



Opinions and Practices for Grammar Teaching in Primary School*

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ABSTRACT

In the research, it is aimed to address the views of primary school teachers about grammar teaching with a holistic approach. The research is a qualitative study, and a case study approach has been adopted. The study group consists of 101 primary school teachers working in Istanbul. The data were collected with a semi-structured interview form developed by the researchers, and the content analysis technique was used in the analysis of the data. According to the results of the research, it has been determined that primary school teachers have high self-efficacy perceptions of grammar teaching and they do not need in-service training. In addition, teachers state that they teach grammar in primary school, and they consider it necessary, that they need a separate lesson hour for grammar teaching, and that they experience problems arising from the abstractness of grammar subjects. They find the Turkish course book insufficient in terms of the number and scope of the subjects and activities. They think that the teacher's guidebook is necessary for terms of being a guide for the teacher. They use worksheets in grammar teaching, they prefer two different methods, from example to rule and from rule to example, and they use videos on digital platforms and activities in the textbook. It is recommended to prepare a grammar teaching book and a teacher's guidebook that will minimize the differences in practice among teachers. Other suggestions are to organize in-service courses that include grammar strategies, methods, and techniques suitable for the primary school level, and to update the Turkish lesson curriculum in line with the needs of the primary and secondary levels.

Keywords: Primary school, grammar teaching, functional grammar

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1. INTRODUCTION

Teaching Turkish aims to enable the individual to express himself effectively both orally and in writing with four basic language skills. Grammar and vocabulary are important tools in using these four skills effectively. When an answer is sought to the question of what grammar is, it is seen that linguists give different answers to this question (Benzer, 2020). Harmer (2001, p. 12), who first looks at it from a formal point of view, defines grammar as the ways in which words can change their form and combine words with sentences in the language. According to Chomsky (2002, p. 9), grammar is an unchanging linguistic theory as it expresses the universal features of natural languages. According to the author, language learning is an innate ability and biologically learned grammar is universal. As Humboldt said, language means creating unlimited use from limited meanings from limited means, and grammar is an effort to explain how these limited meanings will be transformed into unlimited uses (as cited in Chomsky, 2006, p. 113). Thornbury (2002) defines the term grammar as the study of structures in a language but suggests that grammar focuses not only on the structure of a sentence, but also on the meaning and function of that sentence.

At this point, "Why do we need grammar teaching?" question comes to mind. According to Azar (2007, p. 2), grammar is the patterns that enable students to discover the nature of language and make what we speak, read and write intelligible. Grammar is a collection of rules in which previously identified similarities and differences are brought together in order to eliminate the trouble of re-experiencing the language learned by trial and error for each language user. According to Zhang (2009, p. 186), grammar is the explanation of the arrangements made in a language and this offers the student the ways of

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unlimited linguistic creativity. Grammar, according to the author, is a kind of sentence-making machine. Grammar is the set of rules that make clear the structures in the language that the child learns in the family.

1.1. Is Grammar Teaching Necessary in Primary School?

According to Reedy and Bearne (2013), knowing the operation of language means knowing the best option for forwarding the message. Children's clear mastery of grammar helps them say whatever they want to say effectively. According to the author, considering that the subject of verb is covered in grammar teaching in primary school, drama can be made based on a picture book. From children "running, jumping, jumping, sliding." They may be asked to act out verbs such as However, the verbs "The child is walking slowly", "The child is walking reluctantly." It can help them improve their grammar understanding. Children may not remember grammar terms right away, but they are likely to remember how language changes.

The findings of Myhill (2012) regarding the usefulness of grammar in primary school are remarkable. According to the author, it is known that children who solve grammar questions correctly in exercises and tests do not use these rules correctly and appropriately in their writing. For example, underlining the adverbs in a text consisting of unrelated sentences does not go beyond knowing what the adverb is. Grammar is effective when taught within the ability to read and write in the context of a child's particular linguistic needs or writing needs.

According to Richards (2006, p. 13), how grammar is presented to children is as important as grammar. Instead of activities that require repeating and memorizing sentences and grammar patterns, activities that require students to focus on meaning should be used in the classroom. At this point, methods that allow students to experiment, associate different language skills such as speaking, reading and listening, and allow students to discover grammar rules should be preferred.

1.2. How to Teach Grammar in Primary School?

The mother tongue is implicitly acquired by the language users, that is, they use the language but cannot explain its rules. According to Waugh, Warner, and Waugh (2013, p. 9) and Vygotsky (2018, p. 80), children come to school knowing many rules of spoken language. They unconsciously and intuitively use this tacit knowledge to communicate with their teachers and friends in the classroom. Grammar teaching aims to make children's previously known patterns visible, so that they can use the language effectively. According to Halliday (2004, pp. 328-364), the child naturally learns language at home and in the environment. Children's language learning is meant to intuitively communicate with people. The child, who uses language to structure his experiences from the age of two, will develop this language in primary school and will be able to do this with a higher-level understanding. The transition to literacy is the first stage of this.

There is a wide range of debates in the grammar teaching approach, from the pedagogical focus on form or meaning to whether to teach grammar. However, which of the prescriptive, descriptive, deductive, or inductive approaches should be preferred is another matter of debate (Chan, 2018, p. 21). For example, Thornbury (1999, p. 49) states that there are two ways to understand rules, namely deduction and induction. In deduction, the rules are presented to the student, the student interacts with the rule with the guidance of the studies and examples. On the other hand, in the inductive approach, students work with examples without encountering rules and derive a meaningful rule from these examples. Both approaches require lots of practice until the rule is learned in practice. According to Tiryakiol, Sarıtaş, and Parlak (2018, p. 389), the examples given in the inductive approach should only be aimed at reaching the desired rule. If there is more or less, it may be difficult for students to find the rule. Here, without the aim of making students express rules, lessons should be embellished with various activities such as worksheets and cooperative learning should be given. In addition, good planning of the process and self-preparation are important. The teacher should manage the process well while asking questions to find the rule.

As opposed to traditional grammar teaching approaches, student-centered approaches aim to reach the rules in the process without direct rule teaching. Güneş (2013, p. 177) states that instead of teaching rules one after another in grammar with a constructivist approach, learning processes that turn into skills should be emphasized. According to Piaget, grammar teaching is a developmental process just like other learning, and language rules should be learned in parallel with the child's language development process (Onan, 2012). Functional grammar, which aims to describe the language instead of putting rules, provides the opportunity to see the language in context (Benzer, 2020, p. 5).

Teachers have to know how the language they teach works. As Chomsky (2006) expresses in his generative transformational system, this process continues as producing an alternative to a word used as a predicate, adding the predicate subject, changing the subject, adding the indirect object, changing the indirect object. Once they understand it, they will produce new sentences themselves without the need to explain each new usage one by one. According to Harmer (1998, p. 30), how words change in terms of grammar and how they are grouped in sentences are among the grammar competencies of teachers. According to the author, knowing the difference between everyday language and street language, speaking with correct pronunciation and appropriate intonation are other competencies they should have. "The details of grammar, of course, differ significantly from language to language and culture to culture, but the principles are general for everyone" (Halliday, 2004, p. 364). A teacher who is confident in grammar knows the operation of the language, defines the grammar terms, shapes the

language in a meaningful way, but a teacher who is insecure when he hears a terminological term cannot go beyond teaching the term names instead of using the grammar to create meaning (Reedy & Bearne, 2013).

