*, *higher education and undergraduate education-led factors* and *other factors*. According to the Turkish language teachers participating in the study, the category which affects the grammar success of the students the most is *the student-led factors*. Secondly, *instructional materials-led factors* follow. The leading factors affecting student success in the negative direction appear to be related to student-led factors. This is followed by *methods and techniques-led factors*, *instructional material-led factors*, *teacher-led factors*, *subject-field-led factors*, *higher education and undergraduate education-led factors*, *examination system-led factors* and *other factors*, respectively. It is noteworthy that the factors that affect the grammar success of the students in both positive and negative aspects are student-led factors. Güven (2013, p.2) indicates that teachers blame students at the point that they cannot get the desired outcomes in teaching grammar and that students are somehow unable to learn about topics. We can say that this finding has similarities with the results of this study. According to the results of the study, it was determined that the category that affects the students' grammar success the most were the student-led factors among all the categories of the study.

When the teacher-led factors are evaluated, it comes to the forefront that teachers are inadequate in terms of quality and do not take into consideration the level of readiness of students. This result is similar to the findings of Özgan and Tekin. According to Özgan and Tekin (2011, p. 432), teachers have influences on readiness levels of students. The teacher in the position of the instructor and educator has a direct influence on many problems that can be seen in the student. As a matter of fact, the inadequacy of the readiness level of the students is an important issue which will even cause disciplinary problems to arise. In the same way, teachers' field knowledge and professional experience give rise to a successful education and training process.

Among the student-led factors, *regular practice of the student* (40%), *family concern* (30%) and *student's liking the teacher and lesson* (30%) are the positive factors affecting the students' grammar achievement. Among the student-led factors, one of the factors that affect the grammar success of the students the most is that *students do not use the grammar rules in daily life* (12,19%). Students will also be reluctant to learn the information they won't see in their daily life. This will adversely affect their level of motivation towards the lesson. According to Güven (2013, p. 8), to ensure the permanence of education is to associate what's learned with daily life. It is necessary to support the students in this regard in order to gain success in teaching grammar.

According to Göğüş (1978, p. 339), grammar is seen as unpleasant by the teachers and students in the schools. This finding of Göğüş presents similarities to our findings. Accordingly, students' attitudes towards this field are noteworthy among the reasons that affect grammar success of the students negatively. The fact that the *students consider the subjects boring* (21,95%) and *the students' prejudice against the grammar* (14,63%) stands out in this context. The way to ensure permanence in all areas of education is to enable people to relate what they learn to daily life. In order to achieve success in grammar teaching, students should be encouraged to relate the topics they learn to everyday life and help them in this regard.

Another result is that the lack of students' pre-learning is indicated to be one of the factors affecting the grammar success by the teachers. According to Karatay et. al, the readiness level of the learners in the grammar

teaching and the phased progress principle should be taken into account (Karatay, Kartallıoğlu, Coşkun, 2012, p. 216).

According to the teachers participating in the study, the second category, which has the greatest effect on the grammar success of the students, is *the method and technique-led factor*. Among the negative factors arising from the method and technique, the factors that most influence the grammar success of the students are *not using different methods and techniques (26,47%)*, *the grammar is taught separate from other learning areas (14,70%)*. According to Küçükahmet (2004, p.271), a teacher who wants to improve both academic success and to reach achievement in classroom management should enrich his / her lessons with concrete materials suitable for the course content and level that will appeal to different senses of the students. Diversification of course instruction with different methods and techniques for students with different learning abilities, in the same way, will be beneficial for increasing success. In this sense, the finding of Küçükahmet (2004, p. 3) that each student has different speed and ability to learn supports the findings of our study. Thus, the teachers who participated in the study indicated a ratio of 26,47% in terms of using the different methods and techniques that affects the grammar success of the students. One of the results obtained from the study is that teaching the grammar separate from other fields is one of the issues that negatively affect the student's success in Turkish grammar. In the relevant literature, it is possible to find much related evidence to confirm these results. According to Güven (2013, p. 8), since the Turkish language lesson presents an integrity with the four basic skills, grammar should not be considered as a separate field and should be considered in other learning areas.

