Teaching English *Subject Pronouns* And *To Be Verbs* in the Turkish Texts: The Turkish Method

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Abstract: *The study aimed to teach English subject pronouns (I, you, he, etc.) and to be verbs (am, is, was, been, etc.) to students using transliteration in the Turkish texts easily and implicitly. The Turkish words used were chosen from a Turkish dictionary and the possible Tukish texts were produced specially by the researchers on a systematic study. These texts were used by the English teachers in two elementary schools, and in one elementary school by the English and student teachers together. The study used true experimental design in one application, and simple experimental design in five applications. The study has revealed some promising findings. First, some of the English and Turkish sentences, as seen in "Işıl **make**ti **ite**r," were combined meaningfully for the first time. Second, teaching English subject pronouns and to be verbs in an innovative way through the Turkish texts produced higher success in five out of six applications. Third, the reconciliation of the English and Turkish sentences (grammars) could contribute to the foreign language teaching, linguistic studies and the world peace in general.*

Keywords: *English, Turkish, language teaching, transliteration.*

İngilizce Şahıs Zamirleri ve Olmak (To Be) Fiillerinin Türkçe Metin İçersinde Öğretimi: Türkçe Yöntemi

Öz: *Çalışma, İngilizce şahıs zamirlerini (ben, sen, o, vd.) ve olmak fillerini (am, is, was, been, vd.) Türkçe metinler içersinde kolay ve örtük şekilde öğrencilere translite-rasyon yöntemiyle öğretmeyi amaçlamıştır. Kullanılan Türkçe sözcükler bir sözlükten alınmıştır ve olası Türkçe metinler araştırmacı tarafından sistematik olarak üretilmiştir. Üretilen bu metinler İngilizce öğretmenleri tarafından iki ilköğretim okulunda ve İngilizce öğretmenleri ile birlikte İngilizce staj öğrencileri tarafından bir ilköğretim okulunda kullanılmıştır. Çalışma, bir okulda gerçek deneysel desen, diğer beş okulda ise basit deneysel desen kullanmıştır. Çalışma sonunda bazı yararlı bulgulara ulaşılmıştır: Bir, "Işıl **make**ti **ite**r" cümlesinde görüldüğü gibi, bazı İngilizce ve Türkçe cümleler anlamlı şekilde ve ilk kez birleştirilmiştir / kaynaştırılmıştır. İki, İngilizce şahıs zamirleri ve olmak fiillerinin yeni (innovative) ve Türkçe metinler içersinde öğretilmesi altı uygulamanın be-şinde daha başarılı sonuçlar ortaya çıkarmıştır. Üç, İngilizce ve Türkçe cümlelerin (gra-merin) kaynaştırılabilmesi yabancı dil öğretim ve dilbilim çalışmaları ile dünya barışına katkı sağlayabileceği önerilmiştir.*

Anahtar Kelimeler: *İngilizce, Türkçe, dil öğretimi, transliterasyon.*

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Introduction

Although English, German and French were taught in schools as foreign languages after the declaration of Turkish Republic in 1923, the superiority of English was asserted in science, business, and media. For the past two decades, only English has been taught as the primary foreign language, with German as secondary foreign language.

In 1997 the Ministry of Education (ME), and Council of Higher Education (CHE) have enacted a law that mandated eight years of compulsory education by uniting previous five years of elementary, and three years of secondary education as one school. Until 1997 English courses began during secondary education. After the unification of schools English courses started in grade 4. With a law enacted in 2012 the previous eight years compulsory education was divided into two as four years of primary and four years of secondary school (Act no: 6287).

Currently English is taught 2 hours in grades 2, 3 and 4; and 4 hours in grades 5, 6, 7, and 8. English is also taught in high schools, and this changes according to the type of school. That is, English is taught more in language-based schools than in non-language based schools. Besides, English is taught during the first year of the university education.

In Turkey the foreign language teaching has many problems. For example, teaching *subject pronouns* of English is difficult for the following reasons: First, the pronunciation, and written forms of *subject pronouns* are quite different. Second, Turkish has only one pronoun for the third person singular -he, she, and it– all translate to the letter "o". Having 20 years of teaching experience one of the most common problems observed by the researcher is the confusion of "he" and "she". The English learners of the Turks usually say "he" instead of "she" or vice versa. Besides, you means *sen* and *siz* in Turkish. The word *sen* means second person singular, but the word *siz* means second person plural in English.

The aim of this article is two-fold. First, it aims to express the *subject pronouns* and *to be verbs* in the Turkish texts. Second, it aims to apply these texts at various schools and explore their positive and negative effects through interviews and exam tests. The study was carried out in Turkey (Van) in 2009-2010 academic year.

Definitions

It seems that there is an agreement on the definitions of the subject pronons (I, you, he, etc.). It says that 'it is the agent of the sentence in the active voice; it is the person or thing that does the action…' (Bobrow, 1986, 39). Yet the to be verbs (am, is, are, was, etc.) seems to be problematic for the Turks who learn English. Most of the grammar books explain to be verbs as to be present (am, is, are), past (was, were), and past participle (been) (Azar, 1989). Yet these verbs are also used as linking verbs that give information

about the subjects (Swan, 1984, 91) He also calls these verbs as copula verbs. As a result, a concept of confusion occurs for the students in Turkey.

It may seem normal for the students in Turkey in learning because English - being in the Indo-European Language - and Turkish - being in the Ural-Altay Language - are in two different language families (Fromkin & Rodman, 1998). Much has been written on these two languages. Yet it is useful to briefly overview the key features of these two languages in order to explain the importance and innovative aspect of this study.

