Teaching English Tenses (grammar) in the Turkish Texts:
A Case of Simple Present Tense: *I*şıl *make*ti *ite*r.

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Abstract
This study has aimed to show that the English tenses can be taught in the Turkish texts in general; the simple present tense especially. In so doing, firstly an overview of the tenses is briefly explained in the introduction section referring to the tense and grammar distinction. Secondly, the structure of the study is described in the method section. Thirdly, teachers' (English, Turkish) and students' views of the topic are descriptively explained in the finding section. As a result, it is seen that covert teaching of the grammar in the Turkish texts may facilitate English (foreign) language teaching to some extent for those who know the Turkish language and use code-learning method.

Keywords: English, Turkish, Language, Teaching, Covert Teaching

1. Introduction

The terms "English tenses" and "English grammar" are two of the interwoven topics; without the one it is not possible to explain the other completely. Hence it is necessary, at the very beginning, to briefly explain these two terms. English grammar includes not only the tenses, but also modals, adjectives, adverbs, noun clauses, relative clauses and many other topics. Yet the topics other than the tenses are out of this article. The English tenses, being a part of the English grammar, are usually explained as being present, past, perfect, future, etc. in most of the grammar books. It is known by the language teachers and academics in Turkey that there about, at least, 20 to 30 types of grammar books sold in the markets such as (Swan, 1995; Quirk and Greenbaum, 1988; Murphey, 1990; Collins, 1990; Azar, 1989; Leech, 1990). It is also known that most of these books explain the grammatical rules of English one by one descriptively. For example, Leech (1990, p.ix) says that "this is a descriptive grammar book". Besides, Eastwood (2000, p.vii) in explaining the ways to learn grammar says that "the explanation of grammar in this book are description of how English works; they are a guide to help you understand, not 'rules' to be memorised". In sum, it can be stated that some of these books have black and white pictures to explain the grammatical topics. Only a few of the recently published grammar books have CDs. Hence all of these books offer nothing other than descriptive rules of the grammar. At this point the views about the *tense* and *grammar* in the literature appear as follow:

For example, Quirk and Greenbaum (1988, p.40) explain *tense*, aspect and mood as follow: "time is a universal, non-linguistic concept with three divisions: past, present, and future; by *tense* we understand the correspondence between the form of the verb and our concept time. *Aspect* concerns the manner in which the verbal action is expressed or regarded (for example as completed or in progress), while mood relates the verbal action to such conditions as certainty,

obligation, necessity, possibility. …these three impinge on each other: in particular, the expression of time present and past cannot be considered separately from aspect, the expression of the future is closely bound up with mood". Besides, McArthur (1992, p.1031) says that "in terms of morphology, English has only two tenses, the present or non-past *(take/takes)* and the past *(took).* The paradigm is extended by the use of the auxiliaries be and have: *be* followed by the present participle forms the progressive or continuous *(is taking);have* followed by the past participle forms the perfect *(has taken).* Although these are traditionally known as tenses, recent terminology refers to them as *aspects* (such as progressive aspect) and (for the perfect) *phase*. All three features can be combined: *had been taking* is past, progressive and perfect…". He goes on explaining the tenses as the simple present, the simple past, the progressive, the perfect and future. In addition, Aitken (1992) classifies the tenses into three groups in the content of her book like this: Present section has four tenses about present tenses such as present continuous, present simple, present perfect and present perfect continuous). Past section has six past tenses under it and future section has seven future tenses under that title. In short, it seems that tense, being broader than grammar tells the time of an action, event or phenomenon that happening, happens, will happen, etc.

Contrary to the tense, the *grammar* is usually defined as more specifically and clearly. It is seen that there are two groups of grammar definitions in the literature. The first group reflects the book authors' views. For example, Ur (2000, p.4) defines the grammar "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning". Besides, Pyle & Munoz (1986, p.39) say that "a rule in a grammar is a generalization… a rule is not necessarily true in every instance. It is generally true". In addition, Radford (1992, p.3) cites Chomsky's view of grammar as follows: "a grammar is a model (systematic description) of those linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently". The second group reflects the points of the linguistics books and dictionaries. For example, Crystall (1990, p.138) defines grammar as "a systematic analysis of the structure of a language" and, classifies it as being traditional grammar, descriptive grammar, prescriptive grammar, theoretical grammar, generative grammar, universal grammar, traditional grammar, etc.

Whether it is defined in the first or the second group Ur (2000) states the necessity of the grammar as follow. For him (2000, p.4) "a knowledge –implicit or explicit- of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together". That is, one can learn or memorise the meaning of the words included in any English dictionary. One also has to learn how to put these words in the right order in a sentence. Hence it seems that learning the English grammar is inevitable or essential, yet the amount of time to master it is a question of discussion in general in Turkey. At this point, the preface editor of Harmer's (1989) book, -Neville Grant- rises the question by saying "should we teach grammar? If so, when, and how? She keeps saying that "there was a time when 'Dr Grammar' was seen as a cure for everything. Later, Dr. Grammar became a cure worse than any disease".

The teaching of English language that includes tense and grammar used to begin in year four at Primary Education Shools in Turkey until the acceptance of recent educational law (act no 6287). With the acceptance of this change it will start in year two and two hours in a week. Besides, some of the nursery schools start teaching English even in earlier ages. Yet the teaching of English is not without its problem. For example, the English teachers who use course books and additional grammar books during their teaching sessions are not usually happy with the quality of those materials. Besides, those who teach English at the higher education criticise the course books and complain about teaching and learning grammar for ages. Those who learn /study grammar say that they cannot utter themselves properly although they pass the proficiency exams like KPDS, UDS, YDS.

No matter whether teaching or learning English starts in year two or in year four, it seems that it is one of the problematic topics in the Turkish education system. As a result, a great amount of time was devoted in finding, at least, a bit solution to teaching English tenses (grammar) and preparing the materials as seen in the Appendices-A. In doing so, the rule of English grammar was placed (inserted, combined) into the Turkish texts as seen in the following sentence. **I**sıl **make**ti **it**er = **I make it**.

