



Grammar-learning Beliefs of Students Who Learn Turkish as a Foreign Language

Emrah BOYLU¹, Mete Yusuf USTABULUT, Ezgi İNAL³

¹Istanbul Aydın University, Faculty of Education, İstanbul, Turkey 0000-0001-9259-7369

²Bayburt University, Faculty of Education, Bayburt, Turkey 0000-0002-8864-645X

³Istanbul Aydın University, Faculty of Education, İstanbul, Turkey 0000-0002-1573-9401

ARTICLE INFO

Article History

Received 24.02.2021

Received in revised form
20.06.2021

Accepted 09.10.2021

Article Type: Research
Article

ABSTRACT

The aim of the study is to determine the beliefs of those who learn Turkish as a foreign language about learning grammar and to determine whether their beliefs are in line with their perceptions of grammar. In this study, which was created using the mixed method, the data about the beliefs of the learners in accordance with the survey method was collected, which is one of the basic quantitative research methods. In addition, the data for the determination of learners' perceptions were collected in accordance with one of the qualitative research methods—the phenomenology method. The study group of this research consists of B1, B2, and C1 level students who learn Turkish at Aydın TÖMER (Turkish Teaching Application and Research Center), İstanbul Aydın University. Based on the findings obtained in the research, 45% of the learners believe that they can learn Turkish without knowing the grammar while 37% believe that they cannot. When the beliefs about grammar-learning method are examined, it is seen that 27% of the learners have the belief that it is important to learn grammar directly, and 63% believe that it is more important to understand the rules based on examples. In the context of all of this data, it was concluded that there is a parallelism between the grammar-learning beliefs of those who learn Turkish as a foreign language and their grammar perceptions. In other words, those who think that they cannot learn Turkish without knowing grammar also perceive grammar as difficult, a necessity, and produce metaphors for it. In addition, it was understood that those who believe that they can learn Turkish without knowing grammar perceive grammar as a tool and produce metaphors and provide reasons.

© 2022 IJPES. All rights reserved

Keywords:

Teaching Turkish as a foreign language, grammar, belief, perception.

1. Introduction

Teaching grammar in a foreign language teaching is a constantly discussed issue. The basis of these discussions is the belief in teaching and learning grammar. This is because individuals' beliefs in grammar affect many issues such as learning styles, teaching programs, textbooks written based on these programs, and methods and techniques used by teachers in language teaching. In the field of teaching Turkish as a foreign language, debates continue on how and to what extent grammar will be taught. In this context, the aim of the study is to determine the beliefs of those who learn Turkish as a foreign language about learning grammar and to determine whether their beliefs are in line with their perceptions of grammar, as the beliefs developed by teachers toward teaching grammar and by learners toward their learning directly affect the success in learning grammar. In this context, as Turnbull (2018) stated, the educational backgrounds of those working in the field of foreign language teaching (namely their undergraduate programs), their

¹Corresponding author's address: İstanbul Aydın University, Faculty of Education, İstanbul/Turkey
e-mail: emrahboylu@aydin.edu.tr

Citation: Boylu, E., Ustabulut, M. Y., & İnal, E. (2022). Grammar-learning beliefs of students who learn Turkish as a foreign language. *International Journal of Psychology and Educational Studies*, 9(1), 32-50. <https://dx.doi.org/10.52380/ijpes.2022.9.1.442>

grammar teaching approaches, educational background of those who learn a language as a target language, their competencies in their native language, whether they know a foreign language or not, the learner's beliefs about the grammar knowledge of the teacher from whom they learn the target language, and similar cases affect the beliefs of the learners. Hence, in order to be successful in grammar teaching and learning, determining the beliefs of those who learn the target language will be the determinant of the method to be followed in many areas from developing curricula to writing textbooks to the method and technique used in the language teaching classroom. The belief that the target language can be used by knowing the grammar of that language manifests itself with the allocation of a separate time for grammar in foreign language teaching from the past to the present. This causes the continuation of the discussions on how to teach grammar (implicit-explicit) in the relevant field. Fontich and Camps (2014) state that these discussions are between those who claim that knowing the grammar of a language is not important or has little effect on learning to read and write that language, and those who consider grammar as an important part of the process. Teaching grammar in teaching a foreign language is a topic that is constantly debated, but this subject's questions have not been answered yet. These controversial issues cause those who teach and learn foreign languages to have different beliefs about grammar, which affects many issues such as the textbooks written based on these programs and the methods and techniques used by teachers in language teaching, as is visible in teaching Turkish as a foreign language, e.g., while grammar lessons at Gazi University TÖMER are taught independently at a different time, grammar lessons at İstanbul University DİLMER are taught in integration with other language skills. Likewise, while there is a separate book on grammar among the Turkish teaching sets of Gazi TÖMER, there is no separate grammar book in sets such as "Yedi İklim," "İstanbul-Turkish for Foreigners," and "Yeni Hitit" used in the field. In addition, while grammar topics are given with explanations in English and Arabic at all levels in the "İstanbul-Turkish for Foreigners" set, even the names of grammar structures are not included in the "Yedi İklim" sets. When an evaluation is made in this context, the beliefs of the teachers and institution administrators who teach with these books and even the beliefs of the learners in Turkish grammar will be different from each other. Moreover, the beliefs of the learners before starting to learn Turkish and the beliefs they developed within the framework of the education they received will be different. This has made it clear that belief, which has been seen as a factor directly affecting success since the 1980s, should also be taken into account in teaching Turkish.

Studies on whether the beliefs of those who learn a foreign language as a target language have an effect on language learning and teaching begin with Horwitz (1988) developing the "Beliefs about Language Learning Inventory-BALLI" and determining the beliefs of the learners. Referring to the effect of belief in language learning on students and teachers, Bandura (1993) states that students' beliefs about organizing their own learning and dominating academic activities determine their willingness, motivation levels, and academic success. He states that the beliefs of teachers in their personal activities in motivating and encouraging learning affect the types of learning environments they create and the academic progress achieved by their students. Burgess & Etherington (2002) state that learners' language learning beliefs have an important effect on teachers' language teaching methods and practices. Likewise, psychologists state that personal and social beliefs have a permanent effect on academic learning, thinking, reasoning and problem solving, and interpretation of knowledge (Bernat & Gvozdenko, 2005). Horwitz (1988) states that the influence of learners' language learning beliefs will even affect the language learning strategies they will use and emphasizes that students who believe that language learning consists of translation, sound memorization, or practicing grammar will not adopt holistic types of strategies for successful language learning (Horwitz, 1988). Likewise, as stated by both Yang (1999) and Mori (1999), the belief developed for language learning is related to the use of strategies, motivation, competence, anxiety, autonomous learning and many other factors that directly affect language learning. In this context, Wenden (1999) defines beliefs as students' metacognitive knowledge about learning and states that these two terms are used interchangeably. Loewen et al. (2009) state that it is important to consider students' beliefs about the subject in grammar teaching. Burgess and Etherington (2002) state that students' language backgrounds and previous learning experiences have a great impact on their current learning preferences, and therefore, students' language learning beliefs have a significant impact on teachers' language teaching methods and practices.

Another factor affecting the success of the foreign language teaching and learning processes is the perception of the target language, because, as Bandura (1993) points out, even individuals having the same knowledge and skills may have differences in their perceptions and practices. Moreover, Özer & Korkmaz (2016) emphasize that students' perceptions such as "The target language is difficult, I cannot learn, I just need to pass the lesson." affect success negatively. Therefore, as Göçen (2019) stated, one of the ways to make the process of teaching as a foreign language more effective is to determine learners' perceptions of the target language. In this context, determining the learners' perceptions of grammar benefits the teachers in terms of controlling the learners' grammar-learning processes. Boylu & Işık (2017) state that learners' perceptions of grammar will directly affect their language learning success positively or negatively. Mete and Bağcı Ayrancı (2016) also state that knowing how a concept is perceived by the target audience will guide every stage from the preparation of the programs to the creation of educational materials and the development of methods and techniques, and will facilitate the education process. Based on these views, the determination of the perceptions of those who learn Turkish as a foreign language toward grammar will also have a guiding effect on Turkish teaching.

