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Expert Opinions on the Effect of Grammar Teaching on Oral Expression Skills

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Abstract

Grammar teaching has been one of the controversial issues in both Turkish education and mother tongue education in other countries from past to present in terms of its necessity and teaching method. In this study, the effectiveness of grammar teaching on speaking, one of the four basic language skills, was examined by taking the opinions of theatre actors, presenters, politicians, teachers and academicians. The aim of this research is to give a different perspective to the literature on the role of grammar in Turkish education by taking the opinions of professional groups (theater actors, presenters, politicians, teachers and academicians) who are competent in speaking skills on the effect of grammar teaching on speaking skills. Considering that theatre actors, presenters and politicians are among the professional groups that use spoken language most effectively, it is of great importance to examine the opinions of these professional groups on the effect of grammar teaching on speaking skills. In addition, Turkish education 5,6,7 and 8. The opinions of the Turkish teachers working in the Ministry of National Education, who carried out direct communication in the classrooms with the students, and the field academicians who examined and researched Turkish education and grammar teaching at the academic level were also obtained. This study is valuable in terms of obtaining and comparing the views of five different occupational groups, each of which is likely to look at the issue from a different perspective and each of which is relevant to the issue from different aspects. The design of the research created with the qualitative research method is the case study. A semi-structured interview form was used to collect the data, and content analysis was used to analyze the data. It is a descriptive study. According to the expert opinions analyzed, while the presenters saw the highest effect on the speech dimensions of grammar lessons, academicians and teachers stated lower effects on this subject. As a result of the research, it was concluded that mother tongue education in schools is far from gaining many skills and habits aimed at gaining.

Keywords: Grammar, Turkish education, Grammar teaching, Oral expression, Speaking



Introduction

The main skill areas of the language are listening, speaking, reading and writing. Grammar, on the other hand, is a system that sets rules by examining the language on its basis, although it is agreed that it is not seen as a set of rules by rote and is seen as a tool that develops other skills, not as a goal in itself. Grammar; by its essence, determines the rules of the language and draws boundaries. Therefore, although it is theoretically accepted in the literature and curricula that grammar can be integrated into the lesson without being seen as a set of rules disconnected from other skills and based on rote learning, there are serious problems in putting it into practice. It has not completely detached from the traditional understanding of grammar teaching in schools. Although the principles, problems, goals and framework of grammar teaching have been determined theoretically and relatively agreed on these issues, this consensus in theory will remain meaningless as long as the problems in the application part continue (Erdem, 2008; Göğüş, 1978; Güneş, 2013; Güven, 2013; İşcan and Kolukısa, 2005).

Discussions about the purpose, functionality, method and content of grammar have been the subject of discussion in the education system and academic environment of many countries from past to present. Apart from the endless method problem related to grammar subjects, there are also disagreements about the content and limitations of grammar subjects and the teaching of which grammar subjects to students at which teaching level. Aside from the majority agreeing on the absolute necessity, benefits and importance of grammar, there are also researchers who suggest that grammar is dysfunctional in developing basic language skills and even negatively affects writing skills (Braddock et al., 1963, pp. 37-38). At this point, in order to clarify the issue, it is important to detach grammar from its position in education and academic context and evaluate it with its practical status. In order to make this evaluation, the opinions of individuals who use language most effectively and correctly in society, who have the highest level of competence in language, who appeal to large masses with the way they use language should be learned about the mastery of grammar, the level of knowledge and the functionality of grammar on basic skills.

Turkish education aims to ensure that the individual has strong communication skills not only in the field of education but also in all areas of life. Therefore, it is important to investigate the opinions of the people in the occupational groups that require the most competent communication skills on grammar and their dominance in grammar issues. When considered in this context, the most competent professions in the field of speech can be theaters, presenters and politicians. Considering the language and expression, content and fluency dimensions of speaking skills, it would not be wrong to say that all three occupational groups have a competent speaking skill.

Theaters can convey many emotions to the audience by using both oral language and body language successfully. The audience sometimes laughs, sometimes feels sad, sometimes terrified, and sometimes even cries. In order to achieve this, it is necessary to master all the subtleties of the field of speech. Presenters are one of the most competent professional groups in the field of speech in many aspects such as diction, gestures and mimics, fluency, accurate and effective language use. Politicians, on the

other hand, guide the masses with their effective speaking skills. They influence the thoughts, ideas and perceptions of the masses by taking the discourse to ideological dimensions. In order to influence the masses and drag them after them, their speaking skills must be developed. Turkish teachers working in the Ministry of National Education and academicians specialized in the field of Turkish education have assumed an important position in working with their views as professional groups that can interpret language teaching and grammar both theoretically and practically and develop a metacognitive perspective on the subject.

The study aims to bring together and evaluate the opinions in the literature on grammar teaching and to create a new perspective on the subject. For this reason, the main problem sentence of the research is "What is the effect of grammar teaching on verbal expression skills?" skill area for monitoring and listening?" Within the framework of the determined problem sentence, answers to the following sub-problems were sought:

- "What are the opinions of theater actors, presenters, politicians, Turkish teachers and academicians about the effect of grammar teaching on the language and expression competence of a speech?"

- What are the views of the theatre, presenter, politician, Turkish teacher and academician on the effect of grammar teaching on the competence of a speech in terms of content?
- What are the opinions of theater actors, presenters, politicians, Turkish teachers and academicians about the effect of grammar teaching on the language and expression competence of a speech?
- Regarding the effect level of grammar teaching on the dimensions of language and expression, content and fluency of the field of speech: What are the ratings of actors, presenters, politicians, teachers and academicians?"