Although both languages have no gender or articles for nouns like "German" and "French", they don't have many other common points. *First,* while there are 26 letters in English, there are 29 letters in Turkish. Five of them in the former and eight of them in the latter are vowels. *Second,* although the word order of English is Subject + Verb + Object, the basic word order of Turkish is Subject = Object = Verb. *Third,* English, being an inflectional language, takes prefixes, and suffixes. For example, the word "agree" takes a prefix as *dis*agree or a suffix as agree*ment*. Turkish, being an agglutinative language, takes only suffixes. For example, the word "okul" (school) takes the following forms "okul**a**" (to school), "okul**da**" = (at or in school), "okul**dan**" = (from school). The suffixation occurs in two forms in Turkish: Front vowels (e, i, ö, ü,) and back vowels (a, ı, o, u). *Fourth,* Turkish uses vowel harmony; it means that words beginning with front vowels use front vovels in the subsequent syllables. The same is true for back vowels. *Fifth*, in Turkish every word is pronounced as it is written, yet this is not the case in English. *Sixth*, the rules for plural forms of Turkish words are simple. *-Lar* is added to the end of a word with back vowels, and *-ler* to the end of a word with front vowels. In English there are many rules for making nouns plural. *Seventh*, stress is not as powerful in Turkish as in English and it usually falls on the last syllable of a word. *Eighth*, adjectives in Turkish are only placed before the nouns although in English they are used before and after nouns (Mardin, 1970).

It seems that the Turkish and English languages are similar in that they do not have genders (le, la) and articles (die, der, das) for nouns. Yet there seems to be some vocabulary similarity because Turkish borrowed some words from the west (television = televizyon, radio = radyo, firm = firma, telephone, telefon, office=ofis, etc.). It can be concluded from the features stated above that there are no grammatical, scriptural or phonetic similarities between the two languages. In this context, it seems necessary whether or not the previous language teaching studies in Turkey made an effort to solve the above stated problems. The following part gives precise literature review about these studies.

Review of Literature on Grammar Studies

All graduate studies are kept by the Council of Higher Education Institution and abstact forms are accessible as on-line[1] The Thesis Centre of this institution shows that

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1)   http://yok.gov.tr.

many M.A. and Ph.D. studies were undertaken at the graduate levels concerned teaching the English grammar in Turkey. The following studies are the titles of Master's of Art (MA) studies: For example, Erdal (1988) compared the functional-notional approach and grammar syntax organization approach in teaching English writing. Ozbek's study (1990) was on integrating grammar into the teaching of paragraph level composition. Mutlu (1993) undertook an experimental study on pattern practice drills in grammar teaching at a university. Agırman (1996) studied the use of unfocused communication tasks in teaching of grammar. Cigdem (1997) researched the effects of grammar focussed writing instruction on the writing abilities of students at a university. Emeli (1999) studied the communicative approach and its implications to grammar teaching and learning. Selçuk (2000) analysed contextualised grammar instruction with communicative language. Mutlu (2001) analysed task-based teaching effectiveness on students achievement in learning grammar. Korkmaz's (2001) study was on teaching grammar communicatively with a reference to kernel one/two. Sahin (2002) used poetry in teaching English grammar. Kaplan (2002) researched the effectiveness of computer assisted language learning (CALL) in grammar instruction to vocational high school EFL students. Erdin (2002) integrated grammar into the teaching of essay-level composition at upper-intermediate level. Seckin (2002) taught grammar communicatively at intermediate level. Ozkan (2003) used an alternative approach to communicative grammar teaching: Communicative task-oriented grammar approach. Cıtak (2003) used the drama in teaching English grammar to young learners. Ozturk (2004) researched the effects of games on young adults' success in learning English grammar. Gonen's study (2004) named reflections on grammar course book: Listening to students` voices. Makaracı (2004) researched the effects of computer assisted English grammar teaching on academic achievement and retention in the secondary level of elementary education. Yarar (2005) researched the effect of computer assisted language learning method on the student achievement in teaching English grammar. Eden's study (2005) was on English grammar teaching and methods: A comparative study of the views of foreign language teaching methods on teaching grammar in teaching English as a second language. Erol (2005) researched the effect of generative learning activities on students performance in teaching of English grammar. Ataover (2005) taught English grammar through games to adolescents. Karakus(2005) compared sentence level and context-based grammar teaching. Coban's (2006) study was on grammar teaching through task based language. Sahin (2006) investigated teachers' oral corrective behaviours and learners' reactions to feedbacks received in grammar lessons. Simsek's (2006) study was a discourse analysis of two gothic stories through Halliday's functional grammar in language teaching. Gokten (2008) indicated observations on English grammar teaching processes based on deductive and inductive approaches. Temizöz (2008) studied the effects of grammar translation method and communicative approach practices on students' learning English. Altunbaşak (2010) explored Turkish English teachers' beliefs about grammar teaching and their grammar teaching practices.

Aslan (2010) studied the development of approaches to teaching English grammar. Saf (2010) researched three dimensional grammar teaching in foreign language teaching. Erşin (2011) searched the effectiveness of commercial software in teaching grammar. Yıldız (2012) teaching grammar through task-based language teaching to young EFL learners.

The following PhD studies also give further information about whether or not the subject pronouns and to be verbs are investigated specially in Turkey: Budak (1996) studied the effect of the communicative aproach and the grammar-translation method on students achivement. Canturk's (1998) study was an explicit grammar instruction: A comparison of comprehension - based and production - based instruction for EFL learners. Ellidokuzoglu (2002) searched availability of innate linguistic knowledge in second language acquisition and its implacations 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 learning of grammatical concepts

As a result, none of the above cited postgraduate studies made an attempt to reconcile the English and Turkish languages, specifically *subject pronouns* and *to be verbs*. This study showed the importance and necessity of uniting the grammar rules of both language for the first time.

