REPUBLIC OF TURKEY

SAKARYA UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

COMPARATIVE EFFECTIVENESS OF INPUT-BASED INSTRUCTIONS ON L2 GRAMMAR KNOWLEDGE: TEXTUAL ENHANCEMENT AND PROCESSING INSTRUCTION

A MASTER'S THESIS

SEVAL BAYRAK

SUPERVISOR

ASSIST. PROF. DR. ADEM SORUÇ

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DECLARATION

I declare that the current thesis has been prepared by me, and it has been carried out in accordance with academic rules and ethical conduct. I also declare that I have cited and referenced all the information used in the thesis.

Signature

Seval Bayrak

'Comparative Effectiveness of Input-based Instructions on L2 Grammar Knowledge: Textual Enhancement and Processing Instruction' başlıklı bu yüksek lisans tezi, İngiliz Dili ve Eğitimi Bilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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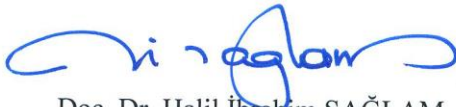
Üye: Danışman Yrd. Doç. Dr. Adem SORUÇ

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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(İmza)

Doç. Dr. Halil İbrahim SAĞLAM
Enstitü Müdürü

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DEDICATION

I dedicate this thesis to my lovely mother and father for always standing by my side and inspiring me during all my life.

ABSTRACT

COMPARATIVE EFFECTIVENESS OF INPUT-BASED INSTRUCTIONS ON L2 GRAMMAR KNOWLEDGE: TEXTUAL ENHANCEMENT AND PROCESSING INSTRUCTION

Bayrak, Seval

Master Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Adem SORUÇ

January, 2017. xiv+147 Page.

This quasi-experimental study investigated the effects of two different types of input-based instructions, namely Textual Enhancement (TE) and Processing Instruction (PI) on the acquisition of English Simple Present Tense third person singular form (–s). To this end, elementary level young learners ($n = 43$) learning English as a Foreign Language (EFL) were employed for the study, and then randomly distributed into two experimental groups as TE and PI groups. Each group received its own specific instruction for two regular classroom hours: the TE group received textual enhancement; the PI group received processing instruction. The groups were assessed within a pretest, an immediate posttest and a delayed posttest design. The assessment materials included one interpretation task (grammaticality judgment task) and two production tasks (form correction and written production tasks). All the instructional and assessment materials used in the study were piloted twice on a similar group of students prior to the main study to check the difficulty level of the instructional materials, the reliability of the tests and the clarity of the instruction. The overall findings showed that both TE and PI groups improved their performance on the interpretation-level task; however, they failed to improve their performance on the production-level tasks.

Key words: Input-based Instructions, Focus-on-form, Textual Enhancement, Processing Instruction, Teaching English to Young Learners

ÖZET

GİRDİ-TEMELLİ İKİ FARKLI ÖĞRETİM YÖNTEMİNİN YABANCI DİL DİLBİLGİSİ ÖĞRETİMİNE ETKİLERİ: METİNSEL GİRDİ VE YAPILANDIRILMIŞ GİRDİ ALIŞTIRMALARI

Bayrak, Seval

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Adem SORUÇ

Ocak, 2017. xiv+147 Sayfa.

Bu tez çalışması iki farklı girdi temelli öğretim yönteminin, Metinsel Girdi Geliştirme ve Yapılandırılmış Girdi Alıştırmaları, İngilizce geniş zaman 3. tekil şahıs ekinin edinimine etkisini araştırmıştır. Bu çalışma yarı deneysel bir çalışma olup başlangıçta 43 katılımcıdan oluşan iki deney grubu içermektedir. Her iki deney grubuna da eğitimden bir hafta önce bir ön test uygulanmış ve sonrasında ikişer ders saati boyunca Yapılandırılmış Girdi ve Metinsel Girdi Alıştırmalarını içeren iki farklı uygulama yürütülmüştür. Eğitimden bir gün sonra her iki gruba da son test uygulanmıştır. Son olarak, edinimin kalıcı olup olmadığını ortaya koymak adına dört hafta sonra farklı bir son test uygulanmıştır. Bu çalışmada, iki farklı girdi temelli öğretim yönteminin ortaokul düzeyinde İngilizce'yi yabancı dil olarak öğrenen öğrencilerin hedef dildeki geniş zaman tekil şahıs ekini kavrama ve (eğitim süresince üretim yaptırılmamasına rağmen) üretim düzeylerine ne kadar katkıda bulunacağının ortaya çıkarılması amaçlanmaktadır. Sonuçlar, her iki yöntemin de katılımcıya kavrama düzeyinde katkıda bulunduğunu ancak ekin üretimine ilişkin olarak aynı etkiye sahip olmadığını göstermektedir.