Method

Research Model

This research was created with the *qualitative research method*. Depending on this method, the design of the research is the *case study*. Case studies are a type of qualitative research consisting of intensive and in-depth analyzes and descriptions of a situation or system limited by time and space. Case study research is very rich in terms of description as it is based on deep and diverse sources of information (Hancock and Algozzine, 2006). The participant group of the research consists of a total of 80 participants, including 30 writers/poets, 10 announcers/presenters/radios, 10 politicians, 10 theaters, 10 Turkish teachers and 10 field academicians.

Data Collection Process and Tools

Semi-structured interview form was used as data collection tool. A comprehensive literature review was conducted before the interview form was prepared. Then, the problem and sub-problem sentences in the focus of the research were determined. In line with the determined problem and sub-problem sentences, a semi-structured interview form was prepared to be communicated to expert professional groups in the field of speech. In the form, speaking skills are evaluated in three dimensions: language and expression, content and fluency. After the form was prepared, it was presented to the opinions of four associate professors and one professor who are experts in the field of Turkish education. Based on the opinions

received, the interview form was rearranged, changes were made and a consensus was reached on the final version of the form.

The experts in the study group were interviewed face-to-face and the appropriate ones were interviewed face-to-face. During the interview, the entire interview was recorded with a collar microphone. Then, the audio recordings were transcribed and transferred to the written medium. The form was sent to the experts who could not be interviewed face-to-face via e-mail. Responses were received in writing. Participants real names were not used in the study. Participants were given abbreviated codes according to their professions. At the beginning of the abbreviation codes of all participants, "S" was used for speaking. "T.A" for theater actor, "Pre" for presenter, "Po" for politician, "T" for teacher, "A" for academician were used and numbers were given next to them.

Data Analysis

Content analysis was used to analyze the data. What is essentially done in content analysis is to collect comparable data within the framework of specific concepts and topics, and to interpret them by organizing them in a way that the reader can grasp what has been compiled" (Çepni, 2010, p.185). The opinions of the participants in the study group were collected with interview questions, analyzed and converted into codes, and categories were created based on these codes. More general judgments about the problem of the research were reached in line with the frequency levels of the participants' views on each category. Falkingham and Reeves (1998) argue that content analysis is an effective method for evaluating a large number of documents. Yin (1994) states that direct transfer of participant statements in qualitative evaluations will be effective in reflecting the thoughts of the participants as they are. In this context, sample participant opinions that will set an example for each category were directly conveyed. In order to ensure code reliability in the research, two researchers performed the coding independently of each other. The coder reliability was calculated with the formula $\text{Reliability} = \frac{\text{Consensus}}{(\text{Consensus} + \text{Disagreement})} \times 100$, which covers the consensus and disagreement of Miles and Huberman (1994), and was determined as 0.90.

Findings

Findings and Comments on the First Sub-Problem

In the first phase of the research, "*What are the opinions of theater actors, presenters, politicians, Turkish teachers and academicians about the effect of grammar teaching on the language and expression competence of a speech?*" in the form of. The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 1.

Table 1. Frequency and Percentages of Opinions of Professional Groups Competent in Speaking on the Positive and Negative Effects of Grammar Courses

Theme	Definition	Codes	Theater Actor		Presenter		Politician		Teacher		Academician		Total	
			f	%	f	%	f	%	f	%	f	%	f	%
The Relationship between Grammar and Speech	Opinions on the Effect of Grammar Teaching on the Competence of a Speech in terms of Di and Expression	Has a Positive Effect	8	80	8	80	7	70	2	20	7	70	32	64
		Has a Negative Effect	0	0	0	0	1	10	1	10	1	10	3	6
		Has Both Positive and Negative Effects	1	10	1	10	1	10	4	40	0	0	7	14
		c. They have no impact	1	10	1	10	1	10	3	30	2	20	8	16

According to Table 1, the opinions of the speakers about the effect of grammar lessons on speaking skills can be summarized as follows. S.T.A.1, one of the theater participants, stated that *"Even if the individual instinctively uses the language correctly, the oral features he/she sees from the family or the environment will affect his/her speech. Therefore, I believe that teaching technical grammar in school is necessary for a standard and understandable speech."* In his words, he states that grammar is necessary for the standardization of speech. However, this highlights the importance of environmental impacts, not just technical knowledge. According to S.T.A.2, *"Grammar is of great importance for a person to both understand and become competent to understand. The negative impact is unthinkable."* It is seen that he argues that grammar plays a fundamental role in understanding and expression and has no negative effect. The views of S.T.A.6 on this subject are quite remarkable. Participant said, *"Speaking by paying attention to every rule is a form of approach that kills intuitive creativity and sincerity in people. In order for knowledge to develop, sincerity in language to be captured – without ignoring the dynamic feature of language - the individual should not be afraid to make mistakes. Because language develops only to the extent that you make mistakes, it becomes competent and takes on a tone and color unique to you."* He argues that the strict rules of grammar prevent creativity and that language develops by making mistakes.

S.Pre.1, one of the presenters, said, *"I think that a number of grammar rules have no effect on speech. In fact, I believe that a speaker who does not have a good knowledge of phonetics, although he/she has a good knowledge of other subjects of grammar, is not and cannot be a good speaker."* In his words, he emphasises the importance of phonetic knowledge as well as grammatical knowledge on speaking and argues that some grammatical rules may limit speaking ability. Supporting this view, S.Pre.2 thinks that the strict rules of grammar are contrary to the natural development of language with the words *"Grammar courses tend towards patterns, that is, a frozen grammatical structure, and take the rules to the fore."* S.Pre.7, on the other hand, states that *"If grammar lessons are taught in a way that serves to internalize the richness of the use of language rather than just teaching rules, it will contribute positively to the competence of speech in terms of language and expression."* From a different point of view, it is

necessary to focus not only on rules but also on the richness of the use of language in order for grammar to be effective.