When looking at the studies in the relevant literature (Farjami, 2012; Akkaya, 2013; Baş & Gezeğin, 2017; Boylu & Işık, 2017, Uçak, 2017, Karatay & Kartallıoğlu, 2019; Göçen, 2019; Boylu & Işık, 2020; Erol & Kaya, 2020), it is seen that the perceptions of the learners toward the target language are determined by metaphors. In this context, the metaphor, which is defined as "an analogy in the shortest sense, an event of simile considered as a narrative technique" (Demirci, 2016), will be the predictor of grammar-learning beliefs of learners by determining what they liken to grammar because metaphor has an important effect on language development. The metaphors produced for a language by those who learn it as a foreign language also explain their language development as the beliefs of the learners who explain their grammar with the "sea" and the "key" metaphor will also differ from each other. Additionally, Morgan (1980) states that the use of metaphors enables producing an image to examine a subject and that this image will form the basis for detailed scientific research, based on the attempts to discover to what extent the features of the metaphor exist in research. As evidence for this view, Shuell's (1990) statement "If a picture is worth a thousand words, a metaphor is worth a thousand pictures!" reveals how important metaphors are. In this context, the present study attempted to display the perceptions of those who learn Turkish as a foreign language toward grammar through metaphors. This study, which aims to reveal whether the grammar-learning beliefs of those who learn Turkish as a foreign language and the perception developed in line with these beliefs overlap or not, will light the way for program developers, textbook preparers, and those who teach Turkish as a foreign language and conduct academic studies in this field. In this context, in line with the purpose of the research, answers to the following questions were sought:

- What are the beliefs of those who learn Turkish as a foreign language toward learning grammar?
- With which metaphors do those who learn Turkish as a foreign language explain their beliefs about Turkish grammar?
- Is there a parallelism between the beliefs and metaphorical perceptions of those learning Turkish as a foreign language?

2. Methodology

2.1. Research Model

In this study, which was created using the mixed method among the basic research methods, quantitative and qualitative methods were used to collect data while determining the grammar-learning beliefs and grammar perceptions of those who learn Turkish as a foreign language. In the research, data about the beliefs of the learners were used in accordance with the survey method, which is one of the quantitative research methods; and the data for the determination of their perceptions were used in accordance with the phenomenology method, one of the qualitative research methods. The method of collecting relevant data is as follows:

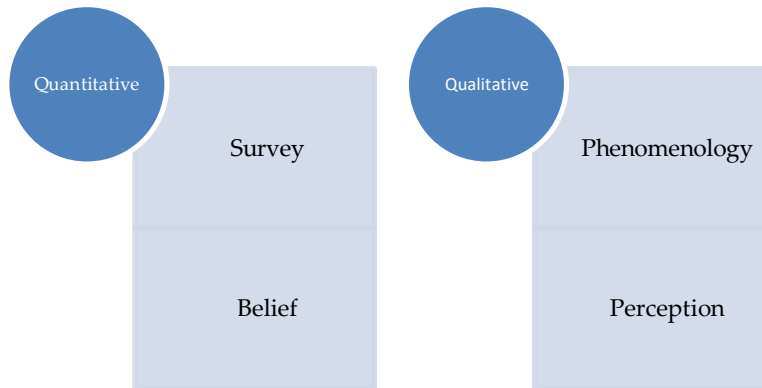


Figure 1. Method of Collecting Data on Belief and Perception

The reason for collecting data using both methods in the study is that, as Creswell & Plano Clark (2007) stated, the use of qualitative and quantitative research methods together or in a blend will provide a better understanding of research problems and questions than using these methods separately.

In this study, since the grammar-learning beliefs of those who learn Turkish as a foreign language were determined in the first stage and then the quantitative data were collected to reveal whether their beliefs and perception of grammar overlap were explained with qualitative data, exploratory mixed design, which is one of the mixed method models, was used in the study. As Creswell and Plano Clark (2011) state that the exploratory mixed method is the most understandable among the mixed method designs, and after collecting and analyzing quantitative data in the first step in research, qualitative data are collected in the second step in order to explain the quantitative data.

2.2. Research Sample

In mixed method studies, researchers consider matters such as the participants to whom data will be collected and how they will be selected and how many people will be in order to analyze their research questions or hypotheses (Creswell & Plano Clark, 2011). In this context, quantitative and qualitative data were collected from the same study group in accordance with the design used in this study. After collecting and analyzing quantitative data first, another group was determined by purposeful sampling method from the same group to explain these data, and then qualitative data were collected from this group. Because, according to Creswell & Plano Clark (2011), due to the nature of the exploratory design, the study group in which the qualitative research will be conducted should be selected from the first group—the group participating in the quantitative research—since quantitative results will be predicted with qualitative data. In this context, the qualitative study group of the study was chosen from those who believe that they can learn Turkish without knowing grammar.

The quantitative study group of the research is as follows:

Table 1. Demographic Information of the Quantitative Study Group

Information	f	%
Male	65	46,42
B1	28	
B2	32	
C1	5	
Female	75	53,57
B1	23	
B2	42	
C1	10	
Final Total	140	100

Looking at Table 1, it is seen that 65 of the participants in the study are male and 75 of them are female. In addition, 51 of the students are at the B1 level, 74 of them are at the B2 level, and 15 of them are at the C1 level.

Table 2. *Distribution of Students' Native Languages*

Findings	f	%
Arabic	94	67,14
Persian	27	37,8
French	1	0,71
English	3	2,14
Russian	4	2,85
Other	11	7,85
Total	140	100

Looking at Table 2, it is seen that 94 of the 140 students participating in the research were native speakers of Arabic, 27 were Persian, 1 was French, 3 were English, 4 were Russian, and 11 were of other languages. In this context, it can be said that the participants of the research have mainly Arabic and Persian native languages.

The qualitative study group of the research selected with the purposeful sampling method is as follows:

Table 3. *Demographic Information of the Qualitative Study Group*

Information	f
Male	56
B1	24
B2	27
C1	4
Female	59
B1	20
B2	32
C1	8
Final Total	115

As seen in Table 3, there were 56 males and 59 females in the group from which data was collected for the qualitative part of the study. In addition, 44 of the students are at the B1 level, 59 of them are at the B2 level, and 12 of them are at the C1 level. This group consists of 115 people who believe that they can learn Turkish without knowing grammar (63) and with(52). As a result of the analyses made on the metaphors of the people from the relevant group, the research was conducted on valid metaphors produced by 85 students.

2.3. Data Collection Tools and Procedure

In the research, quantitative and qualitative data were collected with two different tools developed by the researchers. Accordingly, the quantitative data of the research were collected with the grammar-learning belief questionnaire developed by the researchers. The questionnaire consists of 2 parts and 15 questions. 5 questions in the first part are for identifying students' personal information; 10 questions are for determining their grammar beliefs.