The teachers who participated in the study stated that the use of smart board had a positive effect on the students' grammar success. In similar studies, the use of smartboards has been found to increase students' interests towards the lesson (Sevim and Sayır, 2017, p. 169).

Among the negative factors arising from the instructional materials, the factor that most influences the grammar success of the students is the fact that the textbooks do not include more activities (23,33). These results are similar to the results of the interview-based research of Arıcı on grammar teaching with teachers. According to Arıcı (2005, p. 59), teachers do not find Turkish textbooks adequate in terms of their grammar activities.

There is one positive factor that affects the grammar success of the students in the category of curriculum-led factors. Accordingly, *teaching grammar acquisitions in the curriculum from the 5th grade* has a positive effect on the grammar success. With the change made in the new Turkish Language Curriculum, the teaching of grammar topics begins from the fifth grade. This change is evaluated positively by the Turkish language teachers in terms of enhancing the learners' grammar success. Güneş's opinions in this direction support this finding. Güneş (2013, p.6) states that grammar teaching requires some mental skills, so it should be done especially after age of ten in terms of some rules. The teachers who participated in the research stated that the grammar subjects are abstract at a rate of 43,75%, which affects the grammar success of the students in terms of subject-field-led factors. This result can also be evaluated in terms of the development of abstract thinking skills in the direction of Güneş's approach.

Among the negative factors derived from the curriculum, the factor that most affects the grammar success of the students is that *grammar acquisitions are intense at some class levels (57.14%)*. The fact that grammar lessons are intense in some class levels and that some classes do not give enough room for grammar lessons is an important question in terms of Turkish language teaching (Sever, 2000). Similarly, some of the teachers who participated in this study stated that intensive grammar acquisitions at some class levels would affect students' grammar success negatively.

Leading negative factor that is derived from the examination system affecting students' grammar success is *the inadequacy of grammar questions in the central examinations* (50%). It is believed that it is caused as the teachers who share this view perceive Turkish grammar teaching as an examination-focused area independent of mother language teaching. It is not appropriate for teachers to advocate such a requirement in the course of mother tongue teaching, even if it is natural that there are grammar questions in the central examinations and as a result students' orientation to increase grammar academic achievement is natural. That is, teachers teach grammar rules not to prepare students for central exams, but to support basic language skills.

Turkish language teachers only pointed out negative factors in the category of factors originating from higher education and undergraduate education. The main negative factor is *inconsistency in grammar terminology* (33.33%). Kılıç and Akçay (2011, p.2) indicated one of the most important problems in grammar teaching as there is no consensus on grammar terms. When the grammar literature is analyzed, it is stated that there are controversial points on concepts and terms in many subjects. These findings are similar to the results of our research. The Turkish language teachers who participated in the study indicate that there are inconsistencies in the grammar terminology (33.33%), which is among the leading factors that affect students' grammar achievement negatively in the category of factors originating from higher education and undergraduate education. According to the findings of Kılıç and Akçay (2011, p.2), the differences between the grammar terms stem from the book writer, academicians and Turkish language teachers. Grammar success of students who are exposed to different information at different stages of teaching is affected negatively. These findings are similar to the views of the teachers participating in our study in terms of *"lack of consensus among academicians in some grammar topics (25%), the contradiction of the information found in the sources and the academicians teach (16,66%), lack of communication between universities and schools affiliated to MoNE (16,66%)."* Because the source of the contradictions between academicians, between academicians and resource books, or between academicians and schools affiliated to MONE can be shown as the source of this inconsistency in terminology

Teachers who participated in the study indicated that some of the features of the subject area affect the grammar success of students in a negative way. The most striking of these is that the grammar topics are abstract and based on memorization. At this point, it may be a more correct approach to oversee the methods and techniques used by teachers to focus on the teaching of grammar topics. As a matter of fact, it is not right to see or show the deficiencies or weaknesses of the students as a fault in the subject area. According to Öz (2011, p. 305), the child should intuit the rules of the language he uses without being aware of; it is necessary to correct the language mistakes made instead of memorizing lessons, and to acquire the habit and skill to use the language. The views of Çeçen and Aytas (2008, p.135) that the important thing in teaching grammar is not knowing the rules but using the language correctly supports this situation.