The Present Study

The Turkish language – being an offical language of the Republic of Turkey- does not have auxilary verbs such as *am, is, are, was, were, do, does, did, have, has, will, have*, etc. as English had. It does not have modals such as *must, can, may, might, should, could*, etc. as English had. Similarly, The English language does not have auxilary verbs such as *yor, tı, dı, mış, ecek, acak*, etc. and modals such as *meli, malı, ebilir, abilir*, etc. as Turkish had. In this context, the question arises: *must English and Turkish always remain unconnected in the minds of students, English teachers, academics and linguists?* or *Can we reconcile the grammar of these two languages?* To these ends the study was undertaken in three schools in a city (Van) by using quantitative and qualitative approaches. The followings are detailed explanations of method, rationale, findings, results, discussion and suggestions.

Research Questions About Subject Pronouns and To Be Verbs

The present study asked the six quantitative and four qualitative research questions. While the former requires statistical analysis (per cent), the latter requires the exploration of the participants' views. The questions are:

Research Question 1. Do grade 6A students learn *subject pronouns* and *to be verbs* (am, is are) in the Turkish texts better and score higher than Grade 6B students who learn these topics in traditional way (explanation)? [true exp. design].

Research Question 2. Do grade 5A students in CI school learn *subject pronouns* and *to be verbs* (am, is, are) in the Turkish texts better and score higher? [simple exp. design].

Research Question 3. Do grade 5B students in HPI school learn *subject pronouns* and *to be verbs* (am, is, are) in the Turkish texts better and score higher? [simple exp. design].

Research Question 4. Do grade 7B students in OCI school learn *subject pronouns* and *to be verbs* (was, were) in the Turkish texts better and score higher? [simple exp. design].

Research Question 5. Do grade 7B students in HPI school learn *subject pronouns* and *to be verbs* (was, were) in the Turkish texts better and score higher? [simple exp. design].

Research Question 6. Do grade 8B students in CI school learn *subject pronouns* and *to be verbs* (has been, have been) in the Turkish texts better and score higher? [simple exp. design].

Research Question 7. What are the English teachers' views of teaching *subject pronouns* and *to be verbs* in the Turkish texts?

Research Question 8. What are the student teachers' views of teaching *subject pronouns* and *to be verbs* in the Turkish texts?

Research Question 9. What are the academics' views about expressing *subject pronouns* and *to be verbs* in the Turkish texts?

Research Question 10. What are the Turkish teachers' views about expressing *subject pronouns* and *to be verbs* in the Turkish texts?

The following table shows the classes, grades and the taught topics in each school.

Table 3. The Classes, Grades and Taught Topics

Schools	Grades and Classes		The Taught Topics
OCIO	6B	6A	am, is, are
	--	7B	was, were
HPIO	--	5B	am, is, are
	--	7B	was, were
CIO	--	5A	am, is, are
		8B	has been, have been

Participants

Four female and two male English teachers were the main participants. These teachers were primarily responsible for teaching the topics in the curriculum whose contents were identified by the ME and taught in private and public schools. Besides, four student-

teachers taught the same topic to students in OCI school with the help of the regular English teachers. This is because all the junior students in the Education Faculties are required to teach two fifteen week terms in school in Turkey. In addition, the researcher who designed and guided the study was a second order participant. The Turkish texts to be used in the classroom, pre and post-tests and the posters were prepared and evaluated by him, see Figure 1.

Figure 1. A Scene From the Classroom Application

Research Design

Approach

The study used a mixture of quantitative and qualitative approaches in collecting, analysing, and interpreting the data. The quantitative aspect was that treatment and control groups were chosen through the non-probability means of purposive sampling. The study used Salkind's (2000) true and simple experimental design in implementing the applications. The following table shows the true and simple experimental designs in

classes and schools. The study was carried out in three public schools and the number of the students in each class varied from 35 to 45. Note that if there is more than one class in the same grade, they are named 6A, 6B, 6C, etc.

Table 4. The Classes and Grades and Schools

Schools	Pre-Test			Post-test	
OCIO	Cont Group	Treat.Group	Applications	Cont. Group	Treat. Group
	6B	6A		6B	6A
	--	7B		--	7B
HPIO	--	5B		--	5B
	--	7B		--	7B
CIO	--	5A		--	5A
	--	8B		--	8B

The qualitative approach was used to learn the effects of *subject pronouns* and *to be verbs*, and to explore the participants' views (students, teachers and academics). They were consulted through a semi-structured interview. Since the study materials are based on knowing and using the native language (Turkish), a teacher teaching Turkish in the same school was interviewed, to learn about her observations and experience. Lastly, two academics with PhD in Turkish instruction were interviewed for professional feedback and suggestions about the Turkish texts.

Method

The research 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. For Marriam (1988) case (s) can be a school, pupil, teacher, group, organisation, and phenomenon. From these views, the possible cases of the study are each school, participant English teacher, student teacher, and each grade (e.g. Grade 5, Grade 7, etc.), each class (e.g. Grade 6A, 6B, etc.), and the topic *(subject pronouns* and *to be verbs)*.

Technique

Students' pre and post-tests results were evaluated as per cent (%) calculation and success mean. The academics, English and student teachers, and a Turkish teacher were consulted through a semi-structured interview, too. Their views are transcribed and translated into English.