Considering the starting point of the research, it was noted that the literature on grammar teaching in primary school is quite limited. Considering that grammar is related to the four basic skill areas of Turkish, it is important to determine the competencies, perspective, resource use and opinions of the teachers who will teach grammar in terms of increasing the quality of teaching, supplying resources, and raising awareness about grammar teaching methods. In the research, an answer was sought to the question of whether grammar at primary school level should be given, and if so, to what extent. For this purpose, an in-depth analysis was carried out to get the opinions and suggestions of teachers, who are one of the most important stakeholders of education. The problem sentence determined in this framework is “What are the opinions of the primary school teachers about grammar teaching at primary school level?” format.

The sub-problems determined in line with the problem statement are given below.

1. What are the opinions of primary school teachers about grammar teaching competencies?
2. What is the primary school teachers' view of grammar teaching?
3. What are the views of primary school teachers on the use of resources in grammar teaching?
4. What are the views of primary school teachers about strategies, methods and techniques in grammar teaching?

2. METHOD

In this section, research model, study process, study group, data collection and analysis, credibility/transferability, consistency/confirmability studies are included in the scope of validity-reliability. In the study, a case study approach, one of the qualitative research methods, was adopted in order to determine the views of primary school teachers on grammar teaching in primary school. Case study is generally a preferred strategy when asking how and why questions, when the researcher has no control over the events, and when focusing on a contemporary phenomenon in real life (Yin, 2003, p. 1). Providing an in-depth understanding of the situation is the hallmark of a qualitative case study (Creswell, 2016, p. 98). According to Merriam (2001, pp. 29-31), case study focuses on a specific situation, event, phenomenon, and presents the underlying phenomenon of the study with an intense description; explains the background of a situation or the causes of a problem by questioning its causes. It enlightens the reader about this phenomenon. It can bring a new understanding of the situation, improve existing experiences, or preserve the validity of what is known. “The case study may have an epistemological advantage over other research methods, owing to the universality and importance of experiential understanding” (Stake, 1978, p. 7). In line with the literature, research questions and sub-problems were determined in accordance with the case study. Primary school teachers, who are practitioners of the subject, constitute the study group in the study, which was carried out in the form of grammar teaching in primary school. Since the case study was based on questioning the causes of the problem, an in-depth data collection with the working group and then a detailed analysis process was carried out with the content analysis technique. According to Yıldırım and Şimşek (2013, p. 317), the case study consists of eight stages. The work process planned according to these stages is shown in Figure 1:

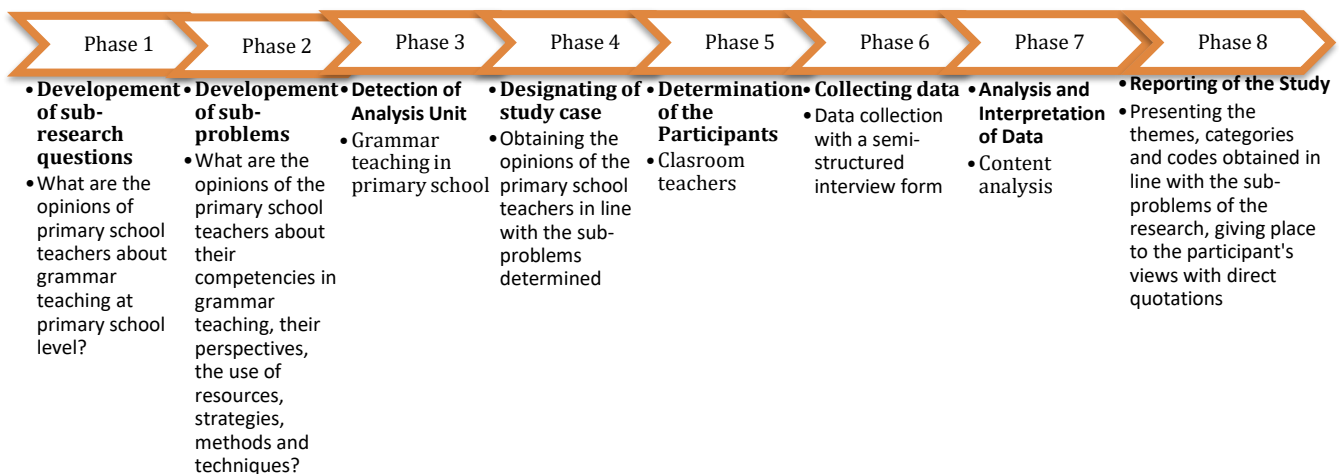


Figure 1. Case study process

2.1. Study Group of the Research

The study group of the research consists of 101 primary school teachers working in Istanbul. The participants in the research were selected by the criterion sampling method, one of the purposive sampling types used in qualitative research, and it was accepted that the participants were primary school teachers. According to Yıldırım and Şimşek (2013), the basic understanding in this type of sampling is to study situations that meet a set of criteria. The main purpose of including primary

school teachers in the study group is that primary practitioners in grammar teaching in primary school are primary school teachers in line with research problems. Demographic information of the participants is given in Table 1.

Table 1.
Demographic Information on Primary School Teachers

Factor	Group	f	%
Gender	Female	67	67.67
	Male	34	34.34
Professional Seniority	0-5 years	9	9.09
	6-10 years	15	15.15
	11-15 years	38	38.38
	16-20 years	10	10.10
	21 years +	29	29.29
Educational Status	Bachelor's degree	95	95.95
	Master's degree	5	5.05
	Ph.D.	-	-
	Other	2	2.02
The Type of Graduation	Faculty of Education (Primary Education Program)	68	68.68
	Faculty of Science and Literature	12	12.12
	Faculty of Education (Other Programs)	6	6.06
	High School of Education	3	3.03
	No answer	2	2.02
	Other	10	10.10
Total		101	100

According to Table 1, 67.67% of the participants are female and 34.34% are male. Looking at the professional seniority, 9.09% of the participants are "0-5 years", 15.15% are "6-10 years", 38.38% are "11-15 years", 10.10% are "16-20 years", % 29.29 of them have "21 years and above" service years. The education level of the participants is 95.95% undergraduate and 5.05% graduate. According to the type of school they graduated, 68.68% of the participants were graduated from the faculty of education (classroom teaching), 12.12% from the faculty of science and literature, 6.06% from the faculty of education (other departments), 3.03% from the education college, and 10.10% from other departments.

2.2. Data Collection

In the process of developing the data collection tool, the literature was scanned, and it was seen that the studies that determined the views of primary school teachers on grammar teaching were limited. At this point, to fill the gap, a question pool was created within the framework of the existing literature and by taking the opinions of the teachers. The questions in the question pool were sent to the group consisting of 4 primary school teachers and 2 field experts in the form of a semi-structured interview form for expert opinion. The form was prepared in line with the recommendations of the experts, and 2 primary school teachers were asked to fill in the form and indicate the parts that were not understood and hesitant. Necessary corrections were made after the suggestions of the teachers, and a semi-structured interview form was used as a data collection tool.

The data collection tool consists of two parts. In the first part, there are four questions containing demographic information, and in the second part, there are sixteen questions aiming to determine the opinions of the primary school teachers on grammar teaching in primary school. The answers to these questions took place under four themes in the findings section. The questions in the second part were designed as open-ended ($f = 8$) and closed-ended ($f = 8$).

2.3. Analysis of Data

Content analysis technique was used in the analysis of the data. Content analysis is a method that analyzes the contents of texts and acts within the framework of certain rules in this process to analyze the existing communication dimensions and to make inferences from certain dimensions of social reality that do not exist (Gökçe, 2006). Content analysis can also be defined as a set of methodological tools and techniques applied to a wide variety of discourses (Bilgin, 2006). In the research, categories were formed according to the answers given by the participants in the interview form, and themes were formed by bringing together the questions represented by the categories. In relation to the research questions, 4 different themes were reached. The codes of the themes were digitized and presented in the form of frequency-percentage. In addition, the

participants were coded as T1, T2, T3...T101 and their views were included with direct quotations. The identified themes and sub-themes are presented in Table 2.