Apart from these factors, some Turkish language teachers who participated in the study stated that the classes are crowded and that the inadequacy of the support courses affects the students' grammar success. According to the results obtained from the findings of the study, it can be recommended that the teachers should take the readiness levels of the students into account, should start language teaching after checking pre-learning of the students, should use different methods, techniques and materials to prevent the prejudice of the students against grammar lessons, should conduct grammar teaching within other learning areas, should conduct activity-focused teaching, academicians, teachers and authors should reach a consensus about the grammar terminology, The Ministry of National Education and the Board of Education and Discipline should show the necessary diligence to distribute grammatical acquisitions proportionately to class levels while the curriculum is being prepared, teacher training institutions should conduct studies to improve teacher qualifications.

Öğrencilerin Türkçe Dil Bilgisine Yönelik Başarılarını Etkileyen Faktörlere İlişkin Öğretmen Görüşleri

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To cite this article: Bayram, B. (2018). The Views of the Teachers about the Factors that Affect the Success of the Students on Turkish Grammer Course, *International Online Journal of Educational Sciences*, 10(4), 233-250.

MAKALE BİLGİ

Makale Tarihi:
Alındı 22.06.2018
Düzeltilmiş hali alındı
18.08.2018
Kabul edildi 27.08.2018
Çevrimiçi yayınlandı
06.09.2018

ÖZET

Dil bilgisi, öğrenciler tarafından öteden beri soyut ve ezberci olduğu vb. eleştirilerle öğrencilerin olumsuz bir tutum geliştirdiği bir alan olmuştur. Öğrencilerin ana dillerine ilişkin farkındalıkları, yazılı ve sözlü ifade etme becerisine katkı sunduğu kadar onların mevcut bilgilerini derinleştirmelerine, edebî ve estetik zevklerini geliştirmelerine de yarar sağlamaktadır. 2018 Türkçe Dersi Öğretim Programı'yla beşinci sınıftan itibaren kazanımlara dâhil edilen dil bilgisinin diğer öğrenme alanları içinde sezdirilerek verilmesi anlayışı benimsenmiştir. Dil bilgisi öğretiminde amaç, öğrencilerin kuralları ezberlemekten ziyade, anlama ve anlatma becerilerine yardımcı olacak şekilde içselleştirmeleridir. Bu noktada öğrencilerin dil bilgisi başarılarını etkileyen ve birbirinden bağımsız düşünemeyeceğimiz öğretmen, öğrenci, aile, sosyal çevre vb. pek çok etken bulunmaktadır. Bu çalışmada Türkçe dil bilgisine yönelik olarak öğrencilerin başarılarını etkileyen faktörleri öğretmen görüşlerine göre belirlemek amaçlanmıştır. Nitel yapıdaki bu çalışma durum çalışması desenine uygun şekilde yürütülmüştür. Araştırmanın katılımcılarını 2017-2018 güz döneminde Bayburt merkezde görev yapan 20 Türkçe öğretmeni oluşturmaktadır. Araştırmanın verileri yarı yapılandırılmış görüşme formuyla elde edilmiş olup içerik analiziyle değerlendirilmiştir. Öğretmenlerin görüşlerinden hareketle araştırma sonucunda öğrencilerin dil bilgisi başarılarını etkileyen toplamda 9 adet kategori geliştirilmiştir. Araştırmaya katılan Türkçe öğretmenlerine göre öğrencilerin Türkçe dil bilgisine yönelik başarılarını olumlu yönde en fazla etkileyen kategori, öğrenciden kaynaklı faktörler ile öğretim materyallerinden kaynaklanan faktörlerdir. Bunları sırasıyla öğretim programından kaynaklanan, kullanılan yöntem ve teknikten kaynaklanan, öğretmenden kaynaklanan faktörler takip etmektedir. Öğrenci başarısını olumsuz yönde etkileyen faktörlerin başındaysa yine öğrenciden kaynaklanan faktörlerin bulunduğu görülmektedir. Bunu kullanılan yöntem ve teknikten kaynaklanan faktörler, öğretim materyallerinden kaynaklanan faktörler, öğretmenden kaynaklanan faktörler, konu alanından kaynaklanan faktörler, yükseköğretim ve lisans eğitiminden kaynaklanan faktörler, sınav sisteminden kaynaklanan faktörler ile diğer faktörler izlemektedir.