Reliability and Validity of the Study

Nunan (1994) states that if an independent researcher reaches the same conclusions, the study would be reliable in general. He furher states that internal reliability refers to

the consistency of the results obtained from a research and external reliability refers to the reproduction of the same results from the study under investigation or from another study. So one (independent researcher) can easily check the rates (percentage, %) between the pre and post tests to measure the reliability. As to qualitative side, the seventh, eighth, nineth and tenth questions had the objectives to explore the views of the participant English teachers, Turkish teacher, students and academics. So one (an independent researcher) can check the consistency of the answers of those who were interviewed and author's inferences. It is seen that both quantitative and qualitative sides of the research paid attention to the reliability.

Nunan also (1994, 14) states that "validity, (…), has to do with the extent to which a piece of research actually investigates what the researcher purpots to investigate". It is seen in the study that the first six questions (quantitative side) aimed to explore the effects of new ways of teaching. That is, the title of the study, the first six research questions, statistical calculation of the results all serve the same objective. In other words, there is no inconsistency between the objectives, the title and conclusion. Last four questions (qualitative side) aimed to explore participants' views. Since the conclusions and inferences of the study are based on the participants' views, the validity of the study is secured by focusing/following the objectives from the beginning to the end of the study. Besides, Sarantakos (1998) states that the validity in qualitative research is increased through triangulation, checking for representatives, replicating a finding, checking out rival explanations. In this study, for example, any research question was asked to many people to check (triangulate) if the answers are the same or different. It was seen that the interviewees produced the same responses. Yet only one academic's and one Turkish teacher's view were included to save the space.

Materials

Rationale for the Study

Gardner (1985, 166) says that "a thorough test of theoretical formulation is not its own ability to explain and account for phenomena which have been demonstrated, but also its ability to provide suggestions for further investigations, to raise new questions, to promote further developments and open horizons".

In preparing the Turkish texts to teach *subject pronouns* and *to be verbs* two types of similarities were exploited; these are scriptural and phonetic similarities of the words, but scriptural similarity had first priority. If it did not work, then the phonetic similarity was used. The scriptural similarities can be seen in the following Turkish sentence: "Hekim ispanya'dadır". The word "Hekim" is a proper male name; the word "ispanya'da" means "in Spain". It means "Hekim is in Spain". So subject pronoun "He" is hidden inside the Turkish word "Hekim". The verb "is" also hidden in "ispanya'dadır". Hence "**He**kim **is**panya'dadır" has "**he**.. **is**…" in it.

If there was no scriptural similarity, a phonetic similary was used as seen in the following sentence: "Şirin isteklidir". The word "Şirin" is a proper female name and it has two syllabuses. The first syllable is pronounced like the subject pronoun "She". The Turkish word "isteklidir" means "eager". It means "Şirin is eager". So the word "Şirin" implies the word "she" and the word "is" included in **is**teklidir. **Şi**rin **is**teklidir has "**she**… **is**…" in it.

Briefly, the study used the scriptural and phonetic similarities based on "transliteration" which means "representation (words, etc.) in closest corresponding characters of another script" (Oxford Dictionary and Thesaurus, 2001, 820).

Finding Similarity with Subject Pronouns

English subject pronouns are I (ay), you (yu), he (hi), she (şi), it (it), we (vi), and they (dey). In the brakets the Turkish pronounciation are represented. For example, The word "I" is pronounced like "ay" and means "ben" in Turkish. The word "You" is pronounced like "yu" and means "sen" in Turkish. Thus Turkish male and female names which scriptually or phonetically represent the English subject pronouns were used. Table 5 shows the *scriptual* similarity of the Turkish names for English subject pronouns. Table 6 shows the *phonetic* similarity of the Turkish names for English subject pronouns.

Table 5. Turkish Male and Female Names

Subject Pronouns	Female Names	Male Names
I	**Iş**ıl, **Iş**ıker, **Iş**ılay	**Iş**ık, **Iş**ıkhan
He	--	**He**kim, **He**rif
We	--	**Ve**ysel

Table 6. Turkish Male and Female Names

Subject Pronouns	Female Names	Male Names
I (ay)	*Ay*dan, *Ay*la, Ben*ay*, Ser*ay*,	*Ay*han, *Ay*vaz, Olc*ay*, Orb*ay*, ...
You (yu)	*Yu*rdanur,	*Yu*suf, *Yu*nus ..
He (hi)	- -	Fet*hi*, Ru*hi*, …
She (şi)	Ye*şi*m, *Şi*rin, .	- -
It (it)	it (dog)	it (dog)
We (vi)	*Vi*ldan, Sel*vi*,	Ul*vi*, Se*vi*, …
They(dey)	*Dey*çe	

Finding Similarities with To Be Verbs

a) am

For *to be verbs* the subject pronoun "I" takes "am", "he", "she", and "it" take "is", and "you" and "we" take "are". Thus, Turkish words that indirectly include "am, is, are" are taken and used from a dictionary (Türkçe Sözlük, 2005). It seemed that there are 20 to 30 commonly used Turkish words that fit this description. Table 7 shows a few of them.

Table 7. The Words With To Be "Am"

Scriptual similarity	Commonly Used Turkish Words
beginning with "am"	*am*aç, *am*ade, *am*algam, *Am*asra, *Am*asya, *am*atör, *am*azon,
including "am"	b*am*bu, b*am*ya, bud*am*a, c*am*cı, c*am*ız, c*am*i, c*am*ia, k*am*era, …
ending with "am"	ad*am*, akş*am*, *am*alg*am*, anl*am*, balg*am*, boyl*am*, c*am*, ç*am*, d*am*, …

For example, the Turkish sentence "Işıl Amasya'da" means "**I**şıl is in **Am**asya" in English and "**I**şıl **Am**asya'da" also has one of the subject pronoun rules: **I… am.**

b) is.