S.Po.1, one of the politician participants, said, *“Beyond knowing the grammar rules, different things are needed to improve that knowledge. For example, reading novels and stories or various readings on the subjects you are interested in...”* draws attention to the importance of additional learning resources beyond grammar. S.Po.2 *“The results of these courses, which are compulsory for twelve years, are quite negative when we look at the country in general.”* His words raise questions about the quality of grammar education. S.Po.5 *“The language and expression characteristics of speech in politics vary according to the audience you address. In some cases, you may not even need to speak in a particularly grammatical way.”* He thinks that grammar rules can be relaxed in political speeches.

When the opinions of the teachers are examined, the words of S.T.3, in which he stated that grammar is effective on written language but does not have a direct effect on speech, are as follows: *“I do not think that grammar lessons can have a direct effect on speaking skills. Although we say that Turkish is a language that is read as it is written; in fact, it differs from the written language in terms of phonetics.* Supporting this view, S.T.5 stated that *“I think that current grammar education does not have a positive effect on the development of speaking skills. Because the vast majority of MEB teachers do not know grammar. Those who know provide paradigm-oriented education taught only at their own universities.”* argues that the deficiencies in grammar education do not sufficiently improve their speaking skills. S.T.6, on the other hand, unlike these thoughts, *“Here, I think of language and expression as a style. Issues such as the characteristics of sounds, the correct pronunciation of sounds and words, the emphasis within the scope of pronunciation and the correct adjustment of the tone are included in the grammar. In this respect, grammar lessons have an important contribution to the competence of a speech in terms of language and expression.”* He/she states that grammar contributes to the issues of pronunciation and style.

When the opinions of the academicians are examined, S.A.2 states that *“Grammar is a structure that comes after the language and reveals the appearance of the language. Grammar can be thought of as a photograph of language. In other words, grammar emerged from the use of language and has a guiding direction regarding the use of language.* S.A.4, who argues that grammar is necessary for a meaningful and consistent speech, conveys his thoughts as follows: *“A good speaker should first of all have the ability to create a meaningful and consistent oral text. For this, a good grammar education is needed.”*

The opinion of S.A.5 is quite remarkable. Participant said, *“I think that speaking has a negative effect on the contrary as I think it does not have a positive effect on language and expression. Someone who speaks with the fear of being dependent on grammar gets nervous, and this tension prevents the potential hidden powers of his/her speech from appearing.”* argues that grammar has a tension-increasing effect by expressing its negative effects on speech. S.A.6, which is in line with this perspective, said *“I did not observe that it had a direct effect on the competence of speech. It may have an effect on raising awareness, but I think there is no evidence for a direct relationship.”* states that the direct effect of grammar on speaking competence cannot be proven.

When the comments are examined, it is thought that grammar enables speech to become competent in terms of language and expression. It is stated that it contributes especially to the issues of pronunciation and style. It is stated that grammar may prevent the natural flow of speech and restrict creativity in some cases. From a different point of view, the strict rules of grammar limit the authenticity of speech. It is stated that grammar can have both positive and negative effects. It is argued that grammar should take into account the natural flow and dynamic structure of language as well as technical knowledge. In addition, it is stated that existing grammar trainings do not sufficiently improve speaking skills and limit the effect of lack of practice. This view draws attention to inadequacies in education.

Findings and Comments on the Second Sub-Problem

In the second phase of the research, "*What are the views of the theatre, presenter, politician, Turkish teacher and academician on the effect of grammar teaching on the competence of a speech in terms of content?*" in the form of. The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 2.

Table 2. Frequency and Percentages of Opinions of Professional Groups Competent in Speaking on the Positive and Negative Effects of Grammar Courses

Theme	Definition	Codes	Theater Actor		Presenter		Politician		Teacher		Academician		Total	
			f	%	f	%	f	%	f	%	f	%	f	%
The Relationship between Grammar and Speech	Opinions on the Effect of Grammar Teaching on Content Competence of a Speech	Has a Positive Effect	7	70	6	60	6	60	3	30	6	60	28	56
		Has a Negative Effect	0	0	0	0	0	0	1	10	1	10	2	4
		Has Both Positive and Negative Effects	1	10	2	20	2	20	2	20	1	10	8	16
		They have no impact	2	20	2	20	2	20	4	40	2	20	12	24

Table 2 examines the views on the competence of grammar teaching in terms of speech content. It is seen that various occupational groups make different inferences within themselves.

S.T.A.4, one of the actors: "*Form and content cannot be considered independent of each other, form changes and is reflected in the content. For this reason, grammar teaching is also extremely effective in content.*" emphasizes that grammar can directly affect and enrich the content of a speech. In support of this view, in the words of S.T.A.10 "*Grammar plays an important role in people's telling their knowledge and knowledge correctly while speaking.*" it is stated that grammar has a positive effect on accurate information transfer, but excessive normativeness can lead to negative effects. S.T.A.8, who opposes this view, points out that grammar education can be limiting in creative processes and can prevent creativity and expresses her views as follows: "*I doubt that grammar education will contribute to creativity in situations such as preparing a good fiction, creating an interesting plot in a theatre play or conveying ideas in an essay.*"

There are also positive and negative thoughts in the opinions of the presenters. S.Pre.5 *"Grammar plays an important role in the correct expression of knowledge and information while speaking." It is of great importance especially for the use of words in the right places and the proper formation of effective sentences.*" He argues that grammar forms the basis of correct and effective speech and plays a major role in accurate information transfer. It can be inferred from the words of S.Pre.6, which approaches the subject from a different perspective, that excessive emphasis on grammar may prevent natural and fluent speech. The participant expressed his/her thoughts as follows: *"Applying grammar while speaking will be beneficial for the student to establish the sentences in that direction, but while forming sentences for grammar, thoughts and feelings and the message to be given may be interrupted."* S.Pre.4, on the other hand, states that grammar may have different effects depending on the context and the speaker, *"The pause given during the intonation expression in Turkish are very important in terms of conveying the subject clearly and understandably."* S.Pre.3, on the other hand, makes a very assertive comment on this subject and states that grammar does not have a decisive effect on speech content with the words *"I do not think there will be an interaction between grammar course and speech content."*