The qualitative data of the study the data were collected with a metaphor form consisting of semi-structured questions prepared by the researchers. Semi-structured questionnaire is one of the most preferred data collection tools in metaphor research. Göçer, 2013; Akkaya, 2013; Saban, 2008; Şenel & Aslan, 2014; Boylu & Işık, 2017; Göçen, 2019; Karatay & Kartallıoğlu, 2019; Boylu & Işık, 2020; Mudra & Aini, 2020; Erol & Kaya, 2020). In this context, the students have completed the sentence "Turkish grammar is like for me. Because". In this question pattern, the concept of "like" is often used to more clearly evoke the link between "the subject of the metaphor" and "the source of the metaphor." In this question pattern, the concept of "like" is often used to more clearly evoke the link between "the subject of the metaphor" and "the source of the metaphor." Because it is stated that for any phenomenon to be a metaphor, it should be able to answer the following questions (Forceville, 2002):

What is the subject of the metaphor?

What is the source of the metaphor?

What are the features that are thought to be attributed to the subject of the metaphor from the source?

In this study, the concept of “because” was included and the participants were asked to provide a “justification” for their own metaphors (Ekici & Akdeniz, 2018). Based on all this information, the data collection process applied in the research is as follows:

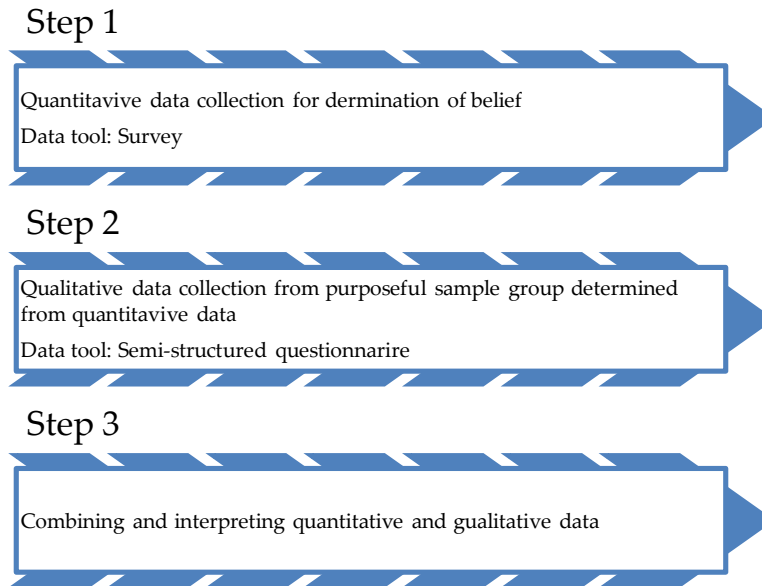


Figure 2. Working Process of Mixed Method

2.4. Data Analysis

In the study, firstly, the data collected through the questionnaire were transferred to the tables in the context of the answers given to each question in the questionnaire with “%” and “frequency” and they were described in a way that readers could easily understand. In the qualitative data of the study, the metaphors produced by students for grammar were analyzed in four stages: the naming stage, elimination and refinement stage, compilation and category development stage, and ensuring validity and reliability stage. In the naming stage, the produced metaphors were listed alphabetically. Those that contain no metaphor and wrong productions, such as “important,” “I need to pay attention,” “useful,” “good,” etc. were excluded from the classification and in the second stage (elimination and refinement), the relationship between the produced metaphors and their source was examined. In other words, those who produced the metaphor and made the wrong analogy (21) were eliminated. During the compilation and category development stage, the remaining 94 metaphors were categorized according to the area they conceptualized. Each metaphor was classified under the relevant categories in the context of the source of these metaphors. In the last stage of ensuring validity and reliability, the list of metaphors and categories created by the researchers, taking into account each metaphor and its source, was given to the expert who taught in this field and previously conducted an academic study with a metaphor context. The expert was asked to reclassify each metaphor and its source according to the specified categories. In the classification made by the relevant expert, eight metaphors on which there was no agreement were identified. In this context, the reliability between coders in the research was calculated using Miles & Huberman’s (1994) formula ($\text{Reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}} \times 100$) and was determined as 91.48%.

2.5. Ethical

In this study, all rules stated to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed.

Ethical Review Board Name: Bayburt University Ethics Committee

Date of Ethics Evaluation Decision: 15.01.2021 Ethics Assessment Document Issue Number: 2021/09

3. Findings

3.1. Quantitative Findings

Under the quantitative findings, students' beliefs about "learning Turkish without knowing grammar," "difficulty and ease of grammar," "learning Turkish grammar by comparing it with grammar in their native language," "importance of knowing grammar in terms of language skill," "how to learn grammar better," "learning enough grammar" were included.

Table 4: *Belief of Learning Turkish without Knowing Grammar*

<i>Belief</i>	<i>f</i>	<i>%</i>
Yes, I can learn.	63	45
No, I cannot learn.	52	37,14
I have no idea.	25	17,85
Final Total	140	100

Looking at Table 4, it is seen that 45% of the learners have the belief that they can learn Turkish without knowing grammar and 37% of the them believe that they cannot learn Turkish without knowing grammar. Those who make up 17% of the study group do not have any idea about this issue. In this context, the beliefs of the learners in learning Turkish without knowing grammar show a distribution according to the levels as follows:

Table 5: *Belief of Learning Turkish without Knowing Grammar in terms of Language Levels*

<i>Belief</i>	<i>f</i>	<i>%</i>
B1	51	36.42
Yes, I can learn.	24	17.14
No, I cannot learn.	20	14.28
I have no idea.	7	5
B2	74	52.85
Yes, I can learn.	32	22.85
No, I cannot learn.	27	19.28
I have no idea.	15	10.71
C1	13	9.28
Yes, I can learn.	7	5
No, I cannot learn.	5	3,57
I have no idea.	3	2.14
Final Total	140	100

As can be seen Table 5, 17% of the students, who have the belief that they can learn Turkish without knowing grammar and represent 45% of the table, learn Turkish at the B1 level, 22% at the B2 level, and 5% at the C1 level. Furthermore, it is also a striking finding that at all levels, the number of students who have the belief that they can learn Turkish without knowing grammar is higher than the others.

Table 6: *Belief in Difficulty and Ease of Grammar*

<i>Belief</i>	<i>f</i>	<i>%</i>
Difficult	52	37,14
Easy	61	43,57
I have no idea	27	19,28
Final Total	140	100

Looking at Table 6, it is seen that 37% of the students have the belief that Turkish grammar is difficult, 43% of them believe that Turkish grammar is easy, and 19% of them have no idea. Looking at these beliefs in terms of language levels, the table is as follows:

Table 7. Beliefs in Difficulty or Ease of Grammar in terms of Language Levels

Belief	f	%
B1	51	36.42
Difficult	19	13.57
Easy	25	17.85
I have no idea	7	5
B2	74	52.85
Difficult	31	22.14
Easy	31	22.14
I have no idea	12	8.57
C1	15	9.28
Difficult	2	1.42
Easy	5	3.57
I have no idea	8	4.28
Final Total	140	100

As it is seen in Table 7, 13% of the learners, who believe that grammar is difficult to learn and represent 37% of the table, are at the B1 level, 22% at the B2 level, and 1% at the C1 level. Likewise, 17% of the learners, who believe that it is easy to learn and represent 43% of the table, are at the B1 level, 22% at the B2 level, and 3% at the C1 level. In this context, it was found that the rate of those at the B1 and C1 levels who believe that the grammar is easy is higher while this rate is equal at the B2 level.

Table 8. Belief of Learning Grammar Rules by Comparing the Rules of Their Native Language

Belief	f	%
I compare and learn better.	48	34,28
I do not compare and I learn better.	81	57,85
I compare partially.	11	7,85
Final Total	140	100

Looking at Table 8, it is seen that 34% of learners learn grammar better by comparing the grammar of their native language, while 57% have the belief that they learn better without comparison. In this context, it is possible to state that the research group has the belief that they can achieve success in learning Turkish grammar without making a comparison between the target language and their native language.