Tablo 8. The Words With To Be "Is"

Scriptual similarity	Commonly Used Turkish Words
beginning with "is"	*is*, *İs*a, *İs*evi, *İs*hak, *is*im, *İs*koç, *is*konto, *İs*lam, *İs*tanbul, …
including "is"	B*is*mil, *İs*lavi*s*t, *is*tatiksel, *is*tati*s*tik, ist*is*nai, …
ending with "is"	apand*is*, bah*is*, Bitl*is*, Ed*is*, En*is*, had*is*, Hal*is*, havad*is*, …

For example, the Turkish sentence "Hekim İstanbul'da" means "**He**kim is in **İs**tanbul" in English and "**He**kim **İs**tanbulda" also has one of the subject pronoun rules: **He… is.**

c) are

Table 9. The Words With To Be "Are".

Scriptual similarity	Commonly Used Turkish Words
beginning with "are"	*are*fe, *Are*l, *Are*iel, *are*na, …
including "are"	B*are*m, es*are*t, id*are*, im*are*t, iş*are*t, k*are*li, , ziy*are*t, …
ending with "are"	av*are*, biç*are* ç*are*, k*are*, min*are*, , pitik*are*, tayy*are*, …

For example, the Turkish sentence "*Yu*suf arenada" means "**Yu**… are at arena" in English and "**Yu**suf **are**nada" also has one of the subject pronoun rules: **You… are.**

Production of Turkish Texts

The researcher meticulously produced two kinds of materials by using scriptual and phonetic similarities. The first type of material is Turkish texts in the form of a paragraph. For example, the sentence is taken from such a text. "**I**şıl'ın **am**cası **Yu**nus **are**nada, **He**kim, **Şi**rin, … **is**imlerini …". It has "**I**…**am**…, **yu**…**are**…, **he, she**…**is**…" in it as seen below.
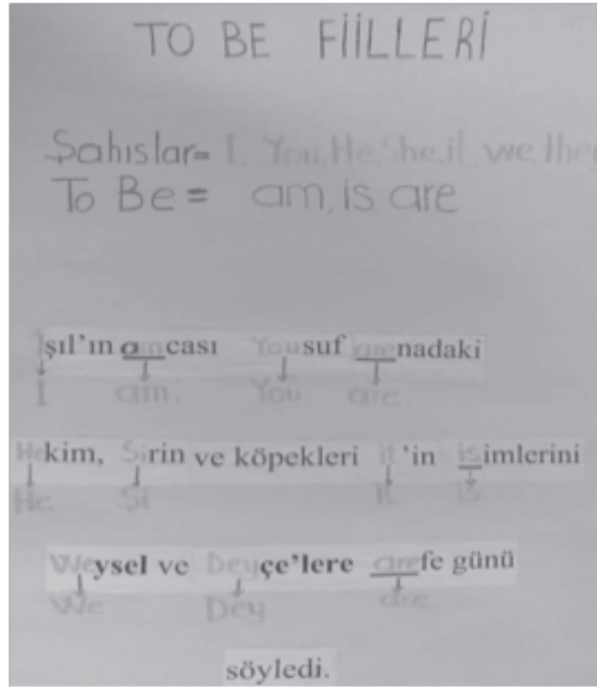
Figure 2. The Text Has Subject Pronouns and To Be Verbs

The second type of material includes short sentences in the form of Turkish proverbs, idioms, riddles, etc. The Turkish proverbs, riddles, idioms were modified by adding a subject pronoun, by changing the object pronoun, etc. For example, the Turkish idiom "bundan iyisi şamda kayısı" means "this is better than an appricot in Damascus". A proper name was added to this idiom to express "I…am…" and it became "**I**sıl'dan iyisi **Şam**da kayısı". The new idiom means "Isıl is better than an appricot in Damascus".

"Minareyi çalan kılıfını hazırlar" means "if someone commits a big crime, she/he plans it carefully in advance". A proper names was added to express "you…are" and it became

"Yunus minareyi çalarsa, kılıfını hazırlar". The new idiom means "if Yunus commits a big crime, he plans it carefully in advance".

The researcher paid utmost care in choosing the commonly used Turkish words, and sentences to represent the topic. For each English subject pronoun (I, you, he, etc.) one Turkish sentence is produced and written on a big poster (50x70cm) with a colour board marker. For the present, past and perfect forms of the *to be verbs*, a poster was prepared and given to the English teachers. The following poster indicates all subject pronouns and present forms of *to be verbs* (am, is, are) in the Turkish sentences.
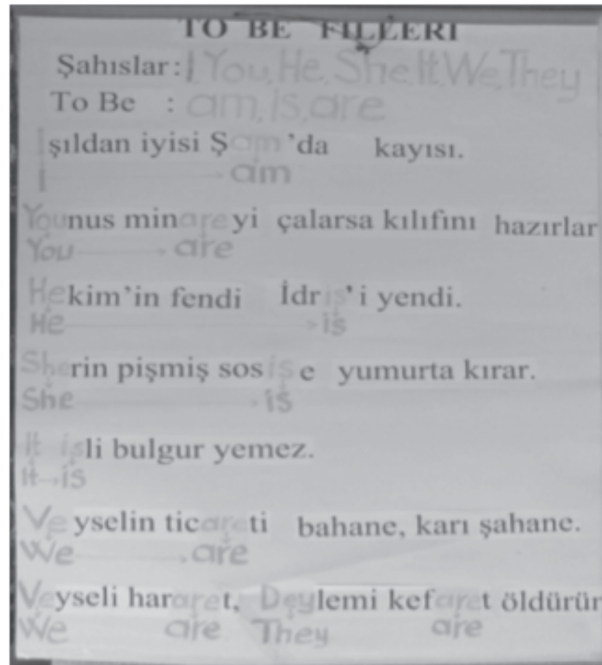