Politicians views also differ within the sample group. From these remarks, the participant can infer that the content of a successful speech is based on other factors, regardless of grammar rules. S.Po.10, on the other hand, states that grammar has no decisive effect on verbal expression by expressing an opinion such as *"I think there is no negative effect of knowing or not knowing grammar in verbal expression."*

The opinions of the teachers, who are the instructors of the subject, are very important. S.T.2, one of the teachers, approaches the subject with a very clear attitude with the words *"The information obtained in grammar lessons also shapes the content of the speeches we will make."* S.T.1, on the other hand, brings a different perspective to the subject and draws attention to the fact that overemphasizing grammar prevents natural and fluent speech and interrupts the flow of thought with the words *"Applying grammar while speaking will be beneficial for the student to establish sentences in that direction, but while forming sentences for grammar, thoughts and emotions, the message to be given may be interrupted."* Although grammar has a positive effect on accurate knowledge transfer, it may suggest that excessive normativeness creates negative effects. The words of S.T.3, *"I do not think there will be an interaction between grammar lesson and speech content."* are noteworthy. As a matter of fact, the opinions of the teachers who enable us to have an idea about the effect of the instructive course should be taken into consideration.

Stating that learning S.A.9 grammar rules from academicians provides more focus on the content, he expresses his thoughts as follows: *"If the rules given in grammar lessons are effective in learning individuals, the speaker will focus more on the content without worrying about using the language. In this respect, I see it positively."* Supporting this view, S.A.4 expresses her thoughts as follows: *"I do not think that grammar lessons, which are realised as a rule teaching, have a direct effect on the content of a speech."* S.A.5, on the contrary, stated that *"Enrichment of the content of speech requires the use of skills such as creative thinking, problem-solving-based thinking, critical thinking, etc. On the other hand, anxiety about*

adhering to grammar rules may not contribute to the use of these skills, but may even harm them." In his words, he draws attention to the fact that excessive adherence to grammar rules can prevent creative and critical thinking. S.A.3, on the other hand, states that the effect of grammar can be positive as long as it does not preclude the content of the speech, with the idea that *"Grammar rules contribute to the use of language more effectively, provided that they do not preclude the content of the speech."*

In summary, theaters often assess the effects of grammar on speech from two main perspectives: positive and negative. They note that grammar can enrich content, but excessive prescriptivism can limit creative processes. While the presenters emphasize that grammar is the basis of speech, they point out that over-emphasis can prevent natural and fluent speech. Politicians, on the other hand, accept that grammar is important, but argue that the content of a successful speech depends on other factors, regardless of grammar rules. Teachers state that grammar can shape speech content, while over-emphasis can affect fluency. Scholars suggest that grammar can contribute to speech content, but adhering to excessive rules can hinder creative and critical thinking.

Findings and Comments on the Third Sub-Problem

In the third phase of the research, *"What are the views of the theatre, presenter, politician, Turkish teacher and academician on the effect of grammar teaching on the competence of a speech in terms of content?"* in the form of. The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 3.

Table 3. Frequency and Percentages of Opinions of Professional Groups Competent in Speaking on the Positive and Negative Effects of Grammar Courses

Theme	Definition	Codes	Theater Actor		Presenter		Politician		Teacher		Academician		Total	
			f	%	f	%	f	%	f	%	f	%	f	%
The Relationship between Grammar and Speech	Opinions on the Effect of Grammar Teaching on Content Competence of a Speech	Has a Positive Effect	5	50	8	80	6	60	3	30	6	60	28	56
		Has a Negative Effect	1	10	0	0	2	20	2	20	2	20	7	14
		Has Both Positive and Negative Effects	1	10	0	0	2	20	4	40	1	10	8	16
		c. They have no impact	3	30	2	20	0	0	1	10	1	10	7	14

When Table 3 is examined, S.T.A.1, one of the theaters who expressed opinions about the effect of grammar teaching on the fluency competence of a speech, stated that *"An individual with poor grammar has difficulty in expressing himself fluently. Grammar is not the only determining factor in this, of course, but grammar has an undeniable importance."* shows that the participant thinks that grammar is important to strengthen fluency, understanding of the content and effective communication. Contrary to this view, S.T.A.3 stated that fluent speaking is not only related to grammar but also to other elements such as body language and breathing, and expressed his views as follows: *"Speaking is not only about language. There are many determinants such as body language, breathing,*

psychology. No one looks at the rules to speak fluently. They can warm up their body, warm up the inside of their mouth." S.T.A.7, on the other hand, asks from a different point of view, "Should it be read as written in Turkish?" discussion is an ongoing discussion among theaters. Grammar is much more important in written language in this sense. Something that prevents fluency in speech."emphasizes that grammar can prevent fluency in speech and is more important in written language. S.T.A.8 also supports this view by saying "The fluency of a speech does not depend on knowing the grammar rules well. An example of this is that children who are not yet literate or who are not even aware of what the grammar rules are exhibit fluent speech to various degrees." He points out that grammar is not mandatory for fluent speech and that even children can speak fluently without knowing these rules. Regardless of these two opposing ideas, S.T.A.9 expresses his thoughts on the subject as "I think the fluency of speech is one's own skill."

S.Pre.2, one of the presenters, said, "Formalisation can cause a speech to be arrested. Because there are taught, memorized stereotypes and expressions. However, grammar also contains a structure that is open to association and operates through poetic discourse and indicators. This should be grasped and private uses should be encouraged personally.". S.Pre.3, on the other hand, states that grammar has no remarkable effect on fluency with the words "I do not think that grammar has a positive or negative effect on fluency."