Table 2.

Information about the Theme and Sub-themes

Theme 1. Teacher Competencies for Grammar Teaching	Theme 2. Teachers' Perspective on Grammar Teaching
<ul style="list-style-type: none"> • Education for Grammar Teaching in Undergraduate Education • Proficiency in Grammar Subjects • Necessity for in-service Training on Grammar Teaching 	<ul style="list-style-type: none"> • Teachers' Reasons for Teaching Grammar • The Necessity of Grammar at Primary School Level • Structuring Grammar as a Separate Lesson • Problems in Grammar Teaching • Conformity of Grammar Topics to Cognitive Level • Conformity of Punctuation Marks to Cognitive Level
Theme 3. Using Sources in Teaching Grammar	Theme 4. Teachers' Grammar Teaching Strategies, Methods and Techniques
<ul style="list-style-type: none"> • Turkish Textbook in terms of Grammar Activities • The Necessity of the Teacher's Guidebook in terms of Grammar Activities • Using Personal Resources in Grammar Teaching • Learning Contents in Grammar Teaching 	<ul style="list-style-type: none"> • The Method Teachers Follow in Teaching Grammar • Methods and Techniques Used in Grammar Teaching • Effective Techniques in Grammar Teaching

2.4. Validity and Reliability

According to Creswell (2016, pp. 246, 250-253) in qualitative research, it is accepted that researchers use terms they are comfortable with regarding validity. Authors are advised to use their own validity terms and strategies. In addition, reliability in qualitative research means the stability of data sets among researchers. The criteria of Lincoln and Guba (1985) are accepted in today's qualitative research.

According to Lincoln and Guba (1985), credibility (internal validity), long-term participation and observation, activities that provide access to reliable findings and interpretations such as data diversity; hypotheses updated in the process; It consists of activities that include comparing raw data with findings and participant control. While transferability (external validity) corresponds to relatively precise statements such as statistical confidence intervals in quantitative research, it includes working hypotheses defined according to time and context in qualitative research. According to Guba (1981, pp. 86-87), although qualitative researchers try to keep their data stable, there may be instability due to researcher bias. At this point, consistency (internal reliability) can be ensured by methods such as the comparative analysis of the data by the researchers throughout the whole process, and the participation of an external auditor in the data collection, analysis, and interpretation process. The confirmability (external reliability) dimension, just like in credibility, includes data diversity, researchers working in teams, keeping a research diary; Consistency can be achieved by involving external audit in the process.

In the study, credibility (internal validity), transferability (external validity), adapted to qualitative research by Lincoln and Guba (1985); the terms consistency (internal reliability), confirmability (external reliability) was used.

2.4.1. Credibility and transferability

A detailed literature review was conducted in the credibility dimension of the research and the data collection tool was created in line with the theoretical framework. The data collection tool was presented to the expert opinion, and after the necessary arrangements, it was sent back to the primary school teachers and a preliminary application was made. It is aimed to obtain a valid semi-structured interview form with the arrangements made as a result of the pre-application. With the closed and open-ended questions in the interview form, it was aimed to address the opinions of the participants with a holistic perspective. However, an objective attitude was displayed in the analysis process and the data were compared and interpreted with the sub-problems of the research; Attention was paid to ensure that sub-problems, themes, categories and codes were related and consistent with each other. In addition, at the end of the data collection, the questions in the semi-structured interview form were asked to 20 teachers again orally, and the credibility of the research was supported by obtaining the participant's confirmation with the answers they gave.

In the dimension of transferability, the research was designed as a case study and a detailed planning was made for the study process. The research results were compared with the existing literature. Studies with similar results are included in the discussion section. In the study, it was aimed to synthesize different perspectives on the subject in a holistic way by including primary school teachers who graduated from different professional seniority and school types. It is possible to work with

another group of teachers by using a semi-structured interview form prepared as a data collection tool. In this way, it is possible to compare the results of the study in other groups.

2.4.2. Consistency and confirmability

Researchers have been in communication at the point of consensus and disagreement throughout the whole process. With this approach, a consistent process is aimed at determining the research problems, creating the data collection tool, collecting the data, creating the themes, categories, and codes in the analysis process, associating the findings with the sub-problems and reaching the conclusion. Researchers have tried to strengthen the confirmability of the research by comparing the results they reached during the process with raw data and direct quotations.

2.4.3. Permission of ethics committee

In the planning phase of the research, the relevant institute was applied to get approval from the university's ethics committee, by clearly stating the purpose, problem situation, method, application process, and data collection tool. As a result of the evaluation, Marmara University Institute of Educational Sciences Research and Publication Ethics Committee, 23.07. With the ethics committee decision dated 2020/2020-7-1 and protocol numbered/2020-42, it was decided that the research was ethically appropriate.

3. FINDINGS

3.1. Teacher Competencies for Grammar Teaching

3.1.1. Education for grammar teaching in undergraduate education

The opinions of the primary school teachers about the grammar education they received in their undergraduate education are given in Table 3.

Table 3.

Education for Grammar Teaching in Undergraduate Education

		<i>f</i>	<i>%</i>
Yes	I find it sufficient	23	22.7
	I don't find it sufficient	12	11.8
	Non-opinionated	4	3.9
No		36	35.6
No answer		26	25.7

Note. $\Sigma f=75$

According to Table 3, 35.6% of the primary school teachers stated that they did not receive any training on grammar teaching in undergraduate education, while 25.7% left the related question unanswered. While 22.7% of the teachers who took grammar lessons in their undergraduate education found the education, they received sufficient, 11.8% of them expressed a negative opinion about the education they received.

T1: I received education when I was at the faculty of education. This training may be sufficient when we graduate, but I think it would be beneficial to receive training again.

T15: Yes, I received grammar training, but I do not think it is enough. In addition to reading and writing, we need to receive more education in order to teach children the skills of a language in the most accurate way.

T82: Yes, I think that the education I received is sufficient, but I need to update my knowledge from time to time.

T14: No, I received grammar education, but I did not receive grammar education.

3.1.2. Proficiency in grammar subjects

The views of primary school teachers on proficiency of grammar subjects are given in Table 4.

Table 4.

Proficiency in Grammar Subjects

	<i>f</i>	%
Yes, I find myself sufficient	61	61.0
Partly, I think there are things I forgot.	39	39.0
No, I don't find myself sufficient.	-	-
$\Sigma f = 101$		

Note. $\Sigma f = 101$

According to Table 4, while 61.0% of the primary school teachers consider themselves competent in grammar subjects, 39.0% state that there are subjects that they have partially forgotten.

3.1.3. Necessity for in-service training on grammar teaching

The views of primary school teachers regarding in-service training needs related to grammar teaching are given in Table 5.

Table 5.

Necessity for In-service Training on Grammar Teaching

	Codes	<i>f</i>	%
Yes (34.6%) (<i>f</i> = 34)	Remembering deficiencies in rules and subjects	11	28.2
	Learning methods and techniques	8	20.5
	Self-development	8	20.5
	Interacting with teachers	3	7.6
	Seeing oneself as inadequate	3	7.6
	Thinking it brings benefit for	2	5.1
	Other	4	10.2
No (65.3%) (<i>f</i> = 64)	Having adequate equipment	36	64.2
	Getting education for grammar teaching in undergraduate education	7	12.5
	Having sufficient resources and materials	5	8.9
	Others	8	14.2

Note. $\Sigma f = 98$, No answer = 3

According to Table 5, 65.3% of primary school teachers state that they do not need in-service training on grammar teaching. Teachers state the reason for their opinions grammar teaching as *that they have sufficient equipment in* (64.2%). 34.6% of the teacher's state that they need in-service training on grammar teaching. Participants state the reasons for their views as *remembering the deficiencies in rules and subjects* (28.2%), *learning methods and techniques for teaching grammar* (20.5%), and *self-development* (20.5%).