Figure 3. Present Forms of To Be Verbs in a Turkish Text

Evaluation of the Materials

The study used three questionnaires to evaluate to be present, past and perfect forms of *to be verbs* and *subject pronouns* in English as seen in the appendices. For this purpose, a pre-test was applied to the treatment and control groups to measure students' pre-knowledge about the *subject pronouns* and *to be verbs* of English; see Appendices A, B, and C. Then, these topics were taught in the control group (6B) by the English and student teachers using oral explanation. These topics were taught again to the treatment group (6A) by the same staff using the Turkish texts which include the grammatical rules

of *subject pronouns* and *to be verbs*. Lastly, a post-test was applied to both groups to compare the effects of the materials. Bear in mind that there was no control group in the simple experimental designs in which pre-tests, application, and post-tests were used in the treatment groups. That is, the true experimental design was used only once and simple experimental designs were used in five cases. The students' papers were evaluated by giving marks ouf of 100. The mean scores of the pre-tests and post-tests were calculated as per cent (%) by the researcher.

Findings

To investigate the effects of this way of teaching *subjects pronouns* and *to be verbs* the first six questions were calculated as per cent (%) in evaluating students' mean success. Only the first question used control and treatment groups. The results of the questions from 2 to 6 lacking control group were also evaluated as per cent. The questions from 7 to 10 were evaluated qualitatively and descriptively.

Answer to the 1st Question.

It was possible to use the true experimental design in the Grade 6A and 6B classes by applying pre and post-test only once. The mean of the pre and post-tests is seen below.

Table 10. Summary Results of Grade Six

School	Pre-Test		Post-est	
OCIO	Treat. Group	Cont. Group	Treat. Group	Cont. Group
	6A	6 B	6A	6 B
	%63.00	%89.71	%70.72	%92.00

There is about an 8.00 mark difference between the pre and post-tests of the grade 6A; in which *subject pronoun* and *to be verbs* are taught in the Turkish texts. There is a 2.12 mark difference between the pre and post-tests of the grade 6B class in which the topic was taught through explanation.

Answer to the 2nd Question.

Table 11. Summary of Results of Grade Five

School	Pre-Test		Post-est	
CIO	Cont Group	Exp. Group	Cont. Group	Exp. Group
	--	5A	--	5A
		%71.87		%63.57

There is about an 8.00 mark difference between the pre and post-tests of the grade 5A to which the topic was taught through the innovative method. Yet this difference is a negative and its reasons will be explained in discussion section.

Answer to the 3rd Question.

Table 12. Summary Results of from Grade Five

School	Pre-Test		Post-est	
HPIO	Cont Group	Exp. Group	Cont. Group	Exp. Group
	--	5B	--	5B
		%94.58		%95.18

There is about a 0,60 mark difference between the pre and post-tests of the grade 5B in which *subject pronoun* and *to be verbs* are taught through the Turkish texts. There seems to be little difference, yet this is still worth considering.

Answer to the 4th Question.

Table 13. Summary Results of Grade Seven

School	Pre-Test		Post-est	
OCIO	Cont Group	Exp. Group	Cont. Group	Exp. Group
	--	7B	--	7B
		%86.35		90.12

There is about a 3.77 mark difference between the pre and post-tests of the grade 7B in which *subject pronoun* and *to be verbs* are taught through the Turkish texts.

Answer to the 5th Question.

Table 14. Summary Results of Grade Seven

School	Pre-Test		Post-est	
HPIO	Cont Group	Exp. Group	Cont. Group	Exp. Group
	--	7B	--	7B
		%83.47		87.00

It seems that there is about a 3.53 mark difference between the pre and post-tests of the grade 7B to teach the topic.

Answer to the 6th Question.

Table 15. Summary Results of Grade Eight

School	Pre-Test		Post-est	
CIO	Cont Group	Exp. Group	Cont. Group	Exp. Group
	--	8B	--	8B
		%69.94		%72.20

It seems that there is about a 2.26 mark difference between the pre and post-tests of the Grade 8B to teach the topic.

Answer to the 7th Question.

All the English teachers were consulted and interviewed. They stated that they had seen this sort of method for the first time and expressed positive views about it. Although two teachers seemed to be very eager to use the materials, they complained about crowded classrooms, school and nationwide held exams, and absent students towards the end of the semester. Only one interview is included to save the space: R: researcher; Cf: female teacher.

R: These Turkish materials have some English grammar rules in them. What do you think of it?

Cf: "Oo, yes, I saw it for the first time".

R: I created and prepared them, in my opinion we can teach English in a different way. Can this material be used in teaching English?

Cf: "Yes, it can be used"…

In the second interview: she spoke about using the materials.

R: What were the students' reactions to these materials?

Cf: " I saw that the students were confused at first, for 5 to 10 minutes; then, when they tried to understand the materials, the students found them to be very different, but towards the end of the lesson everbody in the class liked it…"

Answer to the 8th Question.

Since "*subject pronoun* and *to be verbs* are taught in the elementary school level, only the student teachers who did their practice in an elementary school were interviewed in the study. (R: researcher, Sf: student female).

R: What do you think about these materials?

Sf: Aa, yes, (pointing with her finger to the poster) this is "I am", this is "you are" …

R: Can this material be used in teaching …?

Sf: Yes, but I do not know what the students at the school will say about it…

After using the materials in the class:

R: What were the students' views about these materials?

Sf: We used this poster in the class, explained the rule, Turkish and English sentences, yet only a few students stated positive views, the rest of the students did not say anything orally.

Answer to the 9th Question.

The interview with OC, who has a PhD in teaching Turkish, follows:

R: What is your view of this poster?