When the opinions of politicians are examined, S.Po.3 states that "It is not possible to speak a language correctly and fluently without knowing the grammar rules, just as one cannot form sentences without knowing words. A politician who knows how the use of punctuation marks can change the meaning of a sentence can make his/her speech in a simpler and more understandable way by paying attention to these marks." With this comment, he states that the correct use of grammar rules and punctuation marks increases the comprehensibility of the speech. S.Po.1, who does not support this idea, said, "I do not think that the fluency dimension is very related to grammar. For example, dialects do not comply with grammar rules, but you have such a dialect that the dialect itself, the fluidity there, is the strongest way for you to reflect the words you say and the ideas you tell to the segments you want to convey. Sometimes a speech suitable for grammar can even bring fluency to a very dry, stagnant and cold point." S.Po.10 states that "In fact, people in the public speak fluently with proverbs and idioms. They can express themselves without a crowd of words. In fact, educated people can often make a simple subject difficult because they will follow the grammar rules. For this reason, I take care to use expressions in a way that the public will understand in the speeches I make from the rostrum in the Grand National Assembly of Turkey. " From these words, it can be inferred that the public can speak fluently without complying with the grammar rules and that the grammar rules may prevent the naturalness of speech.

When the teachers opinions are examined, it is seen that they interpret the subject differently in other professional groups. S.T.1 expressed his thoughts as "I do not think that grammar lessons have any benefit to fluency in the unprepared speech type because I think that forming sentences according to the rules disrupts the speech due to thoughts." S.T.3 expressed his thoughts as "In a speech made by strictly adhering to the grammar rules, words can turn into an artificial pronunciation. Standard language should

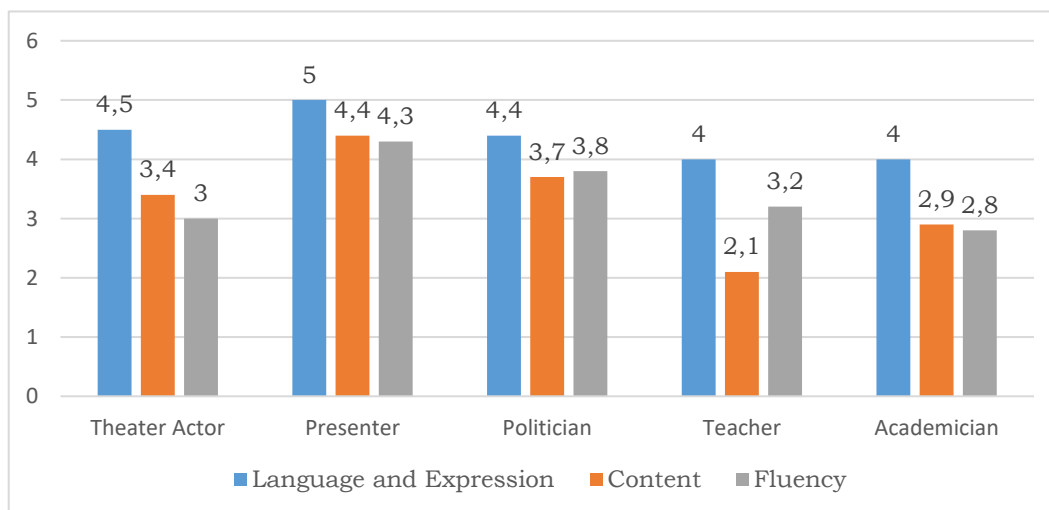
be used in stress and intonation and from time to time, unstressed words should not be said and grammar rules should be violated. Full compliance with the grammar rules will have a negative effect on fluent speech." with these words, grammar knowledge negatively affects fluency in unprepared speech and strictly adhering to the grammar rules negatively affects the naturalness and fluency of speech.

S.A.1, one of the academicians who have a say in this subject, said *"The use of language in communication in accordance with the rules will positively affect the agreement as it will bring an accurate and effective expression. Thanks to this effect, a fluent speech will be provided."* The use of grammar in accordance with the rules ensures effective communication and thus fluent speech. S.A.5, on the other hand, said in a very striking statement, *"I think there is a very clear loss here. It does not have a positive effect at all, the damage can be too much. Fluency is a quality that requires being free from boundaries and rules."* S.A.7, on the other hand, brings a different perspective to the subject and says *"Especially in unprepared conversations, situations where linguistic structures are created instantly and grammar rules cannot be operated because it is not possible to go back in time can create tension in the student. Speech anxiety can be an obstacle to conveying feelings and thoughts fully and accurately. This situation may adversely affect fluency."* emphasizes that grammar can negatively affect fluency by creating tension in unprepared conversations, but its use in accordance with the rules can also provide positive effects.

The opinions of different occupational groups on the effects of grammar courses on speaking competence were examined with various frequencies and percentages. In this study, in which theatre actors, presenters, politicians, teachers and academicians participated, it is thought that grammar in general has positive effects on the fluency of speech. Participants who advocated positive effects stated that grammar rules provided a fluent and understandable speech. However, some participants think that grammar rules unnecessarily formalize speech and may impede fluency. There are also those who state that grammar has both positive and negative effects on speaking skills. It was emphasized that the fluency of speech is also related to factors such as body language, breath, and psychology, in addition to grammar. In the sample sentences, various views are presented on the role of grammar on fluency and the relationship between different dimensions of speech. While some participants argued that learning grammar rules would improve speaking skills, others stated that this could lead to anxiety and tension in unprepared conversations.

Findings and Comments on the Fourth Sub-Problem

The 4th sub-problem of the study is *"How are the ratings of theatre actors, presenters, politicians, teachers and academicians regarding the level of effect of grammar teaching on the language and expression, content and fluency dimensions of the speaking domain?"* How are the ratings of theatre actors, presenters, politicians, teachers and academicians?" in the form of. The percentage of participants' responses to this question is shown in Graph 1.