T54: No, I have the necessary equipment for primary school level.

T57: No, I don't find it necessary because grammar knowledge at primary school level is not very detailed.

T61: No, there are enough written and digital resources that we can improve ourselves.

T1: Yes, it will be useful to refresh the knowledge and interact with other teachers.

T15: Yes, the more accurately and appropriately we, the teachers, use the rules about our language, the more we can be beneficial to children.

T96: Yes, we have always graduated from inadequate systems as teachers. I think I don't have enough equipment.

3.2. Teachers' Perspective on Grammar Teaching

3.2.1. Teachers' reasons for teaching grammar

The views of primary school teachers on the reasons for teaching grammar are given in Table 6. According to Table 6, all of the primary school teachers (100%) state that they teach grammar. Teachers state that the reasons for teaching are that *grammar is necessary for terms of students' language skills* (53.7%) and that *they provide readiness for the second level* (25.9%).

3.2.2. The necessity of grammar at primary school level

The views of primary school teachers on the necessity of grammar teaching at primary school level are given in Table 7.

Table 6.

Teachers' Reasons for Teaching Grammar

Codes		f	%
1	I think that grammar is necessary for the student's language skills.	87	53.7
2	I'm doing it to ensure readiness for the second stage.	42	25.9
3	I'm doing it because it's in the curriculum.	14	8.6
4	I am doing it to prepare for private school scholarship exams and exams such as level/acquisition determination held throughout the district/province/country.	12	7.4
5	I only do the grammar activities in the textbook.	4	2.4
6	I don't teach grammar	-	-
7	Other	3	1.8

Note. $\Sigma f = 101$

Table 7.

The Necessity of Grammar at Primary School Level

	Codes	f	%		
Yes (84.6%) (f = 83)	Why should it be done?	The importance of grammar from the point of four basic language skills	20	20.6	
		The necessity of starting grammar teaching at an early age	18	18.5	
		Ensuring readiness	13	13.4	
		Developing the ability to use language correctly	10	10.3	
		By the reason of the integration of grammar with turkish	7	7.2	
		By the reason of the students have developmental grammar	2	2.0	
		Other	5	5.1	
		Why should it be done?	A curriculum appropriate proper for the level should be implemented	10	10.3
			Topics should not be entered into details.	4	4.1
			Teaching should be done with a spiral program	2	2.0
No (15.3%) (f = 15)		Other	6	6.1	
		Grammar is inconsistent with the cognitive level of the student	6	54.5	
		By the reason of reading/comprehension skills are more important	4	36.3	
		By the reason of making interpretation skills more important	1	9.0	

Note. $\Sigma f = 98$, No answer = 3

According to Table 7, 84.6% of primary school teachers consider grammar teaching necessary at the primary school level. The answers of primary school teachers who think that grammar teaching is necessary at the primary school level *why grammar teaching should be done and how it should be done* are grouped under two headings: *Why should grammar teaching be done?* The answers of the primary school teachers in the dimension of the dimension *that grammar is important in terms of four basic language skills* (20.6%) *and that it is important to start grammar teaching at an early age* (18.5%) While the format, *grammar teaching how to do?* The answers of the teachers in the dimension were *that a curriculum suitable for the level should be applied* (10.3%). 15.3% of primary school teachers think that grammar teaching is not necessary in primary school. Teachers reasoning as that *grammar is not suitable for the cognitive level of the student* (54.5%) and *reading/understanding skills are more important* express their (36.3%).

T2: Yes, as we always say, the earlier the basic subjects and acquisitions are given and the more they are reinforced afterward, the more easily the students can add new subjects in the following years.

T8: Yes, children need to learn not only reading and writing but also the language structure of Turkish.

T12: Yes, we teach languages; Even English now starts in the 2nd grade. If the grammar is given correctly, the foreign language is learned correctly.

T17: Yes, I think that grammar is important in the development of the student's vocabulary, language development, reading, comprehension, and speaking skills.

3.2.3. Structuring grammar as a separate lesson

The views of primary school teachers about structuring grammar as a separate lesson in primary school are given in Table 8:

Table 8.
Structuring Grammar as a Separate Lesson

	Codes*	f	%
Yes (59.6%) (f = 59)	Providing effective teaching**	18	23.0
	Lack of time	12	15.3
	Subjects not appropriate for student level***	7	8.9
	Processing the subjects in a systematic form	7	8.9
	The separation of grammar from the four basic language skills	6	7.6
	By the reason of grammar is an important field	6	7.6
	By the reason of early grammar teaching	4	5.1
	Inadequacy of the textbook	3	3.8
	Teaching rule	3	3.8
	Teaching with texts specially prepared for grammar	2	2.5
No (40.4%) (f = 40)	Ineffectiveness of the sense method	2	2.5
	Other	8	10.2
	Integrity with the four basic language skills of grammar	22	51.1
	Teaching grammar through text	4	9.3
	Effectiveness of the sense method	4	9.3
	By the reason of grammar is an insignificant field	3	6.9
	Being in the concrete operations period of primary school students	3	6.9
Other	7	16.2	

* $\Sigma f=99$, No answer=2, **Teaching with practice, Repetition and Plenty of examples, ***Low number and level of topics, High number of topics, and abstract topics.

According to Table 8, 59.6% of primary school teachers state that grammar should be structured as a separate course in primary school. Teachers state the reasons for their views as providing effective teaching in grammar (23.0%) and insufficient time devoted to grammar teaching (15.3%). 40.4% of the teachers state that it is not necessary to structure grammar as a separate course. Teachers state the reason for their views as that grammar is in harmony with four basic language skills (51.1%).

T66: Yes, the plan and program should be more clearly stated. The teacher, who is in a hurry to train other subjects, cannot allocate enough time to grammar subjects.

T1: No, because grammar topics should be taught intuitively with appropriate texts.

T4: No, I think that grammar topics gain meaning when used with other skills.

T15: No, because it should be implied and given examples within the fields of listening, speaking, reading and writing.

3.2.4. Problems in grammar teaching

The views of primary school teachers about the problems they encounter in teaching grammar are given in Table 9:

Table 9.
Problems in Grammar Teaching

Codes*	f	%
Abstract grammar topics	15	13.7
Textbook related problems**	14	12.8
Problems caused by grammar topics***	14	12.8
Rule and memorization-oriented grammar teaching	12	11.0
Inappropriateness of grammar subjects for the level of the student	8	7.3
Forgetting grammar topics by the student	7	6.4
Lack of reference books for grammar	7	6.4
Problems caused by reading-comprehension skills	7	6.4
Due to not teaching functional grammar ***	4	3.6
Insufficient time allotted to grammar	3	2.7
Students get bored quickly	3	2.7

Lack of readiness of the student	3	2.7
Parent-based problems****	3	2.7
Because of grammar is not taught as a separate lesson	2	1.8
Inappropriateness of the texts used for grammar teaching	2	1.8
There is no problem	5	4.5
Other	5	13.7

* $\Sigma f = 77$, No answer = 24, ** Insufficient activities and examples in the textbook in terms of quality and quantity, Unplanned and irregular operation, Absence of a separate course material, *** Wrong spelling and punctuation, confusion in synonyms and homophones, Failure to teach terminology to children (confusing the concepts such as pronouns, adverbs, adjectives), **** Perception of grammar as written and theoretical rules and cannot finding a place in daily life ***** The parent's disregard for grammar, Parents not being a role model in language skills.