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Anahtar Kelimeler:

Türkçe öğretimi, dil bilgisi, akademik başarı, öğretmen görüşü

Geniş Özet

Giriş

Türkçe öğretiminin öğrenme alanlarından biri olan dil bilgisi, "Bir dilin okuma, dinleme/izleme, konuşma ve yazma temel becerilerini destekleyen kurallar bütünüdür" (Zengin ve Zengin, 2012, s. 30). Aslında kural öğretmedeki temel amaç, öğrencilere dilin işlevsel özelliklerini kavratıp dilin doğru kullanımını

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DOI: <https://doi.org/10.15345/iojes.2018.04.013>

sağlayarak güzel anlatma becerisi edindirmek (Karakuş, 2006, s. 133) olsa da mevcut durum bu noktadan uzak görünmektedir.

Okullarda yoğun şekilde dil bilgisi öğretimi yapılsa da hala dil bilgisi başarıları istenen seviyede değildir. Hatta bunu öğretmenlerin büyük bir kısmının dil bilgisini ayrı bir ders olarak yaptığını düşünürsek bu emek karşısında elde edilen başarı yetersizdir. Bu durumu açıklamada sadece bir sebebe bakmak gerçekçi olmayacaktır (Bayram ve Kırbasoğlu Kılıç, 2017, s. 3). Öğretmenin kendisi, kullandığı yöntem ve teknik, kullanılan materyaller, terminoloji, müfredat programı vb. unsurlar söz konusu başarıyı etkileyebilecek hususlar arasında değerlendirilebilir. Bu hususların sahadan görüş alınarak öğretmen görüşleri çerçevesinde ortaya konması, uygulanan yoğun öğretim programlarına rağmen hala istenen seviyede bir başarının elde edilemediği dil bilgisi öğretiminin durumu, sorunlarının kaynağı ve bunlara yönelik atılabilecek adımların belirlenebilmesi açısından literatüre fayda sağlayacaktır.

Bu araştırmanın amacı, ortaokul öğrencilerinin dil bilgisine yönelik başarılarını etkileyen olumlu ve olumsuz faktörleri öğretmen görüşlerine göre tespit etmektir. Bu amacı gerçekleştirmek üzere aşağıdaki soruya cevap aranmıştır:

1. Türkçe öğretmenlerine göre ortaokul öğrencilerinin dil bilgisine yönelik başarılarını etkileyen faktörler nelerdir?

Yöntem

Bu araştırmada öğretmen görüşlerine göre, öğrencilerin Türkçe dil bilgisi başarılarını olumlu ve olumsuz yönde etkileyen faktörleri belirleyebilmek üzere yapılan nitel bir araştırma olup durum çalışması (Case Study) deseni kullanılmıştır.

Araştırmanın verileri tek sorudan oluşan yarı yapılandırılmış görüşme formuyla elde edilmiştir. Bu araştırmadan elde edilen verilerin analizinde içerik analizi kullanılmış, açık kodlama yöntemine başvurulmuştur.

Bulgular

Araştırmaya katılan yirmi Türkçe öğretmeni, öğrencilerin Türkçe dil bilgisi başarılarını etkileyen 61 tane olumsuz, 9 tane de olumlu etken ortaya koymuştur. Türkçe öğretmenlerin ileri sürmüş olduğu olumsuz faktörlerin toplam frekansı 176, olumlu faktörlerin toplam frekansysa 18'dir. Öğretmenlerin görüşlerinden hareketle toplamda 9 adet kategori geliştirilmiştir. Araştırmaya katılan Türkçe öğretmenlerine göre öğrencilerin Türkçe dil bilgisine yönelik başarılarını hem olumlu hem de olumsuz yönde en fazla etkileyen kategori, *öğrenciden kaynaklı faktörler*dir.