Graph 1. Comparative Column Graph of Scoring of Competent Occupational Groups in Speaking

In Graph 1, when the scores of the competent occupational groups were examined to evaluate the effect of grammar lessons on the dimensions of the speaking area, it was observed that theaters saw high effects on language and expression (4.5) and content (3.4), but gave lower scores on fluency (3). The presenters stated that grammar lessons had very positive effects in terms of language and expression (5), content (4.4) and fluency (4.3). While politicians gave high scores on language and expression (4.4) and content (3.7), they also made positive evaluations on fluency (3.8). While teachers gave average scores in the dimensions of language and expression (4) and content (2.1), they remained undecided about fluency (3.2). While academicians saw a positive effect on language and expression (4), they gave lower scores in terms of content (2.9) and fluency (2.8). As a result, presenters saw the highest effect on the speech dimensions of grammar lessons, while academics and teachers reported lower effects on this subject.

Discussion and Conclusion

Each occupational group, whose ideas were received regarding the effect of grammar teaching on speaking skills, approached the issue from a different perspective. These perspectives have brought a rich variety of views on the positive and negative aspects of grammar teaching to the discussion about the relationship between grammar teaching and expressive skills. The opinions received are quite wide. While expressing their opinions, the experts who participated in the research discussed the subject in detail in every aspect and touched on important points that have not been touched on in the literature before. Thus, grammar teaching, which was a topic that was discussed a lot in the context of Turkish education before, was again opened to discussion with strong theses and antitheses.

In order to interpret the findings, it is useful to define the relationship of each occupational group participating in the research with grammar. Among all the professional groups participating in the research, they are teachers and academicians who know the grammar on a theoretical level, can imagine exactly what is meant by grammar, and use grammar

metacognitively and professionally. It can be argued that writers, theatricalists, presenters and politicians have relatively little theoretical connection with grammar. When viewed from such a window, it will be seen that teachers and academicians have a first degree knowledge of the problems of grammar, its interaction with the student and its effect on language skills.

When we examine the findings, it draws attention as the occupational group that finds grammar teaching the least positive compared to other occupational groups in all dimensions of teachers' speaking skills. It is possible to attribute this situation to the fact that teachers are the occupational group that knows the limits and content of the grammar most clearly and applies it in direct contact with the student in the classroom environment. While other professional groups express their views by remembering the grammar teaching they received during their own school years or by considering a hypothetical classroom environment, teachers are the subjects of the questions posed to them with their teacher roles in the classroom environment. Therefore, it is the teachers who can observe the problems in the field of grammar teaching more clearly and have to deal with these problems. This situation is clearly seen in the tables.

Only 20% of the teachers who evaluate the effect of grammar teaching on the language and expression dimension of speech think that grammar teaching will only have a positive effect on the language and expression dimension of a speech. For the content and fluency dimensions of speech, only 30% of the teachers emphasized only the positive effects of grammar teaching. 10% stated that grammar teaching would only have a negative effect on the content and fluency dimensions of speech. In addition, 40% of teachers think that grammar teaching has no effect on the content of a speech. This means that the majority of teachers think that grammar teaching is dysfunctional in the content of the speech.

Teachers have come to the fore as the occupational group that focuses the most on the positive effects of grammar teaching. 80% of the presenters focused only on the positive effects of grammar teaching on the language and expression and fluency dimensions of speech. Regarding the content size, 60% of the presenters expressed only positive opinions. Theaters follow the presenters. 80% of the actors mentioned only the positive effects of grammar teaching on the language and expression dimension of the speech, 70% on the content dimension, and 50% on the fluency dimension. It can be said that the gradual decline in this rate seems quite reasonable. Because when the dimensions of language and expression, content and fluency are considered in order, it can be observed that the practical side is gradually increasing. According to the content, language and expression; fluency develops more instantly and practically than the content. Therefore, as the application direction of the work increases, theoretical knowledge is removed and thus the functionality of grammar is reduced. And perhaps even at this point, the negative effects of grammar come into play.

Politicians, on the other hand, are the occupational group that thinks that grammar teaching has the least positive effect on speaking skills among the three occupational groups (theatre, presenter, politician) where only questions about speaking are asked. This is a remarkable finding. Politicians, especially in their open-ended responses, emphasized the importance of sincere and memorable speech rather than formal and

proper speech to influence the masses. For this reason, sometimes a politician's speech by sticking to the rules can even turn into an obstacle in terms of the impressiveness of his speech. The politician should be able to analyze the audience in front of him/her and organize his/her speech according to the other person. Sometimes he/she needs to be able to put aside moderate language, use oral features and shape his/her speech through sincerity. Therefore, as many politicians included in the sample stated in the open-ended questions, being able to speak the language according to the rules is not the first condition in the field of policy.

Theater and presenting are more limited areas than politics. The opposite mass is more prominent and limited than the mass in politics. The message of the actor and the presenter is clearer. Grammar can be seen as important in order to convey the clear message with the same clarity. Therefore, when we consider these areas separately, it is normal for the actors and presenters to focus more on the importance of grammar than politicians.

Among the three dimensions of the speaking area, the fluency dimension came to the fore as the most negative dimension of grammar. Of the 50 experts who answered the questions in the field of speech, 14% argued that grammar teaching would only negatively affect the fluency of speech, 14% argued that grammar teaching had no effect on the fluency of speech, and 16% argued that it would have both positive and negative effects.

The finding obtained regarding the creativity and originality dimension is also highly significant and coordinated with the purpose of the study. Because creativity and normativeness contradict each other. Grammar sets certain boundaries and rules for language; creativity is about overcoming boundaries and breaking the rules. Rules, and therefore grammar, can have serious negative effects as well as being dysfunctional in the content and creativity of the narrative. Creativity requires a mental freedom; thoughts want to be able to sprout without getting stuck in formal barriers, without hitting the walls.