According to Table 9, the problems that primary school teachers encounter in grammar teaching are that the grammar subjects are abstract (13.7%), the problems related to the textbook (12.8%), the problems related to the grammar subjects (12.8%), the rule and memorization-oriented grammar teaching (11.0%), the fact that the grammar topics are not suitable for the student's level (7.3%), the grammar topics are forgotten by the students (6.4%), the lack of reference books for grammar (6.4%), the problems arising from reading-comprehension skills (6.4%).

T22: Due to the unplanned and irregular functioning in the books, I have to work independently of the books. There is a need for qualified resources prepared by experts.

T77: Even though they grasp the logic during the lesson, incomplete practices cause the information learned to be non-permanent. When they encounter a question in a different pattern than the ones that are solved, they have difficulty in solving the question.

T84: They get bored quickly.

T86: I think that there is a close relationship between the habit of reading books and teaching grammar. Since the vocabulary of the student who does not read a book is weak, it becomes difficult to grasp the grammar topics.

T88: The subjects remain very abstract. It can be made more fun. It can be taught with lots of play.

T90: Turkish books have not focused much on topics other than meaning in words, punctuation marks, proper nouns, and we have to benefit from different sources.

T92: If we try to teach the subjects based on memorization rather than out of life, the child forgets what he has learned today because it does not interest him. He does not realize the grammar he uses constantly in daily life.

T95: Students confuse pronouns, adjectives and adverbs a lot.

T98: Students cannot find the rule as a result of memorizing.

3.2.5. Conformity of grammar topics to cognitive level

The views of primary school teachers on grammar topics that are appropriate for the cognitive level of primary school students are given in Table 10.

Table 10.

Conformity of Grammar Topics to Cognitive Level

Grammar Subjects	Grade level				Inappropriate	f	%
	1 st	2 nd	3 rd	4 th			
Punctuation	X					70	70.7
Meaning of word		X				34	34.3
Simple, derived and compound word			X			43	43.4
Noun			X			33	33.3
Tenses			X			32	32.3
Parts of sentence				X		49	49.4
Conjunction				X		48	48.4
Preposition				X		45	45.4
Pronoun				X		44	44.4
Personal pronouns				X		41	41.4
Root of a word and suffix				X		41	41.4
Concept of verb				X		38	38.3
Adjective				X		36	36.3
Expression problems				X		35	35.3
Sentence types				X		35	35.3
Verbals					X	64	64.6
Adverb					X	45	45.4
Phonetic occurrences					X	44	44.4

Note. $\Sigma f = 101$

According to Table 10, primary school teachers' punctuation marks (70.7%) are at the 1st grade level; meaning in the word (34.3%) at the 2nd grade level; simple/derived/compound word (43.4%), noun (33.3%), verb tense (32.3%) at the 3rd grade level; elements of the sentence (49.4%), conjunction (48.4%), preposition (45.4%), pronoun (44.4%), person in verb (41.4%), root / suffix (41.4%), verb concept (38.3%), adjective (% 36.3%), expression disorders (35.3%), sentence types (35.3%) are taught at the 4th grade level. However, it is stated that the subjects of gerunds (64.6%), adverbs (45.4%) and phonetic occurrences (44.4%) are not suitable for the cognitive level of primary school students.

3.2.6. Conformity of punctuation marks to cognitive level

The views of primary school teachers on punctuation marks that are appropriate for the cognitive level of primary school students are given in Table 11:

Table 11.

Conformity of Punctuation Marks to Cognitive Level

Punctuation	Grade level				Inappropriate	f	%
	1 st	2 nd	3 rd	4 th			
Full Stop	X					96	95.0
Question Mark	X					89	88.1
Comma	X					68	67.3
Exclamation Mark	X					61	60.4
Apostrophe	X					50	49.5
Hyphen	X					35	34.6
Em-Dashes		X				45	44.5
Quotation Mark			X			42	41.5
Ellipsis Dots			X			36	35.6
Semi-Colon				X		41	40.5
Slash				X		38	37.6
Single Quotation Mark				X		36	35.6
Ditto Mark				X		35	34.6
Colon		X	X			39	38.6
Round Parenthesis			X	X		33	32.6
Square Parenthesis				X	X	33	32.6

Note. $\Sigma f=101$

According to Table 11, primary school teachers showed that the full stop (95.0%), question mark (88.1%), comma (67.3%), exclamation mark (60.4%), apostrophe (49.5%) and hyphen (34.6%) were used at the 1st grade level; em-dash (44.5%) at the 2nd grade level; quotation mark (41.5%), ellipsis dots (35.6%) at the 3rd grade level; semicolon (40.5%), slash (37.6%), single quotation mark (35.6%), ditto mark (34.6%) should be taught at the 4th grade level. However, colon (38.6%) were at the 2nd and 3rd grade levels; that the round parenthesis (32.6%) should be taught at the 3rd and 4th grade levels. There are different opinions on the point that square brackets (32.6%) can be taught at the 4th grade level and that it is not suitable for primary school level.

3.3. Using Sources in Teaching Grammar

3.3.1. Turkish textbook in terms of grammar activities

The views of the primary school teachers about the Turkish textbook in terms of grammar activities are given in Table 12.

Table 12.

Turkish Textbook in terms of Grammar Activities

	Codes*	f	%
Yes (18.5%) (f = 18)	Subject/activities are sufficient in terms of number and scope	10	62.5
	Subject/activities are sufficient in terms of number and scope	3	18.7
	Activities that guide to teacher	2	12.5
	By the reason of the textbook is a supplementary material	1	6.2
No (81.4%) (f = 79)	Insufficient number of activities/examples	40	37.0
	Due to activities/ examples which are similar	22	20.3
	Due to activities which are superficial/ordinary/undetailed	12	11.1
	Due to activities which are not proper for student's level	11	10.1
	Due to not including reinforcement activities/ examples	8	7.4
	Due to not using informative/ explanatory phrases	6	5.5
	Due to lack of lecturing	3	2.7
Other	6	5.5	

Note. $\Sigma f = 97$, No answer = 2, Partly = 2

According to Table 12, 81.4% of the primary school teachers state that the Turkish textbook is not sufficient in terms of grammar teaching. The reasons for these opinions of the teachers were that the number of the activities/examples was insufficient (37.0%), the activities/examples were similar (20.3%), the activities/examples were superficial/ordinary/incomplete (11.1%), and the activities/examples were not suitable for the level of the students (10.1%). 18.5% of the teachers consider the Turkish course book sufficient in terms of grammar activities. The justification of these teachers is that the subjects and activities are sufficient in terms of number and scope (62.5%).

T30: No, I think that the number and variety of activities should be increased.

T73: Absolutely not. The examples given are not enough. Space in the book is limited. Books are either well below or well above children's level. Studies that will arouse the interest of students are not included in the books. Instead of all the texts in one book, the Turkish book should be in 8 fascicles. Grammar topics to be covered throughout a fascicle should be thoroughly blended and shown one by one in the texts.

T77: No, its scope is narrow. Examples should be diversified. Different formats of questions should be included.

T90: No, because some subjects are focused on, the number of examples is few and there are not enough explanations.

T92: These topics can be quickly forgotten if they are not repeated frequently. As a matter of fact, when the children see the questions, it is as if they have never heard.

T101: No, the activity instructions are not at a level that 1st and 2nd grade students can understand.

T28: Yes, the textbook should only be considered as a starting point, and it should also be supported by technological tools and printed materials.