Öğretmenlerden kaynaklanan faktörler içinde *öğretmenin derse hazırlıklı gelmesi* öğrencilerin dil bilgisi başarılarını etkileyen olumlu bir etmendir. Dil bilgisi başarılarını en çok etkileyen olumsuz faktör ise *öğretmenlerin nitelik açısından yetersiz olması* (%31,57)'dir.

Öğrencilerin dil bilgisine yönelik başarılarını etkileyen öğrenciden kaynaklanan faktörler içinde olumlu yönde başarıyı en çok etkileyen *öğrencinin düzenli tekrar yapması* (%40); olumsuz yönde en çok etkileyense *öğrencinin konuları sıkıcı görmesi* (%21,95)'dir.

Yöntem ve teknikten kaynaklanan faktörler içinde *yeterince ev ödevi vermek* olumlu etken olarak ifade edilmiştir. Başarıyı olumsuz yönde en çok etkileyen olumsuz faktör ise *farklı yöntem ve tekniklerin kullanılmaması* (%26,47)'dir.

Öğretim materyallerinden kaynaklanan faktörler içinde olumlu yönde başarıyı en çok etkileyen *akıllı tahtanın etkin kullanılması* (%50); olumsuz yönde en çok etkileyense *ders kitaplarında etkinliklere fazla yer verilmemesi* (23,33)'dir.

Öğretim programından kaynaklanan faktörler içinde olumlu yönde başarıyı en çok etkileyen *öğretim programında dil bilgisi kazanımlarının 5. sınıftan itibaren verilmesi*'dir. Başarıyı olumsuz yönde en çok etkileyen ise *dil bilgisi kazanımlarının bazı sınıf seviyelerinde yoğun olması* (%57,14)'dir.

Sınav sisteminden kaynaklanan faktörlerin tamamı olumsuz olup öğrencilerin dil bilgisi başarısını en çok etkileyen faktör *merkezi sınavlarda dil bilgisi sorularının yetersiz olması* (%50)'dir.

Yükseköğretimden ve lisans eğitimden kaynaklanan faktörlerin tamamı olumsuz olup öğrencilerin dil bilgisi başarısını en çok etkileyen faktör *dil bilgisi terminolojisinde tutarsızlık olması* (%33,33)'dir.

Konu alanından kaynaklanan faktörlerin tamamı olumsuz olup öğrencilerin dil bilgisi başarısını en çok etkileyen faktör *dil bilgisi konularının soyut olması* (%43,75)'dir.

Öğrencilerin Türkçe dilbilgisine yönelik başarılarını etkileyen yukarıdaki kategorilerden herhangi birine dâhil edilemeyen iki adet faktör tespit edilmiştir. Araştırmaya katılan öğretmenlere göre *sınıfların kalabalık olması* (%50) ve *destekleme kurslarının yetersiz olması* (%50) öğrencilerin Türkçe dil bilgisine yönelik başarılarını olumsuz yönde etkileyen diğer faktörler arasında yer almaktadır.

Sonuç ve Tartışma

Bu araştırmada Türkçe öğretmenlerine göre öğrencilerin Türkçe dil bilgisine yönelik başarılarını hem olumlu hem de olumsuz yönde en fazla etkileyen kategori, *öğrenciden kaynaklı faktörler*dir. Güven (2013, s. 2) dilbilgisi öğretiminde istedik çıktıların alınamayışı noktasında öğretmenlerin öğrencileri suçladığı ve öğrencilerin bir türlü konuları öğrenemediğinden yakındıklarını belirtmektedir. Bu araştırmanın sonuçlarıyla bu tespitin benzerliklere sahip olduğunu söyleyebiliriz.

Özgan ve Tekin'e (2011, s. 432) göre öğrencilerin hazırbulunuşluk düzeyleri üzerinde öğretmenlerin etkileri bulunmaktadır. Araştırma sonuçları değerlendirildiğinde öğrenci başarısını en fazla etkileyen unsur olarak öğretmenlerin nitelik açısından yetersiz olmaları ve öğrencilerin hazır bulunuşluk düzeylerini dikkate almamaları noktasında Özgan ve Tekin'in tespitleriyle benzerlik göstermektedir.