2. Teaching Grammar in Theory

Harmer (1989, p.3) divides the grammar teaching into two groups as covert and overt teaching. In the former "the grammatical facts are hidden from the students –even though they are learning the language". That is, students may be demanded to complete an information gap exercise in which a new grammar rule is practiced or introduced, but students' attention will be on the drawn exercise or to the text and not to the grammar. She (p.3) keeps saying that "teachers help the students to acquire and / or practice the language, but they do not draw conscious attention to any of the grammatical facts of the language".

In the latter "the teacher actually provides the students with grammatical rules and explanations –the information is openly presented (p.4). In this type of teaching the teachers use some techniques for the presentation of new language. For example, the teacher openly explains how present simple questions need *do* or *does* in teaching the third person singulars (he, she and it) and other subject pronouns.

Akar (2005, p.24) referring Ellis (1990), cites three types of grammar teaching: The first is form-focussed instruction that means traditional grammar teaching (inductively or deductively), and consciousness-raising. The second is meaning-focussed instruction that is designed to promote authentic communication in the classroom. The last one is a combination of form and meaning-focussed instruction that mean fluent, but acceptable production. As can be guessed, it is possible to see many views in the literature. Yet suffice it to say that the ways of teaching grammar can be summarised mainly in two groups: these are covert or inductive and overt or deductive teaching.

3. Grammar Studies in the Literature

Since this study has aimed to teach English grammar, especially the simple present tense, by inserting it into to the Turkish texts, a brief overview of these grammar studies will be reviewed at this point if there is such a study of not. To that end, MA and PhD studies were analysed through the Thesis Centre of the Higher Education Council.

MA studies to cite come as follow. Coban's (2006) studied grammar teaching through task based language. Sahin (2006) researched teachers' oral corrective behaviours and learners' reactions to feedbacks received in grammar lessons. Gokten (2008) studied the processes based on deductive and inductive approaches. Temizoz (2008) explored the effects of grammar translation method and communicative approach practices on students' learning English. Altunbasak (2010) explored English teachers' beliefs about grammar teaching and their grammar teaching practices. Aslan (2010) studied the development of approaches to teaching English grammar. Saf (2010) searched three dimensional grammar teaching in foreign language teaching. Erşin (2011) studied the effectiveness of commercial software in teaching grammar. Yıldız's study (2012) was on teaching grammar through task-based language teaching to young EFL learners.

The recent PhD studies give further information about whether or not Turkish was used in teaching the English tenses (grammar): Budak (1996) studied the effect of the communicative approach and the grammar-translation method on students' achievement. Canturk(1998) compared comprehension - based and production - based instruction for EFL learners. Ellidokuzoglu (2002) searched availability of innate linguistic knowledge in SLA and its

implications for language teaching. Oruc (2007) studied visually enhanced input, input processing or pushed output: A study on grammar teaching. Derman (2008) researched the effects of choosing texts in grammar teaching. Simsek (2009) study was the effects of the students in teaching of grammatical concepts.

As a result, it was seen that none of the above cited postgraduate studies have made an attempt to express the English tenses (grammar) in the mother tongue, Turkish, especially the simple present tense. Yet various people used the mother tongue to write the verse dictionaries (manzum) that became the main source of teaching a foreign language in different times of the history. According to Kırbıyık (2007, p.11) the first verse dictionary was written by the Arab linguists to teach Arabic in the 11th century. For example, *Düstûru'l Lügat* that is also known as *Kitâbü'l Halas* written by Edip Natanzi (death 1106) to teach the basic grammar of Arabic to the Persians. Yet *Nisâbu's Sıbyân* written by Ebu Nasr el-Ferahî is accepted the first verse dictionary of this tradition. In this way, the first Arabic-Turkish dictionary is *Lügât-ı Feristeoğlu* written by Abdullatîf Ibn Melek in 1392 (Okumus, 2007, p.148-149). There are many verse dictionaries in Arabic, Persian and Turkish as seen in the coming part: Turkish-Arabic, Arabic-Persian, Turkish-Persian, Turkish-Arabic-Persian, Persian-Turkish, Turkish-Bosnien (Makbûl-i Ârif (Potur Şâhidi), Chagatai-Persian dictionaries. The verse dictionaries were written in the form of poems, eulogies (kasida), couplets (beyit), masnavis, etc. Kılıç (2006), (Gümüş, 2006); (Kılıç, 2007); Okumus (2007).

Okumus (2007) says that the verse dictionaries having didactic features aimed to facilitate the teaching a foreign language and to make it as a joyful effort. He (ibid) further says that these dictionaries, for example Tuhfe-i Remzi, were used as a classical course book in language lessons till the 1924s and onwards.

Yusuf Halis adapted the tradition of the Persian-Arabic verse dictionaries and wrote French-Turkish dictionary called *Miftah-ı Lisan* in 1849-50. It consists of 2500 words and has 521 couplets on various topics. One can find detailed information on the verse dictionaries by reading the above cited and other related references. Only the following extract was provided to save the space and to show the use of mother tongue in teaching a foreign (French) language.

> Allah *Diyö* gökler *siyö* yer *ter komanse* ibtidâ
>> (Dieu, cieux, tere, commencer)
> Dâ'im *tujur* bâki *eternelenfini* bî-intihâ
>> (toujours, éternel, infini).
> Peygamberin adı *profet* sâdık *fidel* gid reh-nüma
>> (prohete, fidele, guide)
> Hâtif *oraklö* mu'cize *miraklö* irsâl *anvua*
>> (oracle, miracle, envoi)   Kırbıyık (2007, p.69).

Consequently, the above stated verse dictionaries generally aimed to teach the vocabulary of a foreign language. Few of them aimed to teach the grammar rules of a foreign language partly. This study has made an innovation to express the English vocabulary and grammar in the Turkish text. It seems that no Turkish-English study exists currently like the above cited French-Turkish study. Hence this study had double aims: First, it aimed to make English vocabularies Turkish as seen; make = yapmak; ***make**t **yapmak***, say = söylemek; ***say**ı **söylemek**.* Second, it aimed to state the rule of English grammar in the Turkish sentences as seen in the following sentence; **I**sıl **make**ti **it**er = **I make it**.

4. Objectives
The study had the following goal to investigate:

1- To place the rules of the English grammar, especially the simple present tense into the Turkish texts.