Temizkan (2010) emphasizes that creativity is related to a flexible thinking process that develops without rules, boundaries and principles. When flexibility and freedom are inhibited, creativity will also take its share from the situation. The same can be considered for the academic style. Thought writings, especially those developed around academia, have certain strict rules about language. In academic studies, a casual and random style is not used as in any daily speech or correspondence. However, if the main issue is to express the message in the most accurate and clear way, the language we call academic language may also carry the risk of blurring or ordinaryizing the message.

In artistic texts, there is a completely different situation. Artistic texts are a creation in themselves. In this creation, it is sometimes necessary to break the rules of language. As Picasso emphasizes, "Every act of creation is first an act of destruction" (Cited in May, 2001). But in another respect, as many experts have pointed out in the open-ended answers, sometimes disrupting the language also requires knowing the language very well and mastering the rules. Someone who knows the language and the rules of the language very well; He/she can easily distort, bend, distribute and collect the language and play all kinds of games on the language. Still, knowing the language very well and being able to use it to disrupt the

language skillfully is a high-level skill. When we think in terms of student creativity, rules and limits will turn into a mental barrier. Even the concept of school itself, like everything formal, poses an obstacle to creativity and originality in itself, while it does not seem realistic to think that language rules have completely positive effects on creativity.

Dolunay (2010) stated that individuals will benefit from the knowledge and skills they have gained through grammar education and training at school regardless of their profession throughout their lives, and added that some professionals such as journalists, announcers, presenters, poets and writers earn their lives with their language skills. In this study, in addition to the professional groups mentioned by Dolunay, theater actors, politicians, teachers and academicians were also interviewed.

Aydın (1999) found that teachers generally supported grammar teaching but did not find it contemporary and practical in their research, in which they received teachers' opinions on grammar teaching in secondary schools. Despite the 24 years that have passed, a similar result has been obtained in this study. Most of the experts whose opinions were taken in the research stated in their open-ended answers that there is a problem not about the essence of grammar teaching but about its method. Most of the teachers and academicians stated that the discussion was knotted on the method of grammar teaching, stating that the teaching method could not be completely separated from the traditional understanding. In their study, Salman and Aydın (2018) found that only 50% of teachers teach Turkish according to the constructivist approach. The remaining teachers continue traditional and mixed practices. Göçer and Arslan (2019), on the other hand, stated that some of the teachers who participated in the interview thought that the purpose of the Turkish lesson was to teach grammar rules in the study in which they evaluated the situation of grammar teaching in secondary school according to teachers' opinions. However, the fact that the student learns the grammar rules correctly constitutes only a certain part of grammar teaching, as well as a very limited and inadequate gain for Turkish education in general. In their study, Çeçen and Mete (2011) concluded that grammar activities did not contribute to the ability to explain in the long term, although the information obtained was used in school, it was not used in daily life. In this study, a conclusion was reached that supports the above studies. Most of the teachers whose opinions were received stated that it is difficult to talk and write with grammar teaching, especially to establish a relationship with the content dimension.

Harris (1962) concluded in his research that a standard grammar teaching is much more dysfunctional than a teaching based on writing practices. He found that students who received standard grammar instruction were more successful in a grammar test, but this success was not reflected in their writing skills. Similarly, in this study, some experts, mostly authors, teachers and academicians, emphasized the importance of reading habits and writing practices by stating that the relationship between writing skills and grammar teaching is weak.

Night (1993) states that spoken language is the most advanced language that people use to express their feelings and thoughts and send information to each other. Speech language is instantaneous, flexible, and vocal language in which we actively feel the presence of the sender of the message as a narrative subject. Distances disappear in spoken language.

The written language should also be able to offer us the possibilities offered by the spoken language. For example, let's consider the spelling and punctuation rule regarding the absence of commas after the words that have an adverb-verb suffix in the text or the absence of commas before or after the conjunction. A comma is essentially a written way of giving pause in speech that we can easily do. Perhaps the person will want to feel a pause for one reason or another after the adverbial verb or conjunction, depending on the content in the written language. However, this rule in the written language will prevent him from expressing what he wrote in his mind. This is also a suspicious situation. So instead of an understanding of grammar that neutered our possibilities, an understanding of grammar that created entirely different possibilities and opportunities must be built to send us our message.

Le Guin (2018/2020), in an interview with David Naimon on writing, emphasized the importance of knowing grammar and grammar terms, while also questioning the rules. This research is valuable in terms of questioning grammar rules and discussing the functionality of grammar teaching.

Language is an important and decisive concept that affects the character, perspective and identity of the person and makes the person human, beyond enabling the person to communicate and express themselves. A healthy individual acquires language around the family before moving on to formal education. However, the language acquired in the family environment is not enough to grasp the language with all its possibilities and use it skillfully. With formal education at school, it is aimed that the individual can use his/her language skills in the most competent way. With the mother tongue course in the education program of all contemporary nations, it is aimed to improve listening, speaking, reading and writing, which are four basic language skills. In addition to teaching these four basic language skills, there is an area called grammar that explains the rules and system of the language and examines the language. Each language has its own rules and system, and therefore its own language knowledge.

Grammar teaching has continued to be a controversial issue in terms of both mother tongue and foreign language teaching all over the world. Grammar teaching has often been criticized and discussed for reasons such as pushing traditionalism to a prescriptive and rote understanding, restricting intuitive creativity and freedom in expression, creating terminology confusion, inhibiting linguistic and intellectual flexibility, arousing the fear of making mistakes in the student, advancing with uniform texts and uncontextual examples, maintaining an understanding disconnected from four basic language skills, and remaining in an abstract plane because the student cannot be made to comprehend the function.

The point on which most of the criticism and discussions are tied is on the method of grammar teaching. There have been periods when the method of grammar and its position in curricula have been changed, or even completely removed or removed, both in Turkey and in various countries around the world. The most important negative criticisms brought to grammar teaching are related to the fact that grammar teaching is ahead of the four basic language skills and is seen as a separate field from these fields. Because listening, speaking, reading and writing are the skills that people use concretely and practically in life. Therefore, the main goal of

mother tongue education is to use these skills in the most effective way. The fact that grammar has become a goal rather than a tool that supports four basic skills contradicts the essence of mother tongue education.