Table 9. Grammar-Learning Beliefs of Native Arabic and Persian Speakers by Comparing the Grammar of their Native Language

Native Language and Belief	f%
Arabic	67,14
I compare and learn better.	3537,23
I do not compare and I learn better.	4750
I compare partially.	1212,76
Total	94100
Persian	37,8
I compare and learn better.	1140,74
I do not compare and I learn better.	1140,74
I compare partially.	518,51
Total	27100
Final Total	121

Looking at Table 9, it was determined that 37% of the group whose native language is Arabic and who constitutes 67% of the group learn better by making comparisons with Arabic grammar in grammar learning, and 50% of them believe that they learn better without comparison. When the table is interpreted in the context of Persian native speakers, it was found that the rate of those who constitutes 37% of the group and believe that they learn better by making comparisons with Persian grammar or without making comparisons in grammar learning is the same (40%).

Table 10. *Belief about the Importance of Knowing Grammar in terms of Language Skills*

<i>Belief in Skill</i>	<i>Number</i>	<i>%</i>
Reading	15	10,71
Listening	9	6,42
Speaking	45	32,14
Writing	71	50,71
Final Total	140	100

Looking at Table 10, regarding the importance of knowing grammar in terms of language skills, it is seen that 10% of the learners have the belief that knowing grammar is more important in terms of reading, 6% listening, 32% speaking, and 50.71% writing skills.

Table 11. *Belief in the Grammar-Learning Method*

<i>Belief in Method</i>	<i>Number</i>	<i>%</i>
It is better to learn the grammar by learning the rule directly.	39	27,85
It is better to understand the rule based on examples.	89	63,57
I have no idea.	12	8,57
Final Total	140	100

Looking at Table 11, it is seen that 27% of the students have the belief that it is more important to understand the grammar by learning the rules directly and 63% of them believe that it is more important to understand the rule based on examples.

Table 12. *Belief in the Usefulness of Explaining Grammar Rules in the Native Language in Lessons*

<i>Belief</i>	<i>Number</i>	<i>%</i>
Yes, I find it useful.	24	17,14
No, it is not useful.	88	62,85
Partially useful	28	20
Final Total	140	100

Considering the students' beliefs about whether it is beneficial to explain grammar rules in the native language in lessons, as seen in Table 12, the rate of those who find it useful is 17%, while the rate of those who do not is 62%.

3.2. Qualitative Findings

Under the qualitative findings, information about the metaphors produced by those who learn Turkish as a foreign language in the context of their metaphorical perception toward grammar and themes under which these metaphors are gathered are given. In this context, the metaphors produced by those who learn Turkish as a foreign language toward grammar are as follows:

Table 13. *The Metaphors Produced by Those Learn Turkish as a Foreign Language toward Grammar*

Number	Participant Code	Metaphor	Number of Repetitions	Theme
1.	P4,P9,P23, P37, P83, P108	Car	6	Tool
2.	P115	Mouth	1	Tool
3.	P26, P44	Gold	2	Need
4.	P3, P17, P41, P48, P96, P102	Key	6	Tool
5.	P10	Arabic	1	Tool
6.	P83	Lawyer	1	Need
7.	P7	Mirror	1	Need
8.	P21	Walking Stick	1	Tool
9.	P33	Computer	1	Tool
10.	P29	Riddle	1	Finding Difficult
11.	P45, P63	Crossword	2	Finding Difficult
12.	P1, P74	Child	2	Positive Feeling
13.	P9, P79	Mountain	2	Finding Difficult
14.	P57	Wall	1	Finding Difficult
15.	P5, P12, P20, P44, P56, P59, P96, P114	Sea	8	Inclusive
16.	P81	Lighthouse	1	Need
17.	P11, P19	Bread	2	Need
18.	P52	Rosebud	1	Positive Feeling
19.	P104, P46, P88	Sky	3	Inclusive
20.	P39	Sun	1	Need
21.	P53	Air	1	Need
22.	P19	Human	1	Finding Difficult
23.	P31	Gate	1	Tool
24.	P99, P38	Cocktail	2	Inclusive
25.	P59	Lego	1	Finding Difficult
26.	P112	Logic	1	Finding Difficult
27.	P91, P107	Maths	2	Finding Difficult
28.	P30	Fruit Garden	1	Inclusive
29.	P6, P71	Juice	2	Inclusive
30.	P100	Banana	1	Positive Feeling
31.	P73	Music	1	Positive Feeling
32.	P48	Breath	1	Need
33.	P2	Joy	1	Positive Feeling
34.	P18, P27, P53, P55, P69, P72, P78	Ocean	7	Inclusive
35.	P4	Backbone	1	Need
36.	P103	Game	1	Finding Difficult
37.	P10	Puzzle	1	Finding Difficult
38.	P81	Fund	1	Finding Difficult
39.	P66, P94, P102, P106	Water	4	Need
40.	P33	Poem	1	Finding Difficult
41.	P89	History	1	Inclusive
42.	P50	Keystone	1	Need
43.	P36	Butter	1	Positive Feeling
44.	P25, P51	Trade	2	Finding Difficult
45.	P73, P90, P97	Salt	3	Need
46.	P8	Chain	1	Inclusive
	Total		85	

Looking at Table 13, it is seen that 85 of the 115 students participating in the study produced valid metaphors for grammar. In this context, it is seen that students produce metaphors for grammar such as the sea (8), ocean (7), car (6), key (6), sky (3), salt (3), crossword (2), child (2), mountain (2), bread (2), and cocktail (2). Accordingly, the distribution rates of the metaphors in terms of themes as a result of the themes made by considering the metaphors produced for grammar and their reasons are as follows:

Table 14. Distribution of the Metaphors Produced for Grammar in terms of Themes

Theme	Tool	Need	Finding Difficult	Positive Feeling	Inclusive	Total
Total	17	19	17	7	25	85
Frequency	20%	22.35%	20%	8.23%	29.41%	100%

Looking at Table 14, it is seen that the metaphorical perceptions developed by those who learn Turkish as a foreign language for grammar are combined under five themes: “tool,” “need,” “finding difficult,” “positive feeling,” “inclusive.” Looking at the rate of metaphors in terms of themes, it is observed that 29.41% of the metaphors produced are in the theme of “inclusive,” 22.35% in the theme of “need,” 20% in the theme of “tool,” 20% in the theme of “finding difficult” and 8.23% in the theme of “positive feeling.”

When the reasons of the metaphors are taken into consideration and a categorization is made, the distribution of the metaphors produced by those who have the idea of learning Turkish without knowing grammar and those who think not to learn Turkish without knowing grammar is as follows:

Table 15. Grammar Belief and Metaphors

Belief	N	Participant Code	Metaphors	T	N	%
Yes, I can learn.	34	P9,P23,P83, P108, P115, P3, P41, P48, P96, P10, P21, P33, P31	Car (4), Mouth (1), Key (4), Arabic (1), Walking Stick (1), Computer (1), Gate (1)	Tool	13	38.23
		P50, P73, P66, P102	Keystone (1), Salt (1), Water (2)	Need	4	11.76
		P18, P78, P6, P71, P46, P88, P96, P114	Ocean (2), Juice (2), Sky (2), Sea (2)	Inclusive	8	23.52
		P33, P103, P112	Poem (1), Game (1), Logic (1)	Finding Difficult	3	8.82
		P1, P2, P74, P36, P52, P73	Child (2), Joy (1), Butter (1), Rosebud (1), Music (1)	Positive Feeling	6	17.64
Total34					34	100
No, I cannot learn.	51	P26, P44, P83, P7, P11, P19, P81, P39, P53, P48, P4, P94, P106, P90, P97	Gold (2), Lawyer (1), Mirror (1), Bread (2), Lighthouse (1), Sun (1), Breath (1), Backbone (1), Air (1), Water (2), Salt (2)	Need	15	28.84
		P100	Banana (1)	Positive Feeling	1	1.92
		P27, P53, P55, P69, P72, P38, P99, P8, P89, P30, P104, P5, P12, P20, P44, P56, P59	Ocean (5), Cocktail (2), Chain (1), History (1), Fruit Garden (1), Sky (1), Sea (6)	Inclusive	17	32.69
		P4, P37, P17, P102	Car (2), Key (2)	Tool	4	7.69
		P25, P51, P45, P63, P91, P107, P9, P79, P29, P10, P59, P81, P19, P57	Trade (2), Crossword (2), Maths (2), Mountain (2), Riddle (1), Puzzle (1), Lego (1), Fund (1), Human (1), Wall (1)	Finding Difficult	14	26.92
Total	51				51	100
Final Total	85				85	100