2- To explore the English language teachers' views about the Turkish texts having English grammar rules in them (twelve questions).

3- To explore the Turkish language teachers' views about the Turkish texts having English grammar rules in them (having two questions).

4- To explore the students' views of these texts having English rules in them (two questions).

5. Methodology

5.1. Approach

The study used the qualitative approach. This approach aims to explore or find out what is researched (Robson 1995). To this end the study used mainly twelve research questions in semi-structured form. These questions were asked to the volunteer English teachers. Further questions such as why, when, how, explain this point, etc. were asked to have in-depth information about the research questions. The questions answered by the English teachers had the following aims mainly:

1-The first question asks about the general problem of teaching English tenses.

2-The second question is about the easily learnt grammatical topics.

3-The third question is knowing /awareness of the Turkish method in advance.

4-The fourth question is about teachers' views of the Turkish method in general.

5-The fifth question is about the possibility of using the new method.

6-The sixth question asks about the effectiveness / usefulness of the new method.

7-The seventh question asks the possible level at which the new method can be used.

8-The eight question asks about the possible ways of using it.

9-The nineth question asks the comprehensibility of the Turkish texts in terms of teachers.

10-The tenth question asks the difficulty of the text in terms of students.

11-The eleventh question asks the possible delay of the curriculum if new method is used.

12-The twelveth question explores teachers' suggestions to use the new method effectively.

Besides, the questions answered by the Turkish teachers were about their general opinion of the English-based Turkish texts, awareness of these texts before and the richness of the Turkish. In addition, the questions answered by the pupils were about recognition of the English grammar in the Turkish texts, comprehensibility and difficulty of these Turkish texts.

5.2. Method

The study used the case study method. According to Adelman et al. (1984) researchers either take a bounded system (the case) and explore issues within that pre-selected case or they start with an issue or problem and bound the case during the research process. It seems that this study did both of them in defining the case of the study. The study took a pre-selected case and tried to explore the problems, views, suggestions, etc. about the case. This is because the study already identified the title of the study as teaching the English tenses (grammar) in the Turkish texts. The study also started with an issue of teaching the tenses in Turkish, collected data from English, Turkish teachers, and pupils. At the end the study bounded (identified) the case of the study in line with the findings.

5.3. Technique

The study used transcription and coding techniques to analyse the collected data. Hence all data was transcribed, translated into English and sought answers to each questions. Then, each statement was coded with a single word. If not, it was coded in two words. Finally, a story line was developed as a summary after referring all participants' views. The participant teachers were coded with their initials as (AT, YZ) to hide their identity and to protect them. Lastly, the schools were also coded taking initials as school KIO, school VIO, etc.

5.4. Participants

Schools were visited several times by the researcher and the purpose of the visit was explained to them. As Robson (1995) stated only volunteer teachers were involved in the study. This is because the purposive sampling was used in qualitative research. Besides, a few students from each school were interviewed to learn about their views.

5.5. Preparation of the Turkish Texts

To start with the English vocabulary the following steps were used to explain the topic (present tense) and to persuade the teachers. As stated earlier, this step had the aim to show that the English grammar can be inserted into the Turkish text.

5.5.1. Vocabulary

In classical teaching teachers write the English word on the board, put an equal mark and then write its Turkish meaning as shown; do = yapmak, make= yapmak, say= söylemek, etc. Or they use colour board marker; for example they write the English words in red and their Turkish meaning in black. In this study the researcher did a little change to teach the above cited words. To teach the verb "do", a Turkish dictionay was used to find the words starting with do. Some of these words are dolap, dolma, docent, doktor, etc. Then the Turkish meaning of the verb "do" was added after the word "dolap" and it bacame like "dolap yapmak". Finally, the meaning of the verb was highlighted by writing it bold, italic or in colour as seen **do**lap **yapmak**, *do*lap *yapmak*, dolap yapmak. The same procedure was used in producing other Turkish words from English words: For example, the verb make is converted into "maket yapmak" and this was highlighted as *make*t *yapmak*, the verb "say" was converted into "sayı söylemek" and this was highlighted as *say*ı **söylemek**.

5.5.2. Subjects

Turkish proper names which represented either scriptually or phonetically were identified for each subject pronoun and they come as follow:

The proper name is Işıl. The first letter of the word Isıl represents the first person singular subject pronoun I. Similarly, other proper names were also found Işık, Işılay, Irmak, etc. If there was no scriptural similarity, a phonetic similarity was found as in **Ay**la, **Ay**ten, **Ay**lin, etc. The first two letters and phonetic pronunciation of them (Ay) represent the pronunciation of the first person singular subject pronoun "I" (ay). In this way all subject pronouns were represented as follow.

I was represented by **I**sıl, **I**şık,… or **Ay**la, **Ay**lin…
You was represented by **Yu**nus, **Yu**suf,…
He was represented by **He**kim, **He**rif,
She was represented by **Si**rin,
It was represented by **it** that means dog in slang).
We wasrepresented by **Ve**ysel, **Ve**ysi, **Vi**ldan,
They was represented by **Dey**lem,

5.6. Formation of Turkish Texts.

After producing the subject pronouns and possible verbs, it is easy to produce a Turkish and English sentence. **Işık make**ti **it**er gibi yapar = **I make it**. In this way a Turkish text was produced having all subject pronouns in affirmative form. Then, to represent the question form of simple present tense words that start with "do" and "does [daz]" were found such as "Dogan, dazlak, Dazkırı, etc". For example, **Do**gan **I**şılı Ki**listen** duyar mı? = **Do I listen**? Finally, to represent the negative form of simple present tense the necessary words starting with "not" were found such as "nota, noter, noterlik, etc.". For example, **I**şıl **do**ğru **not**erin **make**tini **it**er gibi yapmaz= **I do not make it.** As a result, a Turkish text was produced and showed to the English, Turkish teachers and students.

5.7. Data Analysis

After transcribing and translating the collected data into Turkish, it was analysed descriptively this is because the study used qualitative approach that aims to explore the views (Robson, 1995).

5.8. Reliability of the Study

Nunan (1994) states the study would be reliable in general if an independent researcher reaches the same conclusions. So, one can check research questions with the consistency of the data analysis, discussion and inferences.