3.3.2. The necessity of the teacher's guidebook in terms of grammar activities

The views of the primary teachers regarding the necessity of the teacher's guide book in order to carry out the grammar activities in the Turkish course book are given in Table 13.

Table 13.

The Necessity of the Teacher's Guidebook in terms of Grammar Activities

	Codes*	f	%
Yes (60.6%) (f = 60)	Guiding the teacher**	27	44.2
	Providing a systematic and planned operation***	19	31.1
	Presenting different activities to the teacher	8	13.1
	Including teaching methods and techniques	4	6.5
	Learning to scope of topic	2	3.2
	Eliminating the need for different resources	1	1.6
No (39.3%) (f = 39)	By the reason for teachers have sufficient equipment	19	55.8
	Insufficient guidebook	9	26.4
	Usage of different sources and materials	4	11.7
	Other	2	5.8

* $\Sigma f = 99$, No answer = 2, ** Providing Convenience to teacher, *** Providing ease in terms of time.

According to Table 13, 60.6% of the primary school teachers state that the teacher's guide book is necessary for grammar activities. Teachers state the reason for their views as that the guidebook is a guide for the teacher (44.2%) and that it provides a systematic and planned operation (31.1%). 39.3% of the teachers think that the teacher's guide book is not

necessary. They show that the teachers are adequately equipped (55.8%), the guidebook is not sufficient (26.4%), and different sources and materials are used (11.7%) as reasons for this opinion.

T8: Yes, it is necessary for teachers to carry out activities correctly and to guide teachers.

T14: Yes, I consider it necessary for the planned and programmed progress of the subject.

T52: Yes, the guidebook is important as it guides the teacher. Of course, the course can be taught without the guide book, but the guide book is helpful in terms of the systematicity of the course.

T19: No, the guidebook limits the teacher. After the subject to be covered is clear, the teacher should do the examples and activities according to himself.

3.3.3. Using personal resources in grammar teaching

The views of primary school teachers on their preferences for auxiliary resources in grammar are given in Table 14.

Table 14.

Using Personal Resources in Grammar Teaching

Codes	<i>f</i>	%
I use the lecture sections of grammar books prepared by private publishing houses for students.	67	41.6
I use websites prepared for grammar.	64	39.7
I am using a grammar book prepared by linguists.	27	16.7
Other	3	1.8

Note. $\Sigma f = 100$, No answer = 1

According to Table 14, 41.6% of the primary school teachers' answers about completing their deficiencies in grammar teaching refer to grammar books prepared by private publishing houses for students, 39.7% to websites prepared for grammar, 16.7% to a grammar book prepared by linguists. the form they use.

3.3.4. Learning contents in grammar teaching

The views of primary school teachers about the curriculum, acquisition, book and other content they use in grammar teaching are given in Table 15 according to the degree of importance:

Table 15.

Learning Contents in Grammar Teaching

Codes	<i>f</i>	%
Acquisitions	86	15.8
Student Reference Book	86	15.8
Textbook	84	15.4
Curriculum	76	14.0
Teachers' book	72	13.2
Web 2.0 Tools- Technology Support	71	13.0
Grammar Teaching Book for Teachers	68	12.5

Note. $\Sigma f = 95$, No answer = 6

According to Table 15, 15.8% of primary school teachers' answers regarding learning content in grammar teaching are acquisitions, 15.8% are source books for students, 15.4% are textbooks, 14.0% are curriculum, 13.2% are teachers' guidebooks, 13.0% are Web 2.0 tools-technology support and 12.5% are academic grammar teaching books for teachers.

3.4. Teachers' Grammar Teaching Strategies, Methods and Techniques

3.4.1. The Method Teachers Follow in Teaching Grammar

The views of primary school teachers about the method teachers follow in teaching grammar are given in Table 16.

Table 16.

The Method Teachers Follow in Grammar Teaching

Codes	f	%
Using work sheets from different sources	56	21.7
Exploring the rule from examples	49	18.9
Demonstrating the rule then explaining with examples	48	18.6
Using videos from digital platforms	45	17.4
Using activities from the textbook	43	16.6
Preparing a text about the subject	13	5.0
Other	4	1.5

According to Table 16, 21.7% of the primary school teachers' answers were to grammar teaching use worksheets obtained from different sources in, 18.9% to find the rule based on examples, the rule by giving 18.6% to explain examples, 17.4% to use videos on digital platforms., 16.6% are using the activities in the textbook, and 5.0% are preparing text related to the subject.

3.4.2. Methods and Techniques Used in Grammar Teaching

The views of primary school teachers about the methods and techniques they use in teaching grammar are given in Table 17.

Table 17.

Methods and Techniques Used in Grammar Teaching

Codes*	f	%
Student-centered grammar instruction**	35	27.1
Teaching grammar with examples	17	13.1
The method of speech	13	10.0
Grammar teaching with technological tools	11	8.5
Using materials of lesson	10	7.7
Method of drama	9	6.9
Teaching grammar based on texts	8	6.2
Teaching grammar with activities	7	5.4
Modern teaching methods and techniques	6	4.6
Grammar teaching appropriate for student level/individual differences	5	3.8
Attaching with daily life	2	1.5
Reading book	2	1.5
Other***	4	3.1

* $\Sigma f = 85$, No answer = 16 ** Active participation of the student, Grammar teaching with game, Learning by doing-experiencing, Question and answer technique, Grammar teaching with concrete activities, Applied grammar teaching, Brainstorming, Grammar teaching through invention *** Group work, Demonstration, Discussion method, Review.

According to Table 17, 27.1% of the answers given by the primary school teachers were student-centered grammar teaching, 13.1% teaching grammar with examples, 10.0% teaching method, 8.5% teaching grammar with technological tools and 7.7% use of course materials, 6.9% drama method, 6.2% grammar teaching with text, 5.4% grammar teaching with activities, 4.6% contemporary teaching methods and techniques, 3.8% student level/individual differences. appropriate grammar teaching, 1.5% associating with daily life and 1.5% reading a book.

T2: I think that many of the methods and techniques suitable for the constructivist approach are appropriate. Instead of giving the subject ready-made to the student, it is necessary to ensure that the student achieves the outcome.

T33: It will be more efficient if methods and techniques such as narration, discussion, question-answer, group work are applied.

T35: Grammar should not be taken under a separate heading, this causes rote learning. Teaching should be carried out in the text and with plenty of examples.

T51: Methods that will keep the student active and direct them to research, analysis and critical thinking should be used.

T55: Teaching with drama method and games can be used.

T61: The rules can be taught by gamifying, preparing colorful posters, and using digital platforms.

T73: Our schools do not have enough equipment on this subject. In the grammar lesson, very good activities can be done. In the Turkish lesson, the texts should be hung on the board like a map and the grammar rules should be taught to the students through the text.

T77: We should give lots of text and show students lots of question patterns. It should also be practiced in digital environments.

T86: It is necessary to activate the students and encourage them to find examples. I think that the types of words given from ready-made texts will be useful.

T87: I think it is the most effective method to have students find the rule with plenty of examples.

3.4.3. Effective Techniques in Grammar Teaching

The views of primary school teachers on methods and techniques that are considered effective in teaching grammar are given in Table 18.

Table 18.

Effective Techniques in Grammar Teaching

Codes	f	%
Teaching grammar with games	79	25.8
Teaching grammar with games	70	22.8
A separate grammar instructional material prepared by the Ministry of National Education	64	20.9
Grammar teaching with caricature	56	18.3
Teaching grammar with Web 2.0 tools	32	10.4
Other	5	1.6

Note. $\Sigma f = 100$, No answer = 1

According to Table 18, 25.8% of the primary school teachers' answers stated that effective grammar teaching is with games, 22.8% with drama method, 20.9% with a separate grammar teaching material prepared by the Ministry of National Education, 18.3% with cartoons, 10.4% with cartoons. It is in the form that it will be done with Web 2.0 tools.