With the change in the curriculum in Turkey in 2005, a teaching model based on a constructive approach was taken as a basis by breaking away from the traditional understanding (Salman and Aydın, p. 1270). With this development, grammar has started to be seen not as a separate field but as a tool that supports four basic language skills. However, although this was targeted on paper, it could not be completely disconnected from the traditional understanding. There are external reasons such as high class sizes, insufficient course hours, lack of technological equipment and materials, and lack of in-service training for teachers. However, beyond these, grammar is an area that is difficult to progress in harmony with intuitive learning and constructivist approach due to its own structure. Because although grammar tries to be evaluated with a contemporary and constructivist understanding, there are rules and limits at its core. Therefore, there are difficulties in the coordinated progress of grammar with applied teaching. In the light of both the statements of the teachers and academicians whose opinions were taken in this study and the literature reviewed in this field, it was seen that it could not be completely separated from the traditional understanding in grammar teaching.

In the light of both the opinions of experts and the literature review, there are certain issues that we can defend the necessity and importance of grammar more indisputably. The first of these is the obligation to use a standard language. The standard language we need for healthy communication makes it necessary to comply with certain rules, limits, prohibitions and therefore grammar. Different dialects, jargon, and even the use of slang can be seen as a richness, but this does not change the fact that the use of a common and standard language is necessary. However, this standard language should not be taught with a rigidity that will restrict the freedom and comfort of the individual in the language and should not be perceived as dogmatic. Considering the flexibility of the language, new possibilities should not be met with fear. For example, a language that we can define as a social media language, which is especially popular with young people, has emerged today. This language includes uses that ignore the rules of grammar, especially in terms of form, and extend beyond grammar. Although this may seem dangerous and repulsive at first glance, it is imperative to be more open-minded when it comes to communication and language. Because this language creates different images, a different sense of humor, different concepts and even different words. It is right and natural to see this as a language pollution and to try to protect the language, which is the biggest heritage of the culture, against this pollution. However, this issue should be discussed in a more open-minded way.

Another area where we can accept the necessity of grammar may be foreign language teaching. As the individual has mastered the grammar of his own language, he can more easily internalize the structure of another language in a comparative way. But this is also controversial. Although foreign language teaching has been carried out through grammar in our country for years, no encouraging results have been obtained. Therefore, from time to time, grammar has taken the practice, speaking and writing activities in foreign language teaching away from the context of learning.

As the most obvious issue to be agreed on the necessity and importance of grammar teaching, it can be shown that grammar provides speaking about language, correcting mistakes and auditing by creating an upper language. In this regard, grammar raises awareness, albeit not directly, for the detection of errors. However, at this point, negative situations caused by terminology confusion emerge. In addition, for example, there is a possibility of a memoristic perception as if it is more valuable to be able to express the function of an element as a term rather than grasping it.

Another issue where grammar can be considered useful is that it will improve the student's analytical thinking skills and increase his/her perception of self-efficacy. However, although grammar is sometimes thought of as a system close to mathematics in terms of its analytical aspect, in fact, language and mathematics are very different fields. First of all, language is not an abstract system like mathematics. When we think from a linguistic point of view, language, of course, has an abstract side, but this abstractness and the abstract plane to which mathematics belongs are also incomparably different. Language is a tool that enables communication above all else. Therefore, it contains a strong social interaction and many interpersonal dynamics. It is not in life, it is life itself. In addition, it is not very useful to sharpen the grammar with the aspect of developing analytical thinking while there are already other courses to improve students' analytical skills. Because there are many other skills, perspectives, insights, thoughts and experiences that mother tongue education should provide and that cannot be met with another field of education. Of course, these gains are also related to analytical thinking, but they point to a much more comprehensive and intricate teaching process.

Most of the experts who participated in the research and shared their opinions pointed out the differences between the spoken language and the written language and stated that the written language would be more related to grammar in terms of being more planned and programmed. Speech is more physical and instantaneous compared to writing. It's not just about language. It contains many different dynamics such as body language, breath, gestures and mimics, self-confidence and psychology. However, this versatile structure of speaking is ignored in mother tongue education. For example, physical training such as breathing through the diaphragm, which is extremely necessary and important for correct speech, cannot be included in the scope of speech training. This is a significant deficiency in the context of speech training.

As a result, in the light of the general course of the research and the findings, it was concluded that it is far from gaining many skills and habits aimed to gain mother tongue education in schools. The essence of the constructivist approach and the essence of grammar contradict each other at certain points. Grammar teaching prevents speaking and writing education despite the renewed curriculum. Solution suggestions for the improvement of this situation should be emphasized. Suggestions that can be presented within the framework of the main problem and discussion of this research are listed as follows:

Improvement of External Conditions: External conditions should be improved in order to implement Turkish education with a constructivist approach. If this is not possible, the curriculum should be adapted to the current conditions.

Priority of Grammar: Grammar teaching should not preclude basic skills training.

Creative Methods in Speech Education: Content and fluency should be emphasized in speech education; creative methods such as drama and play should be used.

Grammar Rules: Grammar rules should not restrict students' linguistic and intellectual flexibility and should ensure that they are not afraid to make mistakes.

Text Selection: In Turkish lessons, aesthetically rich texts suitable for the age and interests of the students should be selected and these texts should be discussed freely in the classroom.

Practical Studies: Practical speaking and writing studies should be increased in lessons, and an environment where students can express themselves freely should be provided.

Contribution to Research and Literature: The effect of grammar teaching on explaining skills should be examined with researches to be conducted with different professional groups and a contribution should be made to the literature.

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