5.9. Validity of the Study

Nunan (1994, 14) states that "validity, (…), has to do with the extent to which a piece of research actually investigates what the researcher purports to investigate". The study sought answers to the research questions from the outset to the end. That is, the study didn't lose its objectives that aimed to explore participants' views. Besides, triangulation is another way of increasing the validity in qualitative study (Sarantakos, 1998). It means that if the teachers teaching at different schools and say the same thing, the data analysis are valid. The participants' views were put into two groups as *for* and *against*. It means that there are many views that support for and against views in the study.

6. Findings

6.1. The finding about the first objective.

It was seen that English subject pronouns can be expressed in the Turkish scriptually or phonetically as explained in the mehtod section. For example, Işık = I, Işılay = I, Ayla= ay (I), Yunus =Yu (you), Hekim = he, etc. Besides, about 40 to 50 English verbs (present form) can be expressed in the Turkish words, sentences and texts. For example, **do**lap **yapmak**, **do**lma **yapmak**, **do**ktora **yapmak**, **do**ktrin **yapmak**,**cure**tle **tedavi etmek**, **Hand**ana **vermek**, **like**ni **sevmek**, etc. In addition, some of the English nouns can be expressed in the Turkish. For example, **boy**acı **erkek çocuk**, **boy**alı **erkek çocuk**, **Boy**abatlı **erkek çocuk**, **boy**suz **erkek çocuk**, **arm**a **kol**u, **arm**ada **kol**u, **arm**ador **kol**u, **arm**alı **kol**,etc. As a result, the simple present tense in the Turkish text (sentences) in affirmative, negative and question forms come as follow:

a) Affirmative Form

Işıl *make*ti **it**er gibi *yapar*,	=**I make it.**
Yunus *do*lap *yapar*.	=**Yu** (you) **do.**
Hekim *bites* yalısını *ısırır*	=**He bites.**
Sirin a**sit** satın alır	=**Si** (she) **… sit s.**
It köpek *site*sine *yerleşir*.	=**It site s.**
Vildan a**sit** satın alır.	=**Vi** (we)… **sit.**
Deylem ise el**div**en giyer	=**Dey** (they) **dive.**

b) Question Form

Doğan, **I**şılı ki**listen** duyar mı?	=**Do I listen?**
Dora **Yu**suf'a **make**t yapar mı?	=**Do yu** (you) **make?**
Dazkır **He**nry'nin i**deal** evi mi?	=**Daz** (does) **he deal?**
Dazlak, **Şi**rin'i **hold**a mı tutar?	= **Daz** (does) **şi** (she)**hold?**
Dazkır i**ti tune**lde yatar mı?	= **Daz** (does) **it tune**?
Ju**do Vi**ldan'a **say**ı **say**dırır mı?	= **Do vi** (we) **say?**
Doğan, **Dey**lemi geri **get**irir mi?	= **Do Dey**(they) **get?**

c) Negative Form

Işıl **do**ğru **not**erin **make**tini yapmaz.	= **I do not makeit.**
Yunus **do**ksan **not**u sa**hide**n saklamaz	= **Yu** (you) **do not hide.**

Hekim **daz**lak **not**erin **like**nini sevmez.	= **He daz** (does) **not like.**
Sirin **Daz**kır **not**asında **reform** yapmaz	= **Si** (she)**daz** (does) **not reform.**
It, dazlak **not**ere **define** bulmaz.	=**It daz**(does) **not define.**
Vecihi **do**ğru ge**not**ipi **limit**lemez.	= **Ve** (we) **do not limit.**
Deylem gon**do**lda a**not plan**lamaz.	= **Dey**(they) **do not plan.**

6.2. The findings about the second objective.

6.2.1 General Problem in teaching English tenses (grammar).

The English teachers' responses can be put into two groups as positive and negative views with a simple analysis. These are: In four teachers' (EY, AH, YK, E?) views *word order* of the English grammar is a problem. For them, *the students confuse the word order not only in simple present tense, but in all other tenses.* For six teachers (EY, HA, ED, SA, YK, YG) *the present perfect tense* is a problem for the students. These teachers state that this tense does not have complete meaning in Turkish. They also state that the students confuse the Turkish meaning of the simple past tense with that of the present perfect tense. According to seven teachers (NP, OC, YG, etc.) *the simple present tense* is among the problems. They state that the students usually confuse or forget to add −s to the verbs with the subject pronouns He, She and It. Out of twenty teachers, nine of them (NP, AH, OC, AY, etc.) regarded *the conjugation of the verbs* as a problem. The problems with this: the misuse of the conjugation a verb with a tense, the use of auxiliary verb with the base form of a verb, learning the Turkish meaning of the irregular verbs and not using the verbs in a sentence. For seven teachers (HNU, AH, YG, AY, etc.) *the use of auxiliary verbs is* one of the tense problems. The problematic cases are; the confusion of right auxiliary with the used tense, forgetting the use of auxiliary verbs and not using -s in simple present tense. In four teachers' view (YK, SI, EY, SA) *the students' lack of Turkish grammar knowledge* is an important problem. In this view, the students do not know the meaning of some Turkish tenses completely, confuse the Turkish meaning of newly learnt tense with the previously learnt one and have difficulty in understanding the meaning of the simple present perfect tense. Two of the teachers (HA, AY) state that *the simple present tense* is a problem, yet they do not reveal further explanation. Finally, *the present perfect continuous tense* is also a problem in two teachers' view (HA, ED).In short, it can be stated that *word order, simple present tense, past tense, present perfect tense, present perfect continuous tense, the conjugation of the English verbs, auxiliary verbs and the lack of Turkish grammar knowledge* among the main problems of tenses.

Those who have negative views for the Turkish texts having English in them state the following grammar problems: In one teacher's view (TS) the students *confuse the structure of the tenses.* That is, they misuse the auxiliary verbs, conjugate the verbs wrong and do not know the word order of the tenses. In another view (GA), as stated previously, *the simple present tense* is problem in that the students forget the use of −s with the subject pronouns He, She and It. In the other view (TA) the students *misuse the auxiliary verbs* with the tense requirement.