Looking at Table 15, when an evaluation is made on valid metaphors produced by 34 of 63 learners who believe that they can learn Turkish without knowing grammar, it is observed that 38.23% of the students produced metaphors with the theme of “tool,” 11.76% of them with the theme of “need,” 23.52% of them with the theme of “inclusive,” 8.82% of them with the theme of “finding difficult” and 17.64% of them with the theme of “positive feeling.” Accordingly, those who believe that they can learn Turkish without knowing grammar have produced metaphors such as car (4), key (4), mouth (1), Arabic (1), walking stick (1), computer (1), and gate (1) in the context of the theme of “tool.” For example, P41, one of the learners who see grammar as a “tool” and produce the “key” metaphor, explained his/her reason as “The better I use Turkish, the quicker I will be able to make my dreams come true. Therefore, Turkish is like a key that unlocks my future.” Likewise, P108, one of those who produced the metaphor of “tool,” explained his/her reason as “If I learn the

grammar well, I will reach whatever I want very quickly." P21, who produced the "walking stick" metaphor for grammar, stated his/her reason as *"It will help me speak Turkish properly."*

11.76 of 34 students who believe that they can learn Turkish without knowing grammar see grammar as "need." Looking at the metaphors and reasons of those whose metaphors come together under the theme of "need," P66, who produced the metaphor of "water," stated its reason as *"There is no life without water. Turkish language cannot be imagined without the grammar of Turkish."*

17.64 of 34 students who believe that they can learn Turkish without knowing grammar have produced metaphors such as child (2), joy (1), butter (1), rosebud (1), and music (1) under the theme of "positive feeling" for grammar. 23.52 of 34 students who believe that they can learn Turkish without knowing grammar used metaphors for grammar such as "sea" and "ocean," which were evaluated under the theme of "inclusive." P96 explained the metaphor of "sea" with the expression *"Turkish language cannot be imagined without the grammar of Turkish, so no matter what we do, we go back to Turkish grammar."*

8.82% of 34 students who believe that they can learn Turkish without knowing grammar, produced metaphors for grammar such as poem (1), game (1), and logic (1) under the theme of "finding difficult." Accordingly, the student coded P33 explains his/her reason for the metaphor of "poem" as *"Writing and reading a poem is not easy, so is grammar."* P112 coded student who produced the metaphor of "logic" explains his/her reason as *"There is a different tense for each expression. Only one word in Turkish can have many meanings. Because there is so much meaning; it's a logical process."*

When an evaluation is made on metaphors produced by 51 students who believe that they cannot learn Turkish without knowing grammar, it is observed that 28.84% of the metaphors were gathered under the theme of "need," 32.69% under the theme of "inclusive," 26.92% under the theme of "finding difficult," 7.69% under the theme of "tool," and 1.92% under the theme of "positive feeling." In this context, it can be said that students especially consider grammar as a "need" in Turkish learning and that they believe it is difficult.

28.84% of the students who believe that they cannot learn Turkish without knowing grammar have produced metaphors for grammar such as gold (2), lawyer (1), mirror (1), bread (2), lighthouse (1), sun (1), air (1), breath (1), backbone (1), water (2), and salt (2). In this context, the student coded P81, who produced the "lighthouse" metaphor, explained his/her reason as *"It is just like the sea at night and we cannot see our way through this blackness without language."* Producing the "backbone" metaphor, P4 explained his/her reason as *"Because I cannot speak without grammar."* The student coded P39, who produced the "sun" metaphor, explained his/her reason as *"Because I live in Turkey, everything becomes dark if I do not learn Turkish. I cannot talk to people, and I cannot finish my work well."* P83, who explained grammar with the metaphor of "lawyer," stated his/her reason as *"Grammar does the same thing as a lawyer helps us to explain ourselves better."* As can be understood from these explanations, students see grammar as a "need" to learn Turkish.

26.92% of the students who believe that they cannot learn Turkish without knowing grammar have produced metaphors for grammar such as trade (2), crossword (2), maths (2), mountain (2), riddle (1), puzzle (1), Lego (1), fund (1), human (1), and wall (1) under the theme of "finding difficult." The student coded P9, who produced the "mountain" metaphor, explained his/her reason as *"Because it is big and we strive to rise."* P107, who produced the "maths" metaphor, explained his/her reason as *"We have to remember hundreds of rules and exceptions to speak and write flawlessly."* The student coded P55, who produced the "riddle" metaphor for grammar, explained his/her reason as *"I always have to think to say something."*

32.69% of the students who believe that they cannot learn Turkish without knowing grammar have produced metaphors for grammar such as ocean (5), cocktail (2), chain (1), history (1), fruit garden (1), sky (1), and sea (6) under the "inclusive" theme. In this context, the student coded P69, who produced the "ocean" metaphor, explained his/her reason as *"It is wide, deep, neat, and most importantly beautiful."* P56, who produced the "sea" metaphor, explained his/her reason as *"Because there are too many grammar topics."* The student coded P8, who produced the "chain" metaphor for grammar, explained his/her reason as *"Because everything is interdependent."*

7.69% of the students who believe that they cannot learn Turkish without knowing grammar have produced metaphors such as car (2), key (2) for grammar. Accordingly, the student coded P37, who produced the “car” metaphor, explained his/her reason as “*I will move forward into the future with this car.*” P48, who produced the “key” metaphor, explained his/her reason as “*Because it opened the door to other worlds for me.*”

4. Conclusion and Discussion

Mori (1999) stated that the effects of learner beliefs on learning exist independently of a person’s learning ability. For this reason, he states that the students’ beliefs in learning and learning abilities in general have an effect on their learning. Graham (2006) also states that students’ beliefs have an important effect on motivation, as well as affecting their approach toward language skills. In this context, when the literature is examined (Horwitz, 1985, 1988, 1999; Sakui & Gaies, 1999; Mori, 1999; Yang, 1999; Rifkin, 2000; Kalaja&Barcelos, 2003; Bernat & Gvozdenko, 2005; Graham, 2006; Arıoğul, Ünal&Onursal, 2009; Rieger, 2009; Büyükyazı, 2010; Aragao, 2011; Peng, 2011; Li & Ruan, 2015; Kaypak & Ortaçtepe, 2014), it is clearly seen that the language learning beliefs of students in foreign language learning have a significant effect on their learning process. Based on the findings obtained from this study, it was concluded that the rate of those who believe that they can learn Turkish without knowing grammar is higher than the rate of those who believe that they cannot learn Turkish without knowing grammar. In addition, it is a striking result that the rate of students who believe that Turkish grammar is easy is higher than those who believe that it is difficult. This result is similar to other studies (Akkaya, 2013; Bülbül & Güven, 2017; Boylu & Işık, 2017; Şengül, 2017; Karatay & Kartalhoğlu, 2019; Erol & Kaya, 2020) in the relevant field.