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In the research, it was aimed to determine the competencies of primary school teachers towards grammar teaching, their perspectives on grammar teaching, their use of resources in grammar teaching, their preferred subject, scope, and strategies in grammar teaching. The results obtained in line with these purposes are given in themes.

4.1. Teacher Competencies for Grammar Teaching

According to the results of the research, the fact that the primary school teachers stated that they did not receive training in grammar teaching during the undergraduate period suggests that this result may be due to the course content. In addition, the fact that some of the teachers left the question unanswered may be due to the fact that they did not take a course under the name of grammar teaching, and that 29.7% of them graduated from departments other than classroom teaching may be effective in reaching the result. In the study conducted by Evran Acar (2010), it was determined that primary school teachers consider Turkish teaching competencies important in their professional life, and these competencies are not in line with their undergraduate education. Similarly, in the study of Aksakal et al., (2016), novice primary school teachers stated that the third lesson that they benefited most from the courses they took during their undergraduate education was Turkish teaching and that the course hours of Turkish teaching should be increased. However, when classroom teaching undergraduate programs are examined, it is seen that the course hours of the content in the Turkish course axis have decreased over the years. While Turkish lessons focused on general culture and field education were 16 hours in the 1997 classroom teaching undergraduate program, it was reduced to 14 hours in the 2007 program (Council of Higher Education, 2007). In the current 2018 classroom teaching program, it is seen that the course hours have been reduced to 12 (Council of Higher Education, 2018). In addition, there is no direct course for grammar teaching in all classroom teaching undergraduate programs. Considering that the courses offered in undergraduate programs affect teachers' field knowledge, it can be said that the contents of grammar teaching should be included in the programs.

Primary school teachers consider themselves sufficient in terms of mastery of grammar subjects. Teacher competencies are defined as the knowledge, skills, and attitudes that teachers must have in order to perform their profession effectively and efficiently (Ministry of National Education, 2017, p. 4). Considering the results of TALIS 2018 within the scope of teacher competencies, the rate of teachers who consider themselves competent in almost all actions is higher than the OECD average (TEDMEM, 2019, p. 19). Teachers' beliefs about learning to teach range from the pre-service period to years of professional experience, and this affects their awareness, teaching behaviors and methods. In this respect, it is possible to say that teachers' perceptions of efficacy are effective in improving students' language skills (Gilakjani & Sabouri, 2017, p. 83).

Primary school teachers stated that they do not need in-service training on the grounds that they have sufficient equipment. This result suggests that although teachers have not received any training, they have improved themselves over time. In his study, Karadağ (2015) states that primary school teachers find the in-service training on teaching Turkish partially sufficient and that the in-service training they attend has no contribution to them. While the most needs in Turkish education were speed reading, gaining reading habits and improving comprehension skills, the demand for in-service training on grammar teaching remained at a very low rate.

As a result, the primary school teachers stated that they did not receive adequate training in grammar in their undergraduate education, that they considered themselves competent at the point of mastery of grammar subjects, and that they did not need an in-service training with the content of grammar teaching because they had sufficient equipment. Although the teachers did not receive grammar education in their undergraduate education, the fact that they see themselves as competent in the field of grammar and do not need in-service training shows that their self-efficacy perceptions are high. This can be attributed to the fact that activity-based grammar studies in Turkish textbooks guide the teacher.

4.2. Teachers' Perspective on Grammar Teaching

All of the primary school teachers participating in the research state that they teach grammar. Teachers stated that they teach grammar in order to improve students' language skills. Similarly, they consider grammar teaching necessary at primary school level, with the belief that it develops four basic language skills and that starting grammar teaching at an early age is beneficial for language development. According to Zhang (2009, p. 187), some students may have more analytical thinking skills than others in learning grammar, but they need to be trained in grammar rules in order to have the ability to use the language correctly and fluently.

Primary school teachers think that grammar should be structured as a separate subject in primary school. Teachers stated that as a result of the lack of a separate course hour, effective grammar teaching could not be done, and sufficient time could not be allocated for grammar teaching. Similarly, in the study of Anılan (2014), primary school teachers state that a separate class hour should be allocated for grammar teaching.

Primary school teachers listed the most important problems in grammar teaching as the abstractness of grammar subjects, problems with the textbook, problems with grammar subjects, rule and memorization-oriented grammar teaching, and the inadequacy of grammar subjects for the level of the student. At this point, teachers experience problems regarding the abstract perception of the subjects, the textbook, the failure to learn grammar concepts at the terminological level, and the grammar teaching method. In Anılan's (2014) research, it has been determined that there are some problems arising from the quality of the resources used in grammar teaching, the environment in which the student lives, the grade levels, and the teaching, exemplification, and application of some subjects. According to Yapıcı (2004), the main problem in grammar teaching is not that students cannot learn grammar, but that teachers do not know how and at what stage the teaching that will teach their mother tongue will be taught in an order that progresses from concrete to abstract.

Primary school teachers think that grammar subjects can be taught at the primary school level and that subjects should be increased in number and scope from the 1st grade to the 4th grade. They found it sufficient to teach only punctuation marks in the 1st grade, in which primary reading and writing teaching was carried out, and the subject of meaning in the word in the 2nd grade. In the 3rd and 4th grades, they expressed their opinion on increasing the grammar content compared to the first two years; They stated that simple/derived/compound words, nouns, tenses in verbs should be given in the 3rd grade, and the elements of the sentence, conjunction, preposition, pronoun, the person in the verb, root/suffix, verb concept, adjective, expression disorders, sentence types should be given in the 4th grade. However, they stated that the subjects of gerunds, adverbs, and phonemes were not suitable for the cognitive level of primary school students. In the study conducted by Sever and Çetinkaya (2018), it is stated that the types of words that primary school 4th-grade students use in written expression studies are intensively nouns and verbs, they do not use other word types sufficiently, and the types of words they use should be diversified by bringing them face to face with different text types. According to Gentner (1978, p. 988), children learn verbs more slowly than nouns. On the other hand, Tardif et al. found that East Asian children learn verbs faster than nouns (cited in Nisbett, 2003, p. 120). According to Nisbett (2003, p. 120), this may be due to the fact that verbs in East Asian languages are more striking than European languages, that the verbs take place at the beginning or the end of the sentence, or that Western families tend to categorize them into naming. In this context, it is acceptable for students to use nouns and verbs predominantly, regardless of their language and culture, but increasing their awareness of different types of words through effective grammar teaching can lead to the formation of a rich vocabulary to be used in oral and written expression. To deal with the use of conjunctions, in the study conducted by Bozavlı (2016), it was determined that 7-8 years old primary school children use conjunctions at the adult level. According to Vygotsky (2018, p. 88), the use of conjunctions is a turning point for children in terms of language because using conjunctions means being able to associate two sentences with each other. These studies show that primary school children use word types. Grammar teaching should aim to raise awareness of existing but not conscious terminology and to enrich language skills. Grammar terminology can be shaped according to the child. According to Azar (2007, p. 3), students can understand grammar concepts with simplified terminology without definitions of terms such as nouns or verbs.