As a summary, It seemed that there appeared eight different types of tense (grammar) problems according to the collected data. It also seems that the teachers have positive and negative views for the Turkish texts having English in them state the similar problems. In the following parts the teachers and students' responses to these tense (grammar) problems are explored respectively.

6.2.2. Easily-Learnt English tenses (grammar)

Out of twenty teachers, fourteen of them (EY, NP, HA, YK, ED, OC, YG, AY, etc.) state that learning the meaning of *the simple present tense* of English is easy for the students. Most of them state that the students liken *ing* to the *yor* in Turkish. For eight teachers (ED, AY, SK, etc.) *the future tense having will* auxiliary is another easily learnt topic. They also state that the students confuse the future tense (will) with *to be going to* with the present continuous tense. In three teachers' view (TI, SK, the simple past tense is another easy topic although the above

stated two teachers regarded it as a problem. Finally, two of the teachers (Y1 And SA) state that learning the Turkish meaning of *the regular verbs* is easy. In sum, it is seen that *the simple present tense, the future tense with will and the regular verbs* are easily learnt topics.

Those who state negative views towards the study state the following views. In TS, GA and TA's views they are teaching the simple present tense easily. As a conclusion, it can be stated that both teachers who have positive and negative views towards the study have an observation on the issue that the present continuous tense is learnt easily by the students. So a detailed study can be carried out to explore the *order* of easily learnt grammatical topics by the Turkish students in another study.

6.2.3. Awareness of the English-based Turkish texts

It can be briefly stated that all of the interviewed teachers stated that they have not seen the Turkish texts having English grammar in them. Nineteen teachers' replies were: *no, no I have not seen it before, this was the first time I saw and I saw some Turkish-English graffiti*. Only one teacher (CK) stated that *she saw a CD which is teaching English vocabulary with Turkish*. For example, posterity = poster iti. Yet she stated that *she had not seen any Turkish, teaching English grammar in them*. Similarly, those who have negative views (TS, GA, TA) for the Turkish texts with English in them stated that they have not seen this sort text before. As a result, not only the teachers who have positive views, but also the teachers who have negative views stated that they had not seen or read this sort of text before. Hence this can be taken as an unnoticed richness of Turkish and this issue is answered by the teachers who teach Turkish in the following parts.

6.2.4. Teachers' Views of the English-based Turkish method (text).

Nearly eighteen of the teachers stated different and positive views about the Turkish-English texts. So, each of these views is worth seeing. EY and SI see it as a method and technique. For EY it is a *good method* to teach the tenses. In SI's view it is *a good technique* that makes learning effective and amusing. HA and OC see it in terms of grammar teaching. In the former it can be used to *reinforce the grammar exercises*, it is *an interesting activity*, it is *like a puzzle*. In the latter it is *useful to teach the grammatical rules*, yet she raises the question of "*how the Turkish sentences will remain in the mind*? According to MY and YI it is *an interesting study*. YI also states that *the students can see it as a game*, yet *it is necessary to try it in the classrooms*. HNU briefly states that *it can be useful*. For T1 and SI *it can be used*, the latter maintains that *some difficulty can occur in applying the classroom*. In NP's view *some students who are good at English can understand* these texts, yet some *other students may feel confused*. According to AH *giving the thing which will be taught newly in the known topic is effective* as seen in the Turkish word **had**emey**mis** (**had** is the auxiliary of the past perfect tense and **–mıs** is its Turkish meaning). Both YG and SK interpret it in terms of understanding. In YG's view *it can remain in the mind better*. SK states that *it can be used as summary information*. For YK it is a very clever thought. For AY, *Turkish is an original language and it is an original study*. SA says that *it is necessary to choose the Turkish words carefully*. EZ expresses that *it is different, it is out of routine*. In sum, it is seen that the teachers state different areas of usage. It may mean that the more teachers are interviewed the more areas of usage may appear.

Those who have negative views state the following views: For CK *the students in the primary education schools can confuse these texts and may have difficulty in understanding them*. ED states that *she does not like English in the Turkish texts*. And one teacher (GGK) remained undecided. In brief, it is seen that more teachers state positive views. It means that the study (the Turkish texts having English in them) is worth doing.

6.2.5. Teachers' Views of Using the English-based Turkish texts

The teachers' views of using the Turkish texts are mostly positive although their answers seem to be different. For example, five of the teachers (EY, OC, YG, TI, ED) state that *it can be used,*

yet ED further states that *it must be used less, the Turkish explanations are always done in lessons when needed*. Three of the teachers (AH, SK, EZ) briefly says *yes*. Another three teachers' answers depended on conditions. In their views, for example, NP says that *it can be used with proper methods and techniques*. YK tells that *it can be useful for those who have not got much time*. AY expresses that *it can be used with the students who have not got the Turkish grammar problem*. One teacher (HNU) says that *yes it can be used.* Another teacher (HA) tells that *it can be used in reinforcing*. Two of the teachers (GGK, YI) say that *it is necessary to try it in schools*. In CK's view *it can be used at the high school level*. For SI *the grammar can be taught in the sentence*. For SA *it can be used to catch attention*. In GA's view *of course, different methods like this can be used.*

In TS view *it is a memorisation method and it cannot be used in teaching the grammar.* For TA *it can be used partly, it is not functional.* As conclusion, although a few teachers have negative views, most of the teachers approve the suggested Turkish texts to teach English.

6.2.6. Effectiveness of the English-based Turkish texts

Eighteen teachers out of twenty reveal positive and divers views about the effectiveness of the Turkish texts. These views are: One teacher (YK) state that *it becomes useful because these texts save time to teach English.* Five teachers (YG, HNU, OC, CK, MY) state possibility by saying *it can be, and it can remain in the mind.* One teacher (AH) briefly state positive view by saying *it becomes more useful in the texts.* Three of the teachers reveal positive views, but they explanation depends on a condition. For example, SI says that *the Turkish sentences must be simpler*. Besides, SA tells that *the Turkish sentences must be more comprehensible*. In addition, EZ expresses *that it can be used, but it takes much time.* Five of the teachers state positive views and they make further explanation about how to use it. In AY's view *it can be effective, but more study is needed to improve it*. For SK *it is used because some students learn by coding.* In SI's opinion *it is used because every student learns in a different way*. According to NP *it can be used in general*, *yet some student may have problem.* One teacher (GGK) seems *undecided.* In AH' view *it becomes useful in the text*. For ED *it is useful in teaching the children.*

Six teachers state negative views for the following reasons. In TS and EY's views *the Turkish texts don't become effective this is because it is based on memorisation*. Another teacher (HA) says that she *may have difficulty in giving up the old (the current system).* In TI' view *this method forces the teachers to use Turkish sentences*. For GA the students forget English in thinking the Turkish sentences. TA briefly states that *no, it is not functional*. In conclusion, more teachers have positive views about the effectiveness of the study.