Öğrenciden kaynaklanan olumsuz faktörler içinde öğrencilerin dil bilgisi başarılarını en çok etkileyen faktörlerden biri de *öğrencinin dil bilgisi kurallarını günlük hayatta kullanmaması* (%12,19)'dir. Güven'e (2013, s. 8) göre eğitimde kalıcılığı sağlamak, öğrenilenleri günlük hayatla ilişkilendirebilmekten geçmektedir. Dil bilgisi öğretiminde başarı elde etmek için bu konuda öğrencileri desteklemek gerekmektedir.

Göğüş'e (1978, s. 339) göre öğretmen ve öğrenciler tarafından okullarda dil bilgisi sevimsiz olarak görülmektedir. Göğüş'ün bu tespiti araştırmamızın bulgularıyla benzerlikler arz etmektedir. Buna göre araştırma sonucunda *Öğrencinin konuları sıkıcı görmesi* (%21,95), *öğrencilerin dil bilgisine karşı önyargılı olması* (%14,63) öne çıkmaktadır.

Araştırmadan elde edilen bir diğer sonuç da öğrencilerin ön öğrenmelerinin eksik olmasının dil bilgisi başarısını etkileyen faktörler arasında olmasıdır. Öğrencilerin hazırbulunuşluk düzeylerinin dil bilgisi öğretiminde dikkate alınması, anlamlı ilerleme ilkesinin gözetilmesi gerekmektedir (Karatay, Kartallıoğlu, Coşkun, 2012, s. 216).

Araştırmaya katılan öğretmenlere göre, öğrencilerin dil bilgisine yönelik başarılarını olumsuz yönde en çok etkileyen ikinci kategori *yöntem ve teknikten kaynaklanan faktörler* kategorisidir. Bu sonuç, Küçükahmet'in tespitleriyle benzerlik göstermektedir. Küçükahmet'e (2004, s. 271) göre sınıfında hem akademik başarıyı artırmak hem de sınıf yönetiminde başarı elde etmek isteyen bir öğretmenin derslerini, öğrencilerin farklı duyularına hitap edecek ders içerikleri ve seviyeye uygun somut materyallerle zenginleştirilmesi gerekmektedir.

Araştırmaya katılan öğretmenler akıllı tahta kullanımının öğrencilerin dil bilgisi başarısına olumlu etki ettiğini belirtmiştir. Benzer çalışmalarda akıllı tahta kullanımının öğrencilerin derse karşı ilgilerini artırdığı bulunmuştur (Sevim ve Sayır, 2017, s. 169).

Öğretim materyallerinden kaynaklanan olumsuz faktörler içinde öğrencilerin dil bilgisi başarılarını en çok etkileyen faktör *ders kitaplarında etkinliklere fazla yer verilmemesi* (23,33)'dir. Bu sonuçlar Arıcı'nın öğretmenlerle dil bilgisi öğretimi üzerine yaptığı görüşmeye dayalı araştırmasının sonuçlarıyla benzerlik göstermektedir. Arıcı'ya (2005, s. 59) göre öğretmenler, dil bilgisi etkinlikleri bakımından Türkçe ders kitaplarını yeterli bulmamaktadırlar.

Türkçe öğretmenleri Yükseköğretimden ve lisans eğitimden kaynaklanan faktörler kategorisinde sadece olumsuz etkenler belirtmişlerdir. Olumsuz faktörlerin başında *dil bilgisi terminolojisinde tutarsızlık olması* (%33,33) gelmektedir. Kılıç ve Akçay (2011, s. 2) dil bilgisi eğitiminde karşılaşılan en önemli sorunlardan biri olarak terim birliğinin olmayışını işaret etmiştir. Dil bilgisi literatürü araştırıldığında pek çok konuda kavram ve terim üzerinde tartışılmalı noktalar olduğunu belirtmektedirler. Bu tespitler araştırmamızın sonuçlarıyla örtüşmektedir.

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