Anahtar Kelimeler: Girdi-temelli Öğretim Yöntemi, Metinsel Girdi Geliştirme Alıştırmaları, Yapılandırılmış Girdi Alıştırmaları, Çocuklara Yabancı Dil Öğretimi

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CHAPTER I

INTRODUCTION

Nowadays the role of instruction in grammar teaching has been cracked up to be of highly importance in Second Language Acquisition (henceforth SLA) despite a long debate and some controversy.

First of all, SLA could be delineated as "the study of how learners create a new language system" (Gass & Selinker, 2013: 1) or as "the systematic study of how people acquire a second language" (Ellis, 1997: 3). Furthermore, VanPatten and Benati (2010: 2) provide a general definition stating that "the field of SLA addresses the fundamental questions of how learners come to internalize the linguistic system of another language and they make use of that linguistic system during comprehension and speech production".

Moreover, based on recent SLA research, it could be specified that SLA is closely related to language instruction as stated below by VanPatten & Benati (2010: 6):

"… a subfield within SLA research emerged to address the role of formal instruction on second language development: instructed SLA. Unlike general SLA research, which focuses on the learner and the development of language over time, instructed SLA focuses on the degree to which external manipulation (e.g., instruction, learner self-directed learning, input manipulation) can affect the development in some way."

Within this framework, instructed SLA has addressed the importance of formal language instruction. Moreover, form-focused instruction or focus-on-form, which is a part of instructed SLA, has been emphasized over form-focused instructions or focus-on-forms namely traditional grammar instruction. Put succinctly, these two main distinctions were made by Long (1991), who suggested 'focus on form' (FonF) as another methodology, unlike traditional grammar instruction, to teach grammar in a more effective manner in which learners acquire grammatical structure incidentally as their attention is on meaning. FonF could be defined as "the treatment of linguistic form in the context of performing a communicative task." (Ellis, Basturkmen & Loewen**,** 2002: 419).With regard to the difference

between two methodologies, FonFs argues that language is based on an analytic syllabus and thus composed of a number of grammatical structures to teach sequentially (Nassaji & Fotos, 2011) whereas FonF points out "overtly drawing students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991: 45).

What is more, the importance of form-focused instructions to grammar teaching has diminished with the arrival of communication-based approaches, in which meaning has played a central role towards the end of 19th century as pointed out by some researchers (e.g., Lee, 2007; Nassaji & Fotos, 2011) since communicative competence has been emphasized over the acquisition or rote learning of structures. Yet, the idea that meaning should be on the center has been abandoned considering the situation of French immersion classes, in which students have difficulty in accuracy (Lee, 2007) owing to the fact that they have been exposed to only meaning-focused instruction. This dilemma has led instructed second language acquisition researchers to investigate how to integrate form-focused grammar instruction into meaning-focused instruction (Lee, 2007). In more detail, Ellis (2008: 827) elucidates the theoretical rationale of FonF as follows:

1. To acquire the ability to use new linguistic forms communicatively, learners need the opportunity to engage in meaning-focused language use.
2. However, such opportunity will only guarantee full acquisition of the new linguistic forms if learners also have the opportunity to attend to form while engaged in meaning-focused language use. Long (1991) argued that only in this way can attention to form be made compatible with the immutable processes that characterize L2 acquisition and thereby overcome persistent developmental errors.
3. Given that learners have a limited capacity to process the second language (L2) and have difficulty in simultaneously attending to meaning and form they will prioritize meaning over form when performing a communicative activity (VanPatten, 1990).
4. For this reason, it is necessary to find ways of drawing learners' attention to form during a communicative activity. As Doughty (2001: 211) noted 'the factor that distinguishes focus-on-form from other pedagogical approaches is the requirement that focus-on-form involves learners briefly and perhaps simultaneously attending to form, meaning and use during one cognitive event'.

In addition, Ellis (2001) has broadened the term, dividing 'focus on form' into planned focus on form, which involves giving instruction on pre-selected forms to draw learners' attention, and incidental focus on form, which involves no preselected form.