6.2.7. Levels to Use the English-based Turkish texts

For EY and ED these texts can be used at levels of English. In NP and GGK's views *the texts can be used at advanced levels*. In HNU, AY and SI's opinion *the texts can be used intermediate level*. According to AH and SA *the texts can be used in year six, seven and eight of the primary schools*. Six of the teachers (HA, YK, OC, MY, SK, TI) state that *these texts can be used at the beginner and elementary levels*. One teacher (CK) states that *they can be used at the high school*. Another teacher (SI) says that *students' age is important rather than their English level*. Finally, *three teachers remain abstained*. As a result, most of the teachers say that there are some places or levels to be used the Turkish texts having English in them. A final note about this sub-title is that those teachers who have negative view do not reveal any level of English for the study this is because they are against the method of the study.

6.2.8. The Ways of Using the English-based Turkish texts

Twelve of the teachers *either did not reveal any view or remained abstained* about the ways of using the Turkish texts. Apart from this, other teachers state the following views. For HNU *the texts can be used with different methods*. In OC's view *it must be supported with other methods as the grammar translation method.* According to AY *the text can be useful for the students*

who learn through coding. For one teacher (CK) *the topic to be taught must be taught by exemplifying.* For another teacher (SI) *the texts can be used in teaching the grammar.* In SA's view *the texts can be some paragraphs having interesting ends.* In TI's opinion *it can be used with simple sentences.* Finally SI says that *the grammar can be taught in the texts.* As a result, although half of the teachers did not reveal any view about the ways of using the Turkish texts, the other half reveal view about the different ways of using it. Hence other half of the teachers revealed eight different ways to use it.

6.2.9. Clarity of the tense rules (grammar) in the English-based Turkish texts

Five of the teachers stated short and positive views as follows: they (NP, HA, YG, GGK, SK) state that t*he English-based Turkish texts openly reflect the English grammar rules.* Besides, four of the teachers both state positive and negative views as follow: For example, AY says that *the texts reflect the English grammar, yet the sentences in the texts are difficult.* YI says that *these example sentences are good*, and asks the question by saying *what about the other verbs?* In SI's view *the current texts reflect the English grammar, yet the texts are difficult for primary and secondary school students.* According to SA *the texts reflect the English grammar* as a principle, but *the Turkish meanings of the some sentences do not overlap with its English meaning.* Other six positive views came as follow: For CK *the grammar is not taught openly at the primary schools, yet these examples show the grammar rules openly.* In AH and SI's views *the parts about the English grammar must be written in bold, colour, or italic.* In EY's view *the texts reflect the English grammar and they simplify the rule.* According to AD *it is clearly seen in the texts this is because it is written in bold letters.* Finally YK state that *the grammar is openly seen this is because it is written in colour and bold.*

Eight of the teachers stated negative views about the method and their reasons came as follows: for HNU the *English-based Turkish texts may not remain in the students' mind.* In OC's view *the sentences are a bit difficult, they must be more comprehensible.* MY says that *they are difficult for her.* TI states that *some of the Turkish sentences do not overlap completely.* EZ reveals that *it is not a known method.* TS briefly states that *the texts do not completely explain the English grammar.* GA says that *adapting English to Turkish is breaking the fluency.* And finally TA tells that *it is partly difficult this is because the sentences have pronunciation problem.* In conclusion, it is seen that two third of the interviewed teachers states positive views about the method.

6.2.10. The difficulty of the Turkish texts and students' recognition of them

Eighteen of the teachers stated positive views about the students' recognition of the English grammar rules in the Turkish texts. The diversity of their views appeared as follow: For NP *the students can recognise if the sentences are written in bold or colour letters.* Three of the teachers (AH, ED, TI) state that *careful students can recognise the rules in the texts.* Another three students stated a condition like this: For EY if *the Turkish sentences remain in the mind, the students can recognise the rules.* In NP's view *the rules are comprehensible if they are written in bold or colour.* In HA's opinion *the students can see the rules, but a person must explain it.* According to CK *the students can see the grammar rules if they spend some time on them.* Two of the teachers (HNU, SI) state *that the students whose level is either intermediate or advanced can understand the rules.* Seven of the teachers (YK, OC, YG, AY, etc.) state short and positive views by saying *yes, of course, they can see, they can notice the difference.* Five of the teachers state negative views about the students' recognition of the rules as follow: For example, in GGK's view *some of the Turkish sentences do not convey the meaning.* In YI's view *the students can recognise the English rules in the texts, yet the meaning won't stay in the students' mind permanently.* Besides, TS states *the difficulty to recognise the rules in the texts.* GA says briefly *no* and TA tells that *the students can recognise the rules partially.* In conclusion, except one fourth of the teachers the rest is taking the positive side of the method.

6.2.11. The Use of English-based Turkish texts: a barrier or helper

Eighteen of the teachers state positive views as seen in the following extracts and eight of them (EY, NP, AH, HA, YK, OC, TI, SI) briefly state that *it is not a barrier to the use of current curriculum.* In HNU's view *this method can be used from time to time*. In YG's view *it can be a barrier if the current curriculum is considered*, but For *AY, it does not have any negative effect to the curriculum*. In GGK's *view this method does not exist in the books. If the course books are ignored, it is a problem*. According to YI *it is not a barrier, yet using the grammar rule is important rather than knowing it theoretically*. Two of the teachers (SK, SI) state that *they don't think it is a barrier to the curriculum*. One teacher (SA) says that *she does not have any idea*. Finally, SI tells that *the method is reinforcing the coding system hence it is not a barrier to the study.*

Six of the teachers have negative views for the following reasons: Three of the teachers (CK, MY, SI) say that *the method is a barrier because the time is insufficient during the lessons*. The other three teachers briefly state that *the method is a barrier to the curriculum*. In short, as seen in the previous articles most of the teachers are pro-new method and the use of these texts can help the teaching of English.