Primary school teachers think that punctuation can be taught at primary school level. According to Table 11, primary school teachers showed that the full stop, question mark, comma, exclamation mark, apostrophe and hyphen were used at the 1st grade level; em-dash at the 2nd grade level; quotation mark, ellipsis dots at the 3rd grade level; semicolon, slash, single quotation mark, ditto mark should be taught at the 4th grade level. However, colon were at the 2nd and 3rd grade levels; that the round parenthesis (32.6%) should be taught at the 3rd and 4th grade levels. There are different opinions on the point that square brackets (32.6%) can be taught at the 4th grade level and that it is not suitable for primary school level. Punctuation marks required to be taught in the Turkish curriculum (2019) are period, question mark, exclamation mark, apostrophe, dash

(1st grade), comma, speech line (2nd grade), colon, quotation mark (3rd grade), in the form of arc brackets, ellipsis, slashes (grade 4). While the semicolons and brackets are given at the 5th grade level according to the relevant program, the teachers participating in the research have opinions that semicolons can be taught in the 4th grade and brackets can be taught in the 4th grade and are not suitable for the primary school level. In general, teachers' thoughts on punctuation are similar to the Turkish lesson curriculum (2019). On the other hand, in the study conducted by Batur et al. (2016), it was determined that the 2nd grade students had problems in using the punctuation marks in the primary education Turkish curriculum (2016), and they used the punctuation mark the most and the apostrophe the least. According to Graves (1980), who emphasized that children learn punctuation marks intuitively, 3rd grade students who receive practice-oriented punctuation education can identify and explain taught punctuation marks, while students who learn punctuation marks through practice and tests in the primary school are less likely to recognize and explain them.

As a result, primary school teachers stated that they consider grammar teaching necessary at the primary school level and they do this on the grounds that it improves their language skills. However, they think that it should be structured as a separate course due to effective grammar teaching and lack of time. At this point, its structuring as a separate course seems to point to a traditional deductive method from rule to example, but in a separate class hour, constructivist approach-based, student-centered, induction method is centered, game and activity-based, educational technologies are used, language skills are used. It is possible to teach a blended grammar with they state that the most important problems in grammar teaching are that the grammar subjects are abstract, problems with the textbook, problems related to the subjects, rule and memorization-oriented grammar teaching, grammar subjects are not suitable for the level of the student. While expressing that they should be increased in number and scope towards the class, they think that punctuation marks should be given intensively in the first grade and should be completed by adding them as the grade level progresses.

4.3. Using Sources in Teaching Grammar

Primary school teachers think that the Turkish textbook is not sufficient in terms of grammar activities. Teachers stated that the activities and examples in the Turkish textbook are insufficient in number and similar in quality, superficial/ordinary/undetailed, and not suitable for the level of students. In the studies conducted by Epçacan and Erzen (2008) and Anılan (2014), it was determined that the primary school teachers did not consider the Turkish textbook to be sufficient in terms of grammar teaching. Odabaşı (2007) examined the activities in the 4th-grade Turkish student workbook in terms of the level of realization of the acquisitions and found that the teachers found the grammar activities insufficient. According to Parlak (2019, p. 293), which rules will be taught in grammar and at which grade level these rules will be given are included in the curriculum, and the application of the theory is included in the textbook. A teacher has to follow these two resources. In the light of these results, while preparing the contents of Turkish textbooks, which are the most easily accessible teaching materials, care should be taken to develop four basic language skills, to present language skills and grammar activities in a blended way, and to consist of qualified, diversified, and abundant activities.

Primary school teachers think that a teacher's guidebook is necessary in terms of grammar activities. As a justification for these thoughts, they state that the guidebook is a guide for the teacher, offers a systematic and planned operation and different activities. In the study conducted by Yurtbakan and Cerrah Özsevgeç (2019), primary school teachers stated that guidebooks are necessary because they guide teachers and they need guidebooks most in Turkish lessons. Teachers who do not need a teacher's guidebook in grammar teaching focus on the point that they have sufficient equipment, and that the guidebook is not sufficient.

Primary school teachers state that their personal resource preferences in grammar teaching are grammar books and websites prepared by private publishing houses.

Primary school teachers teaching grammar implies that the most important element of the gains. The learning outcomes are followed by a student-oriented resource book, course book, curriculum, Web 2.0 tools-technology support, and an academic grammar teaching book for teachers. The fact that the ratios of the related contents are very close to each other may indicate that the teachers look at the learning contents from a holistic perspective in grammar teaching.

As a result, the primary school teachers stated that the Turkish textbook is not sufficient in terms of grammar activities, that a teacher's guidebook is necessary in terms of grammar activities, and that their personal resource preferences in grammar teaching are grammar books and websites prepared by private publishing houses. They think that acquisitions are the most important element in grammar teaching.

4.4. Teachers' Grammar Teaching Strategies, Methods and Techniques

Primary school teachers state that they use worksheets in grammar teaching, they prefer two different methods from time to time, from example to rule or from rule to example, and they use videos on digital platforms and activities in the textbook. The answers at the point of finding the rule based on examples and first giving the rule and then explaining it with examples show that constructivist and traditional approaches have a place in grammar teaching. In his research, Anılan (2014) concluded that

primary school teachers primarily benefit from examples while teaching grammar and they try to make the subject comprehend by giving many examples.

Primary school teachers stated that the methods and techniques they use most in grammar teaching are concretizing activities such as games, drama, cartoons, and student-centered practices such as invention, doing-experience, question-answer, and brainstorming. In the study conducted by Ulaş et al., (2015), it was determined that the team game tournament technique, which is one of the cooperative learning methods, in teaching the elements of the sentence to the 4th-grade primary school students is more effective than the traditional methods in teaching the elements of the sentence. According to Andrews (2005, p. 75), teachers' having knowledge of new teaching methods and techniques and putting them into practice contribute to the functional realization of grammar teaching.

Primary school teachers state that when it comes to making grammar teaching more specific, it will be effective to teach with games and drama, through a separate grammar teaching material prepared by the Ministry of National Education, with cartoons and Web 2.0 tools. In this direction, it is possible to say that primary school students tend to embody grammar teaching in accordance with their cognitive level. According to Bulut (2015), creative drama practices in grammar teaching are meaningful for students, this enables them to like grammar and develop a positive attitude towards grammar.

As a result, primary school teachers stated that the methods and techniques they use most in grammar teaching are student-centered practices. In addition, finding the rule based on the example, giving the rule, and explaining it with examples shows that constructivist and traditional approaches are used in the process. The narration method, which is among the answers of the teachers, represents the traditional approaches. In the technology dimension, teachers state that they use videos and web 2.0 tools on digital education platforms. When considered as a whole, it can be concluded that teachers are aware of the importance of learning outcomes and accordingly, they prefer student-centered approaches and the use of technology, and that grammar teaching with the traditional approach cannot be completely abandoned.

4.5. Suggestions

- A course under the name of grammar teaching should be included in the primary school teaching undergraduate program.
- A workshop with Turcologists, primary school teachers and field educators should be organized on which grade-level grammar topics can be taught, and the distribution of topics should be updated.
- A grammar teaching book and a teacher's guidebook should be prepared by the Ministry of National Education to combine theory and practice and to minimize the differences in practice among teachers.
- In-service courses including grammar strategies, methods, and techniques suitable for primary school level should be organized.
- A similar study can be carried out in the second level of primary education, and after the current situation is determined, Turkish lesson curricular can be updated in line with the needs of the first and second levels.

Statement of Research and Publication Ethics

Ethical principles were followed in the process of data collection, analysis and writing of the article. Marmara University Institute of Educational Sciences Research and Publication Ethics Committee Decision. It is the ethics committee decision dated 23.07. 2020, confirmation number /2020-7-1 and protocol numbered/2020-42.

Authors' Contribution Rates

Both authors contributed equally to the conduct of the research.

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Statement of Interest

The authors of this study do not have any conflict of benefit with any person, institution or organization.

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