OC: First of all, I will say this, it seems to be a good study, that is, it seems to be an original study.

R: My plan is to use this in teaching English.

OC: I do not know whether this method can be effective or not; the only thing I will state is that expressing English grammar in Turkish texts is interesting. I have noticed this feature for the first time… the texts must be prepared well, very detailed planning must be done, the difficulty of texts must be at the students' level,

Answer to the 10th Question.

The teacher OL, who has been teaching Turkish lessons for 15 years, was interviewed:

R: Can this material be used in teaching English?

OL: Yes, of course, but I have got some suggestions: (after analizing 5 to 10 minutes, she suggests) The Turkish sentences must be simpler, shorter. The method is based on "from the known to unknown principle", and this is very good, if known proverbs, and riddles are used in the material, it would be better. The gap between the "subject pronoun" and the "to be verbs" must not be far as in "Veyseli altın kafese koysalar Munevvere bakar". Instead, it must be like "Veysel Munevvere…". Besides, each poster must be based on either scriptural or phonetic similarity. Pictures can be used in addition to known words. Finally, scriptual similarity must be used instead of phonetic similarity. As stated, the first syllable of the Turkish female name Şirin represents subject pronoun "She". In the poster it was written like Sirin, but it should be Sherin.

Results

The primary goal of the present study is to teach *subject pronouns* and *to be verbs* of English through transliteration in the Turkish texts. A few important findings emerged out of the study. Some rules of the English grammar can be expressed in Turkish texts, proverbs, riddles, idioms, etc. This is the most striking outcome of the study. It is seen in theory and practice that some common points between the Turkish and English languages can be explored.

The present form of *to be verbs* is expressed in Figure 2. Like this, one can express past, and perfect forms of *to be verbs* in the Turkish sentences as seen in the discussion part. As a result, it has been proved that the theoretical base of the Turkish-English sentences are possible and logical.

The quantitative results of the study can be interpreted as follows. The findings indicated that the use of the Turkish texts in the treatment groups anywhere increased the students' success from 1.00 to 8.00 marks, except in one case. The possible reasons will be explained in the discussion section.

The qualitative results of the study have shown that six English teachers, four student teachers, two academics and one teacher teaching Turkish stated positive views about teaching *subject pronoun* and *to be verbs* through the Turkish texts. Overall, the study has proved that the native language (Turkish) can be used in teaching a foreign language, in addition to grammar translation method. Hence, the study has improved the use of the native language, at least, one step forward in the teaching of a foreing language.

In general, the study has also provided some positive evidence about the discussion whether the L1 inference is a barrier to L2 or foreign language learning. Yet it does not mean this evidence is valid for all other languages. The positive evidence also indicates how Turkish (native language) can be turned into a comprehensible input in teaching English. Besides, it indicates the way of using "teaching from known to unknown principle" even in different language families.

Discussion

The study can be criticized from a few aspects, and the most important being the lack of the use of the treatment and control groups in all applications. Although the researcher has spent much effort to carry out the research in the experimental design, it was seen that many things -the national curriculum, the crowded classroom, exams, etc.- affected the outcomes of the research negatively.

The negative effects of the crowded classroom, exams can be explained as follows. There are 35 to 45 students in each classroom and it is sometimes difficult for the teachers to keep the students under control. Students have two or three written exams from each lesson as well as oral ones. Applying the research is not possible whenever it is wanted. ME identifies all the topics to be taught at private and public schools. To that end, teachers make a yearly plan at the beginning of the semester to identify weekly taught topics. Teachers have to teach a new topic in each week and they have to finish teaching all topics by the end of the semester. In this case teachers' first task is to teach the national curriculum instead of applying the researchers' study topics. Thus researchers' first priority becomes the teachers' second priority. Possibly, the teachers could apply or use the study materials (posters) in their lessons only once and application did not last more than 10 minutes in some classes and 20 minutes in others. It could be argued that if longer time was spent

-for example twice or three times as much- in applying the study materials, it is possible that the students' success rates (%) would be higher.

The teachers' (regular and student) real participation and intention may have affected the results of the study. Although the researcher included the volunteer teachers by getting permission from the head masters of the schools before the initiation of the study, one teacher in CIO seemed to be reluctant in applying the study materials. Similarly, the real participation is also needed from the student teachers. Yet student teachers' lack of experience may have affected the study negatively. Likewise, their training at the university may have been insufficient or they may have been excited while teaching for the first time.

The short forms of the "I… am" or he…is" can be critized. The researcher study is not limited with these short forms. It is possible to produce longer sentences with *to be verbs* as seen in the next sentence. "Işıl'ın amcası ambarın boyunda(dır)". The former Turkish sentence has an English sentence in it. "**I**şıl'ın **am**cası **a**mbarın **boy**unda(dır)". The English extract is: "**I... am…a… boy…**". The translation is "Isıl's uncle is as tall as a barn.

It is possible to reconcile the grammar of the two languages in the past and perfect forms of the *to be verbs*.

a) Examples about "to be" past.

Işık **vas**i tayin etti.

I vas(was).

Henry Si**vas**taydı.

He vas(was).

b) Examples about "to be" perfect.

Işıl ni**have**nt ve **ben**cilce söyledi.

I have been …

Sheila **has** ve **ben**cil biri.

She has been …

Işıl ni**have**nt **not**ayı **ben**cilce söylemedi.

I have not been …

It is also possible to express other tenses of English in the Turkish sentences. Following reflects a few of them, yet researcher's effort to represent and improve all of the grammmar rules in Turkish is in progess.

Işık **make**ti **it**er.

I make it.

Doğan, **I**şılı Ki**listen** duyar mı?