6.2.12. The Teachers' views to improve English-based Turkish texts

In this section teachers state more than one view and their diverse views come as follows: Three of the teachers (EY, NP, GGK) say that *songs can be used in these texts*. For teachers (AY, EY, YG, GGK, YI, SI, TI, SI2) *tongue-twisters can be used as texts*. For the teachers (AH, ED) the graffiti can be used. For the teachers (HNU, TI) *interesting sentences help the rule remain in the mind*. *The simple texts can be useful* for HA. *Jokes are interesting for the teachers* (YK,YG, AY, GGK, CK, SA, XI, SI). In two teachers' view *poem can be more effective*. *Interesting short stories and proses can be used* for the teachers AH, YK and AY. For ED *riddles can be used in the texts*. Two of the teachers do not reveal any view. Those three teachers with negative views against the method do not reveal any view pro-new method. In their view any foreign language can be used by studying it, not by means of the Turkish texts. In conclusion, it is seen that much of the teachers suggest a few possible areas of using the Turkish texts.

6.3. Findings about the Third Objective

6.3.1. Turkish Language Teachers' Views

The Turkish teacher (NS), having thirteen years of experience and teaching at VI school, says that *it is (for example, dolap yapmak) a richness of Turkish. At first it seems a bit confusing, but it can be a good step to learn English. Yet to apply this, one needs to know his/her mother tongue very well. In fact, those who do not know the mother tongue cannot learn a foreign language. We Turkish teachers teach the noun, adjective, verb firstly at schools, then the language teachers teach them in English*. The Turkish teacher (AK), having 24 years of experience and teaching at AA high school, stresses the same points by saying that *it is necessary to know Turkish to be able to learn English. The one whose Turkish is weak cannot learn English. This method must be designed properly and can shorten the duration of teaching grammar.* An interview with a deputy head (MK) of ASM high school reveals that *associations and coding are used in education from time to time*. For example, he says that *the names of the big angles are coded in CAMİ (Cebrail, Azrail, etc.). This method can have association, it can be or must be tried at school. Yet some Turkish learners can oppose this method.* The language learners (SA, GG) *see the method the richness of the Turkish. Yet the latter stresses that this study must be carried out systematically, some students learn by coding, this is a coding method.* The teachers (GS, TY) interviewed at SDI school have positive and negative views. The former says that *this method can be very useful in teaching the grammar*, yet the latter tells that *this not a richness of Turkish this is because the words "do and make" in dolap and maket are not Turkish words*. One teacher (BK) teaching at MI school says that *I see this as a clue or similarity of both languages, but not the richness of Turkish.* In short, it is seen that most of the

Turkish teachers are pro-new method called English-based Turkish texts. In another view, it can be named as Turkish-English grammar.

6.4. Findings about the fourth objective

6.4.1. Students' Views

Many students were interviewed to learn about their views and their replies came as follows: Two students (UK, AY) from VI school stated positive views about the study by *saying I can understand better in this way, I do not forget the meaning of the vocabulary.* The students from ASM high school have positive views: For example, FSC says *that in my opinion this is better, I learn the formula by coding. For example, paran varsa ne rahat means p x v = n x r x t the formula of "pressure" in chemistry.* FG from the same school tells that *I do not have to memorise the meaning of the words, here there are clues as seen dolap yapmak.* Two boys and four girls were interviewed from Ataturk secondary school. The boys were neither positive nor negative, but all the girls gave positive answer. For example, KK responded by saying *I liked the second text because there is English in Turkish.* Four of the students from MI school have positive views about the study. For example, the student (AA) says that *the second text is more useful this is because it has both English and Turkish, it remains in the mind, it is easy to learn.* Two students from language-based class and four student from normal class were interviewed of the BA high school and all of them commonly say that *the second text is easier because it is similar to Turkish. Hence it may remain in the mind forever.*

7. Results and Discussions

The study aimed to express the grammar rules of the English tenses in the Turkish texts, especially the simple present tense. It also aimed to explore the English language teachers', the Turkish language teachers and some students' views. It was seen that the simple present tense with its positive, negative and questions forms were expressed in the Turkish texts. The expression of this tense is not limited with only a few examples. This and some other tenses can be expressed in the Turkish sentences and texts as will be seen in further studies.

One of the critiques may be raised for the terms coined as Turkish-English grammar or English-based Turkish texts. Yet it is known in the literature that there are many types of English such as Simple English, BBC English, Black English, US English, Canadian English, Indian English, Irish (Hiberno)-English, Scottish English, Carabbian English and many others. It is also known that languages -usually defined as a living creature- borrow or lend words from one another. Besides, new inventions, discoveries and needs make us to coin new terms. Hence nobody has noticed that Turkish can express the some nouns, verbs, prepositions, conjunctions of the English grammar so far. Since some of the English grammar were introduced to readers with this study, it seems logical to coin a new term to express this new discovery as Turkish-English grammar. Besides, the study can be named as English-based Turkish texts or English-based Turkish method. In literature there are many concepts using the term …-based (something) such as computer-based training, computer-based instruction, outcome-based education, value-based education, etc. It is possible to produce many types of Turkish texts in the form of poet, riddle, proverb, etc. having covert English grammar in it. Hence it seems logical to call the study as English-based Turkish method.

Another important critique may be raised for the L1 (language one = mother tongue). This is because it is widely believed that second language acquisition (SLA) is strongly influenced by the language learners' L1. It is true that there are some evidence that some of the mistakes and pronunciation derive from LI (Ellis, 1994). On the other hand, there are also some claims that the learners' L1 may help the development process of SLA if there is similarity between the L1 and L2 (Corder, 1978b, cited in Ellis, 1994,37). As seen in this study that when some words are expressed in Turkish, it has some similarity as seen in do = **dol***ma* **yapmak**, make = **make***t* **yapmak**, say = **say***ı* **söylemek**, etc. Hence the teaching of English would be easier with this

new discoverey now compared to the past. The educational principle -teaching from known to unknown topic- also supports this point.