Considering the beliefs of learners in learning grammar by comparing it with grammar in their native language, the rate of those who believe that they cannot learn grammar better by comparing it with grammar in their native language is higher than those who believe that they learn better by comparison. The fact that there are students who have the belief that they both can and cannot learn is similar to other studies (Prodromou, 2000; Biçer, 2017) in the field. However, this study reveals that the majority of learners believe that they can learn more easily without making comparisons with the grammar of their native language while learning Turkish grammar. This is an indirect indication that the majority of students are aware that they cannot learn a foreign language using methods that support the use of their native language in learning the target language, such as the grammar translation method. This is in parallel with the view of Shintani & Ellis (2014) that students should be exposed to the target language at the maximum level. However, the fact that some of the students in the study believed that the use of their native language would be beneficial, even if it was a small amount, does not coincide with the results of some studies (Zhang, 2007; Köylü, 2018; Campa & Nassaji, 2009; Sarıçoban, 2010; Moore, 2013) and it is seen that the answer to the question “Should native language be used in target language teaching?” is not clear in terms of students. Considering this, in his study investigating when and how much the native language is used in foreign language classes and what teachers and students think about native language use, Şimşek (2010) stated that the existence of native language use in foreign language teaching is undeniable. In addition, both teachers and students are aware of the severe need for native language use especially in situations that present learning-teaching difficulties such as providing understanding, learning words quickly, and developing difficult concepts. Özçelik (2013) conducted a study by taking the opinions of teachers and students about the use of the native language in the foreign language (French) class and listed the reasons for using the native language in terms of students as the students’ language skills are not sufficiently developed, regardless of whether the activities are suitable for the targeted acquisitions and the learners’ levels, the instructor’s positive or negative view of the use of the native language in the classroom, the level of the language used, cooperation, artificiality of the classroom environment, and the effect of English as the first foreign language. Biçer (2017), in his study to determine the effect of the native language of Syrian students on the learning process of Turkish as a foreign language, concluded that the native language of the students should be used as a teaching tool when necessary, rather than preventing it completely with prohibitions and barriers. Kayaoğlu (2012) and Taşçı & Aksu Ataç (2020) also found that teachers have a positive view of the use of native language in target language teaching in their studies.

In the results regarding the importance of knowing grammar in terms of language skills, it is seen that learners have the belief that knowing grammar is more important in terms of writing, speaking, listening,

and reading skills. This is proof that students see grammar as a tool, not a goal. At this point, as stated by Güneş (2013), in the context of the idea that “new grammar understanding is not a goal in grammar teaching but a tool for the improvement of written and oral expression,” the fact that Turkish learners believe that their knowledge of grammar is more important in terms of writing and speaking skills shows that their grammar-learning beliefs coincide with the new grammar understanding.

In the context of the grammar-learning method, most of the learners believe that it is more important to understand the grammar based on examples rather than learning rules directly. This is an indication that students have an understanding of induction in learning grammar. In this context, according to Göçer (2008), one of the most used methods in grammar teaching, perhaps the most important one, is the inductive method. The fact that the students believe that it is more important to understand the rule based on examples, rather than gaining grammar by learning rules, is a sign that they want to learn grammar according to the implication method. This result is similar to the results of other studies in the relevant field (Güler & Eyüp, 2016; Göçen, 2019; Yılmaz & Dilidüzgün, 2019).

In addition to the above information, it is one of the results that the students have the belief that it is useless to explain grammar rules in the native language in lessons. This result confirms Shu’s (2018) view “Teachers should not be content to just teach students too much grammar; instead, they should devise some things to give students the opportunity to use the grammar.” However, in the research, the fact that a certain group finds it useful to explain grammar rules in their native language in lessons is an issue that needs to be emphasized. Because Demir (2012) also stated that the students he taught grammar in the foreign language preparation department frequently asked him to explain some grammar rules in their native language. In this study, the belief that some students cannot learn Turkish without knowing grammar highlights the need for grammar knowledge in foreign language learning. Şavlı & Kalafat (2014) also emphasized that the use of native language in foreign language teaching has a great effect on foreign language teaching and learning, and emphasized the importance of establishing a balance between the two languages in this process. Likewise, Brown (2009) investigated the perceptions of approximately 1600 students and 49 teachers on effective foreign language teaching through a 24-item questionnaire at the University of Arizona. The results of this study showed that students favor a grammar-based approach, while their teachers prefer a more communicative class. When the studies conducted with this result are evaluated, it is possible to say that students’ grammar-learning beliefs differ.

Based on the qualitative findings obtained from this study, it was concluded that the metaphors developed by those who learn Turkish as a foreign language for grammar knowledge are explained by generating different reasons with various metaphors such as car, key, crossword, child, mountain, sea, ocean, bread, cocktail, sky, and salt. Students producing the correct metaphors for Turkish and explaining their metaphors with a rational reason shows that they are aware of both their experiences in the language learning process and how they learn the language. In other words, this shows their beliefs. In this context, in the theming made by considering the relevant metaphors and their reasons, the metaphors developed by the learners for Turkish grammar were combined under five themes: “tool,” “need,” “finding difficult,” “positive feeling,” and “inclusive.” In this context, it was concluded that there was a parallel relationship between the quantitative and qualitative findings of the research because, when an evaluation is made on valid metaphors produced by 34 of 63 learners who believe that they can learn Turkish without knowing grammar, it is observed that 38.23% of the students produced metaphors for grammar with the theme of “tool,” 11.76% of them with the theme of “need,” 23.52% of them with the theme of “inclusive,” 8.82% of them with the theme of “finding difficult,” and 17.64% of them with the theme of “positive feeling.” In this context, it can be said that students especially consider grammar as a “tool” in Turkish learning. Likewise, 28.84% of the metaphors produced by 51 students who believe that they cannot learn Turkish without knowing grammar were gathered under the theme of “need,” 32.69% under the theme of “inclusive,” 26.92% under the theme of “finding difficult,” 7.69% under the theme of “tool,” and 1.92% under the theme of “positive feeling.” In this context, it can be said that students especially consider grammar as a “need” in Turkish learning and believe that grammar is difficult.

In the context of all these data, it was concluded that there is a parallelism between the grammar-learning beliefs of those who learn Turkish as a foreign language and their grammar perceptions. In other words, those who think that they cannot learn Turkish without knowing grammar also perceive grammar as a difficult and a need and produce metaphors for it. In addition, it was understood that those who believe that they can learn Turkish without knowing grammar perceive grammar as a tool and they produce metaphors and provide reasons. In this context, Arslan (2014) states that the structure of a learned language and the structure of a learner's native language affect foreign language learning. Knowing this issue and interpreting language teaching within the framework of the students' native languages helps in determining the grammar learning competencies and understandings of students with which languages in grammar learning and teaching. Göçen (2019) in his metaphor-based research on the perceptions of those who learn Turkish as a foreign language toward Turkish grammar stated that students experienced about learning the structure of the language instead of experiencing language communicatively in the classroom during the education and training process. In addition, he stated that in the metaphors produced in this context, "grammar" is mostly handled as a form, but "meaning" and "usage" features are not revealed. Arıkan, Taşer, and Saraç Süzer (2008), in their study, found that one of the perceptions of prep school students about an adequate English teacher is having the ability to teach effective grammar using real life situations. This clearly reveals the student's view on how he/she wants to learn grammar. For this reason, the determination of student beliefs in grammar teaching will both give information about the teachers' grammar teaching approaches and provide the determination of students' grammar learning methods. This will contribute to receiving feedback on many subjects such as the teaching programs used in the relevant field, the textbooks prepared on the basis of these programs, teachers' grammar teaching approaches, and will contribute to the review of the teaching process and materials.