Do I listen?

Hekim **Must**afayı sa**hide**n sevmeli.

He must hide.

Coding a rule in not new in teaching grammar. For example, Allstop (1983,78) coded the eight different types of adjectives belonging to a noun in the sentence; *Very Soon A Train Should Come*. The bold letters stand for the following adjectives.

Table 16. Adjective Order That Precede A Noun

V	S	A	T	S	C	O	M
value	size	age	temprature	shape	colour	origion	matetials

As a result, the researcher's effort to code the English grammar - currently *subject pronouns* and *to be verbs* - must not be considered an uncommon thing. If the tenses, modals, adverbs, prepositions, etc. of English can be coded, language learners can summarise tens of grammatical rules in a few sentences. Hence they can learn these rules in a very short time.

Suggestions

There is no point in repeating the same things about the Indo-European, and Ural Altay Languages. A new way of thinking was required. To that end, the study has reconciled the rules of English and Turkish to some extent as an innovation. The study may also serve the following aims.

a) Academics and linguists who study and teach foreign languages can form a new study field by contributing to the above stated transliteration study. Hence, this study can be an inspiration for the other languages in the world. Turkish-English sentence is closer or more similar to comparative linguistics that aims to find similarities amang the languages (Crystal, 1993).

b) The translations from English to Turkish and vice versa can be simplified and the on-line translations can be improved.

c) The potential relations of the English and Turkish languages can be explored by scientific studies in detail. In this way, not only Modern English, but also Middle, and Old English can be compared to Turkish.

d) Electronic devices such as dictionaries, translators, softwares, etc. can be re-programmed. Similarly, the translation programmes can be improved based on the similarity points of the two languages.

e) About 200 million people speak Turkish and 1.5 billion people speak English in the world. The English language can be easily and quickly taught to Turkish speakers all over the world. The reverse may also be posibble. As a result, the English speaking and Turkish speaking peoples may come to understand each others' life styles, beliefs, values and cultures, etc. This is a way to bring a small bit of understanding to the world. This process may also further the world peace.

Appendices

Appendice-A

This Test was Used for Present Form of To Be Verbs

Fill in the blanks with *am, is are,* We …….late for the school. ……..it a book or a pencil? She …….not a nurse. He……..a good boy. ……you a math teacher? She …… a very helper. They ……not at the bus stop.	Mark the sentences as True (T) or False (F). T F ( ) ( ) We are in the classroom. ( ) ( ) Is you at home now? ( ) ( ) I are in the school. ( ) ( ) Is it a cold day today? ( ) ( ) is he a music teacher? ( ) ( ) She isn't ten years old.
Circle the correct form of *am, is, are.* He *is / am* late. *Is / are* it a rainy day? I *am not / isn't* happy. *Is / are* you a clever boy? It *am not / isn't* at the door. She *is / are* hungry now. We *isn't / aren't* in the city.	Circle correct *subject pronoun* for each sentence. *They / I* are in the garden *He / we* is in the car. *She / you* isn't a nice nurse. *We / she* are hungry now. Is *you / it* a bad dog? is *it / we* from England?

Appendice- B

This Test was Used for Past Form of To Be Verbs

Fill in the blanks with *was or were*. …..he a good boy? She ……a boy or girl. ……he a good boy? ……you a math teacher? They …… very happy. It …….a black cat. We ……not in the classroom.	Mark the sentences as True (T) or False (F). T F ( ) ( ) Was we in the school? ( ) ( ) I was in the classroom. ( ) ( ) They weren't careful students. ( ) ( ) He weren't ten years old. ( ) ( ) She was from England. ( ) ( ) It were a music lesson.
Circle the correct option for each sentence. He *wasn't / weren't* happy. *Were / was* she in the school? I *was / were* late. *Was / were* you a clever boy? It *was / were* in the kitchen. They *weren't / wasn't* at the door. *Were / was* we at their room?	Circle the correct *subject pronoun* for each sentence. *You / I* was twenty years old. *They / I* were not in the garden Were *he / we,* in the car? *She / you* wasn't a nice nurse. They / he wasn't hungry now. Was *you / it* a bad dog?

Appendice-C

This Test is Used for Perfect Form of To Be Verbs

| Mark the sentences as True (T) or False (F).
 T F
 ( ) ( ) They was a good player.

 ( ) ( ) Was it a good day?

 ( ) ( ) Was we in the school?

 ( ) ( ) I was in the classroom.

 ( ) ( ) They was careful students.

 ( ) ( ) He weren't twenty years old.
 ( ) ( ) Was she a good friend at school? | Circle the correct form of *was* and *were*.

 Were / was <u>she</u> in the school?

 <u>He</u> *was / were* a doctor.
 Was / were <u>you</u> a clever boy?

 <u>It</u> *wasn't / weren't* in the city.

 <u>They</u> *weren't / wasn't* at the door

 Were / was <u>we</u> at their room? |
| Mark the sentences as True (T) or False (F).
 T F
 ( ) ( ) I has been a pilot.

 ( ) ( ) We have been in Edirne.
 ( ) ( ) He have been a good student.
 ( ) ( ) Have they been in the zoo?

 ( ) ( ) It hasn't been there.
 ( ) ( ) You hasn't been to London.

 ( ) ( ) She hasn't been to in İzmir. | Circle the correct form of *has been* and *have been*

 <u>He</u> *hasn't been / haven't been* happy.
 Have / has <u>she</u> *been* in the school?
 <u>I</u> *have been / has been* late.

 Has / have <u>you</u> *been* a clever boy?

 <u>It</u> *has been / have been* in the kitchen.
 <u>They</u> *haven't been / hasn't been* to Van. |

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