It is nearly everybody's knowledge (parents, language teachers, academics and students) that foreign language teaching is among the educational problems in Turkey. The participant English teachers stated the problematic side of the tenses. It was seen that even the teachers who had positive views towards the study stated one or a few problematic sides of the tenses (grammar). These teachers also stated that there were some easily learnt grammatical topics, too. Yet these change from one teacher to another. While some teachers (EY, AH, etc.) regard simple present tense as problem, some other teachers (NP, AH, etc.) see the present perfect tense as a problem as seen in 2.1. Besides, although some teachers see the present tense as a problem as stated before, several teachers (EY, NP, HA, etc.) see it as an easily learnt topic as seen in 2.2. Hence a new study can be done to find out the problematic topics of the tenses, aiming at exploring the most difficult ones, the less difficult ones, the difficult ones, the easily-learnt ones. This new study can be carried out as a case study of the English teachers in a city. Hence it would be possible to produce solutions to these problems. This is, not being the objective of the study, a suggestion for the future study.

For several teachers some topics are learnt easily and the names of these topic change among the teachers as seen 2.2. It is known that 'teaching from known to unknown' is one of the universal principles of the education and language teaching. Hence teachers may identify these topics by collecting students' views. This collection can be done and evaluated at the end of the first and second terms. Teachers can carry out this by revisiting their students in year two, three, four, etc. Hence collecting some strong data would be possible. As a result, the teachers can exploit or use the known –the easily learnt ones- topics to be able to teach unknown (difficult ones) grammatical topics again.

The use of mother tongue (Turkish) in language teaching can be criticised by some others. Yet it is briefly seen in this study that the history of the mother tongue use in foreign language teaching is very old. This is because it started in the 11th century and continued till the 1924s. It seemed that no study was produced between 1924-2013 except some graffitis. For example, your eyes, very nice, bir kere look at me, sonra forget me, etc. The teachers suggested many ways of using the English-based Turkish texts during the interviews. These suggestions have not been tried yet. These suggestions also show the possibility and practicality of using the method. Yet the Turkish texts were prepared in such a way that both the teachers and students noticed the English grammar rule in them easily. This was because the rules and their meanings were written in colour, as seen in dolap yapmak; maket yapmak, etc. The coloured part of the first word was English and second word had its Turkish meaning. One need to look up the dictionary to learn the meaning of the new word in the classical texts. Yet the learners do not need to look up the dictionary to learn the meaning of the some English words as seen above. When the necessary materials are produced and applied in the classrooms, the outcome of these applications can be measured to see to what extent they were useful. Hence this can be re-used in teaching English in the form of poem, riddle, tongue-twister, etc. suggested by some teachers.

Most of the teachers stated that they could use the English-based Turkish texts during the English lessons. This should not be seen the researcher's private effort to prove the study. This is because the suggested method by the researcher is Turkish. That is, Turkish is the mother tongue of the most teachers and students in Turkey. The students in year one of the primary school learn how to read and write in Turkish. Hence Turkish-based method must not be difficult for the students. On the other hand, few of the teachers did not approve the method for some reasons. Yet their reasons are not for Turkish, but for the difficulty of the Turkish-texts. Hence it is possible to prepare some Turkish texts that can be read easily. In brief, it is possible

to overcome the some teachers' objections by preparing some Turkish texts in the form of poems, riddles, tongue-twisters, proverbs, etc.

Most of them also stated that this method could be effective while teaching. This point should not be a surprise. This is because the English and Turkish teachers know Turkish very well. They are the native speaker of Turkish. The interviewed students are Turkish and they know the Turkish. So, most of the teachers' positive views cannot be regarded as researcher's bias. Few teachers have negative views for the method, saying that the method is based on memorisation and Turkish-texts. As stated above using the known subject in teaching an unknown subject is a universal principle in language teaching and education. So the method's being based on the Turkish language should not be seen as a disadvantage. It can be regarded as an advantage.

The study indicated that the method could be used at different levels ranging from elementary to advanced level. First of all, we should bear in mind that teachers' observations are very important for the researchers who can research and test these teachers' observations. Besides, the students themselves can be consulted to learn about their views. Some students may like this way of learning and some students may not like it. The important thing is that their views are consulted. The importance of exploring the students' views in the qualitative approach was stated by various researchers, for example Tomakin (2012, 245). Overall, the unnoticed feature and richness of Turkish must be supported and appreciated by those who like Turkish, language teachers, Turkish teachers. A final note is that the similarity between Turkish and English may arises a new discussion and contribute to the classifications of the languages in the world.
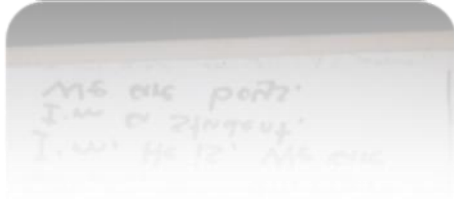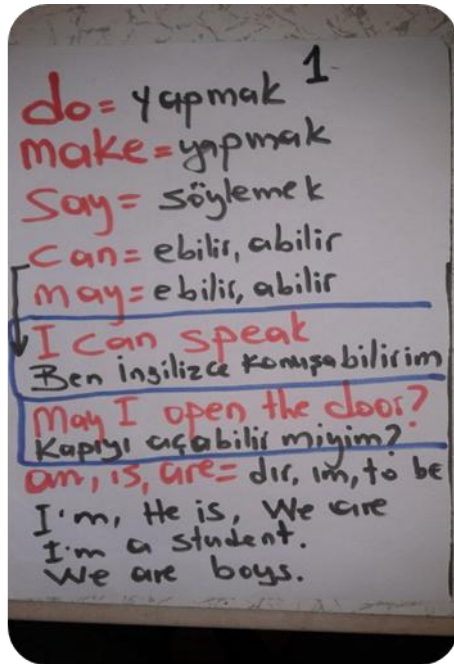
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Appendix1

The Classical English Text   The English-based Turkish Text