5. Recommendations

Based on the above information and findings;

- The number of researches on "language learning beliefs" in teaching Turkish as a foreign language should be increased and a general opinion about the beliefs of Turkish learners should be created. In the context of this opinion, curriculum, textbooks, and other materials must be reshaped.
- In this study, the rate of those who want to learn grammar with the implication method is higher than the ones who want to learn a grammar-focused language directly. For this reason, studies should be conducted to determine the relationship between students' grammar-learning beliefs and language achievement.
- Studies should be carried out to determine the methods of expressing grammar by teachers in the classrooms of students whose grammar-learning beliefs are determined. Through these studies, it should be determined whether teachers' grammar teaching methods affect learners' grammar-learning beliefs.
- It should be determined whether the students who compare their native language make comparisons based on similarities or differences in their native language while learning grammar. With this determination, the effect of similarities and differences between the target language and the native language on grammar learning should be determined.
- Experimental studies should be conducted on the language skills of students who find Turkish grammar easy or difficult, especially in writing and speaking skills.
- Studies should be conducted to determine whether there is a parallelism between the grammar-learning beliefs and perceptions of those who learn Turkish as a foreign language. As a result of the increase in the number of such researches, the findings obtained as a result of comprehensive studies on students' grammar beliefs and perceptions provide an opportunity for teachers in terms of restructuring the Turkish teaching process.
- Studies should be conducted to determine whether students' grammar-learning beliefs have an effect on teachers' teaching methods.

6. References

- Akkaya, A. (2013). Syrian refugees' perception of the Turkish language. *Ekev Akademi Dergisi*, 17(56), 179–190.
- Aragão, R. (2011). Beliefs and emotions in foreign language learning. *System*, 39(3), 302–313. <https://doi.org/10.1016/j.system.2011.07.003>.
- Arıkan, A., Taşer, D., & Saraç-Süzer, H. S. (2008). The effective English language teacher from the perspectives of Turkish preparatory school students. *Education Sciences*, 33(150), 42–51.
- Arslan, M. (2014). The effects of structural features of learning Turkish language as a foreign language from learners' perspective: Bosnia and Herzegovina case. *Eğitim ve Bilim*, 39(174), 189–200. <https://doi.org/10.15390/EB.2014.2554>.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3
- Baş, M. & Gezeğin B. B. (2017). Metaphors of English as a foreign language. *Global Journal of Foreign Language Teaching*, 7(1), 2–8. <https://doi.org/10.18844/gjflt.v7i1.2403>.
- Bernat, E. & Gvozdenko, I. (2005). Beliefs about language learning: Current knowledge, pedagogical implications, and new research directions. *Teşl-ej*, 9(1), 1–21.
- Biçer, N. (2017). Türkçenin yabancı dil olarak öğretiminde ana dilinin etkisi. *Journal of Turkish Studies*, 12(14), 41–58. <https://doi.org/10.7827/TurkishStudies.11704>.
- Boylu, E. & Işık, Ö. F. (2017). Türkçeyi yabancı dil olarak öğrenenlerin Türkçeye yönelik algılarının metaforlar aracılığı ile belirlenmesi. *Ana Dili Eğitimi Dergisi*, 5(3), 450–471.
- Boylu, E. & Işık, Ö. F. (2020). Metaphorical perceptions of learners of Turkish as a foreign language towards Turkish grammar. *Başkent University Journal of Education*, 7(1), 129–145.
- Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, 93(1), 46–60. <https://doi.org/10.1111/j.1540-4781.2009.00827.x>.
- Bülbül, A. & Güven, Z. Z. (2017). A study into the grammar-based difficulties in teaching Turkish as a foreign language. *Uluslararası Sosyal Araştırmalar Dergisi*, 10(52), 83–91.
- Burgess, J. & Etherington, S. (2002). Focus on grammatical form: Explicit or implicit? *System*, 30(4), 433–458. [https://doi.org/10.1016/S0346-251X\(02\)00048-9](https://doi.org/10.1016/S0346-251X(02)00048-9).
- Büyükyazı, M. (2010). The beliefs of university foreign language students and their teachers about language learning. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 8(1), 169–182.
- Creswell, J. W. & Plano Clark, V. L. (2007). Understanding mixed methods research. In J. Creswell (Ed.), *Designing and conducting mixed methods research* (1–19). Sage.
- Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Sage.
- De la Campa, J. C. & Nassaji, H. (2009). The amount, purpose, and reasons for using L1 in L2 classrooms. *Foreign Language Annals*, 42(4), 742–759. <https://doi.org/10.1111/j.1944-9720.2009.01052.x>.
- Demir, H. (2012). The role of native language in the teaching of the fl grammar. *Journal of Education*, 1(2), 21–28.
- Demirci, K. (2016). “Metafor: Bir Anlatım Üretim Mekanizması” Dil Bilimleri Kültür ve Edebiyat, (Edt. M Sarıca, B. Sarıca), *Padam Yayınları*, 330–343.
- Ekici, G., & Akdeniz, H. (2018). Öğretmen adaylarının “sınıfta disiplin sağlamak” kavramına ilişkin algılarının belirlenmesi: Bir metafor analizi çalışması. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 33, 26–37.

- Erol, S. & Kaya, M. (2020). The investigation of the perception of Turkish learners as a foreign language regarding Turkish grammar with reference to several variables. *International Journal of Language Academy*, 8(3), 390–401.
- Farjami, H. (2012). English learners' metaphors and images of vocabulary learning. *Electronic Journal of Foreign Language Teaching and Translation Studies*, 1(2), 75–89.
- Fontich, X. & Camps, A. (2013). Towards a rationale for research into grammar teaching in schools. *Journal Research Papers in Education*, 29(5), 598–625. <https://doi.org/10.1080/02671522.2013.813579>.
- Göçen, G. (2019). Türkçeyi yabancı dil olarak öğrenenlerin "Türkçenin dil bilgisi"ne yönelik metaforik algısı. *Başkent University Journal of Education*, 6(1), 28–45.
- Göçer, A. (2008). Türkçe dil bilgisi öğretiminde çözümleme yönteminin kullanımı. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(10), 101–120.
- Göçer, A. (2013). Türkçe öğretmeni adaylarının kültür dil ilişkisine yönelik metaforik algıları. *Turkish Studies* 8(9), 253–263.
- Graham, S. (2006). *Strategy instruction and the teaching of writing: A meta-analysis*. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (187–207). The Guilford Press.
- Güler, E. B. & Eyüp B. (2016). Hal eklerinin ikinci dil olarak Türkçe öğrenen öğrenciler tarafından kullanılması. *Turkish Studies*, 11(14), 295–312.
- Güneş, F. (2013). Dil bilgisi öğretiminde yeni yaklaşımlar. *Dil ve Edebiyat Eğitimi Dergisi*, 2(7), 71–92.
- Horwitz, E.K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18(4), 333–340. <https://doi.org/10.1111/j.1944-9720.1985.tb01811.x>.
- Horwitz, E.K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal*, 72(3), 283–294. <https://doi.org/10.1111/j.1540-4781.1988.tb04190.x>.
- Horwitz, E.K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: A review of BALLI studies. *System*, 27(4), 557–576. [https://doi.org/10.1016/S0346-251X\(99\)00050-0](https://doi.org/10.1016/S0346-251X(99)00050-0).
- Kalaja P. & Barcelos A.M.F. (2003) Conclusion: Exploring possibilities for future research on beliefs about SLA. In: Kalaja P., Barcelos A.M.F. (Eds) *Beliefs about SLA: New Research Approaches*, Dordrecht. https://doi.org/10.1007/978-1-4020-4751-0_10.
- Karatay, H. & Kartallıoğlu N. (2019). Moğol öğrencilerin Türkiye ve Türkçe algıları. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 1016–1028.
- Kayaoğlu, M. (2012). Öğretmen uygulama ve perspektifinden yabancı dil öğretiminde anadil kullanımı. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 32(32), 25–35.
- Kaypak, E. & Ortaçtepe D. (2014). Language learner beliefs and study abroad: A study on English as a lingua franca (ELF). *System*, 42, 355–367. <https://doi.org/10.1016/j.system.2014.01.005>.
- Köylü, Z. (2018). The use of L1 in the tertiary L2 classroom: Code-switching factors, functions, and attitudes in Turkey. *Electronic Journal of Foreign Language Teaching*, 15(2), 271–289.
- Li, C. & Ruan, Z. (2015). Changes in beliefs about language learning among Chinese EAP learners in an EMI context in Mainland China: A socio-cultural perspective. *System*, 55, 43–52. <https://doi.org/10.1016/j.system.2015.08.010>.
- Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K., Ahn, S., & Chen, X. (2009). L2 learners' beliefs about grammar instruction and error correction. *The Modern Language Journal* 93(1), 91–104. <https://doi.org/10.1111/j.1540-4781.2009.00830.x>.
- Mete, F. & Bağcı Ayrancı, B. (2016). Dil ve edebiyata ilişkin algıların metaforlar yoluyla incelenmesi. *Dede Korkut Uluslararası Türk Dili ve Edebiyatı Araştırmaları Dergisi*, 5(11), 53–64.

- Miles, M. B. & Huberman, A. M. (1994). *Data management and analysis methods*. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (428–444). Sage Publications, Inc.
- Moore, P. J. (2013). An emergent perspective on the use of the first language in the English-as-a-foreign-language classroom. *Modern Language Journal*, 97(1), 239–253. <https://doi.org/10.1111/j.1540-4781.2013.01429.x>.
- Morgan, G. (1980). Paradigms, metaphors, and puzzle solving in organizational analysis. *Administrative Science Quarterly*, 25, 606–622.
- Mori, Y. (1999). Epistemological beliefs and language learning beliefs: What do language learners believe about their learning? *Language Learning*, 49(3), 377–415. <https://doi.org/10.1111/0023-8333.00094>.
- Mudra, H. & Aini, N. (2020). “English learning is like...:” Metaphorical perceptions of prospective English teachers about language learning process. *Journal of English Education and Linguistic Studies*, 7(1), 69–90. <https://doi.org/10.30762/jeels.v7i1.1710>.
- Özçelik, N. (2013). Yabancı dil Fransızca sınıfında anadil kullanımı. *Journal of Turkish Studies*, 8(10), 541–553. <https://doi.org/10.7827/TurkishStudies.5157>.
- Özer, B., & Korkmaz, C. (2016). Yabancı dil öğretiminde öğrenci başarısını etkileyen unsurlar. *Ekev Akademi Dergisi*, 20(67), 59–84.
- Peng, J. (2011). Changes in language learning beliefs during a transition to tertiary study: The mediation of classroom affordances. *System*, 39(3), 314–324. <https://doi.org/10.1016/j.system.2011.07.004>.
- Prodromou, L. (2000). From mother tongue to other tongue: What is the place of the students’ mother tongue in the EFL classroom. *TESOL Greece Newsletter*, 67. https://www.teachingenglish.org.uk/article/mother-tongue-other-tongue_adresinden_30.10.2020 tarihinde alınmıştır.
- Rieger, B. (2009). Hungarian university students’ beliefs about language learning: A questionnaire study. *WoPaLP*, 3, 97–113.
- Rifkin, B. (2000). Revisiting beliefs about foreign language learning 1. *Foreign Language Annals*, 33(4), 394–408. <https://doi.org/10.1111/j.1944-9720.2000.tb00621.x>.
- Saban, A. (2008). İlköğretim I. kademe öğretmen ve öğrencilerinin bilgi kavramına ilişkin sahip oldukları zihinsel imgeler. *İlköğretim Online*, 7(2), 421–455.
- Sakui, K. & Gaies, S. J. (1999). Investigating Japanese learners’ beliefs about language learning. *System*, 27(4), 473–492. [https://doi.org/10.1016/S0346-251X\(99\)00046-9](https://doi.org/10.1016/S0346-251X(99)00046-9).
- Sarıçoban, A. (2010). Should native languages be allowed in foreign language classes? *Eurasian Journal of Educational Research*, 38, 164–178.
- Şavlı, F. & Kalafat, S. (2014). Yabancı dil derslerinde ana dili kullanımı üzerine öğretmen ve öğrenci görüşleri. *Journal of Turkish Studies*, 9(3), 1367–1385. <https://doi.org/10.7827/TurkishStudies.6086>.
- Şenel T. & Aslan O. (2014). Okul öncesi öğretmen adaylarının bilim ve bilim insanı kavramlarına ilişkin metaforik algıları. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 10(2), 76–95.
- Şengül, K. (2017). Yabancı dil olarak Türkçe öğrenen Afganistanlı Özbek Türklerinin Türkiye Türkçesine yönelik görüşleri. *Fırat Üniversitesi Sosyal Bilimler dergisi*. 27(2), 91–100.
- Shintani, N. & Ellis, R. (2014). Tracking “learning behaviours” in the incidental acquisition of two dimensional adjectives by Japanese beginner learners of L2 English. *Language Teaching Research*, 18(4), 521–542. <https://doi.org/10.1177/1362168813519885>.
- Shu, X. & Radio, Z. (2018). Promoting pragmatic competence in teaching English as a foreign language. *Open Access Library Journal*, 5(4), 1–8.

- Shuell, T.J. (1990). Teaching and learning as problem solving. *Theory into Practice*, 29(2), 102–108. <https://doi.org/10.1080/00405849009543439>.
- Şimşek, R. M. (2010).Yabancı dil öğretiminde ana dil kullanımı: Ne zaman, ne kadar, neden. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 1–14.
- Taşçı, S. & Aksu Ataç, B. (2020). L1 use in L2 teaching: The amount, functions, and perception towards the use of L1 in Turkish primary school context. *International Online Journal of Education and Teaching (IOJET)*, 7(2), 655–667.
- Turnbull, B. (2018). The potential impact of cultural and educational background on foreign language teachers' use of the L1. *The Journal of Language Teaching and Learning*, 8(1), 53–70.
- Uçak, S. (2017). Irak'ta yabancı dil olarak türkçe öğrenen öğrencilerin Türkiye, Türkler ve Türkçe algısı. *Turkish Studies*, 12(14), 491–512.
- Ünal, D., Onursal-Ayırır, İ.,& Arıoğlu, S. (2011). İngilizce, Almanca ve Fransızca öğrenen üniversite öğrencilerinde yabancı dil öğrenme stratejilerinin kullanımı. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 41, 473–484.
- Wenden, A. L. (1999). An introduction to metacognitive knowledge and beliefs in language learning: Beyond the basics. *System*, 27, 435–441. [https://doi.org/10.1016/S0346-251X\(99\)00043-3](https://doi.org/10.1016/S0346-251X(99)00043-3).
- Yang, N. D. (1999). The relationship between EFL learners' beliefs and learning strategy use. *System*, 27(4), 515–535. [https://doi.org/10.1016/S0346-251X\(99\)00048-2](https://doi.org/10.1016/S0346-251X(99)00048-2).
- Yılmaz, Ö. & Diligüzgün, Ş. (2019). Yabancı dil olarak Türkçe öğretiminde metin odaklı dilbilgisi öğretimi üzerine öğrenci görüşleri. *Ana Dili Eğitimi Dergisi*, 7(1), 217–234. <https://doi.org/10.16916/aded.489346>.
- Zhang, Y. (2007). "The analysis of code-switching of learners of Chinese as a foreign language. *Journal of Language and Literature Studies*. 7, 161–164.