It is planned focus on form which this current study attempts to shed light comparing any greater effect of two types of FonF instructions: Textual Enhancement (hereafter TE) and

Processing Instruction (hereafter PI) on the acquisition of English simple present tense third person singular form based on the idea that input-based instruction works best (VanPatten & Cadierno, 1993). The aim of input-based focus-on-form instructions is to enable learners to create form-meaning mappings without being told what the target form is in order to trigger incidental learning (Ellis, 2008). Besides, this current study focuses on the idea that "formal instruction on grammar forms is necessary to promote L2 learner accuracy and high levels of target language attainment" (Nassaji & Fotos, 2011: 88).

PI is a type of explicit and FonF input enhancement intervention developed by VanPatten (1993, 1996, 2004) based on the principles of his Input Processing Model (see chapter II). As seen in Figure 1 below, processing instruction helps to convert input into intake especially by means of structured input activities thereby developing learners' internal mechanism and contributing to their interlanguage development.
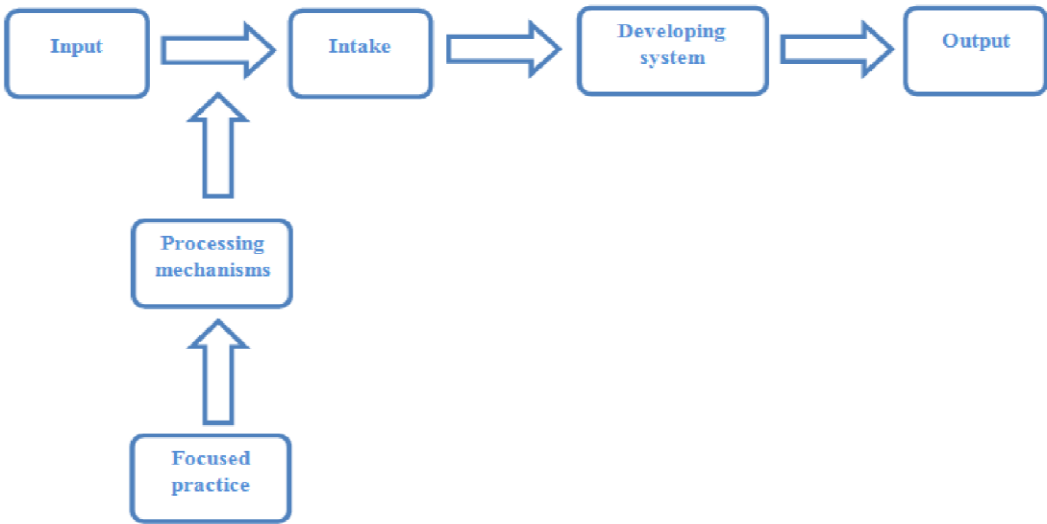
Figure 1. Processing Instruction in Foreign Language Teaching (VanPatten, 2004: 26)

On the other hand, TE is an external input enhancement intervention outlined by Smith (1991, 1993) based on Schmidt's Noticing Hypothesis (1990). TE requires "manipulating the typographical features of a written text so that the perceptual salience of a certain grammatical form of that text is increased" (Wong 2005: 120) through such techniques as changing the font style, coloring, enlarging the character size, italicizing, underlining, bolding, etc.

As for the difference between these two interventions, textual enhancement tries to make input more salient for learners to notice the grammatical forms easily whereas processing

instruction tries to provide learners with the opportunity to create better form-meaning connections with the help of structured input activities. VanPatten argues that PI is not based on noticing but "the construct of (input) processing" (2015: 93).

As a conclusion, integrating grammar instruction into a meaningful learning context is the main aim of this current study. For this purpose, two FonF interventions have been employed so as to draw learners' attention into both form and meaning to trigger their L2 development.

1.1 AIM OF THE STUDY

It is a well-known fact that grammar instruction constitutes a significant part of foreign language education in Turkey. Nevertheless, Turkish EFL learners still have some difficulties in processing different grammatical structures and using them in their oral and written production to a large extent. The problem may partly stem from that traditional grammar instruction or focus-on-forms method is not an effective way of helping learners to process the input and convert it into intake. This study therefore focuses on two new trends towards teaching grammar as a focus-on-form method: textual enhancement and processing instruction and their influence on the acquisition of third person singular form, which is one of the inflectional bound morphemes in English, by elementary level Turkish EFL young learners. It further aims at investigating the comparative effects of these two input-based FonF instructions so as to indicate to what extent formal instruction plays a role in both comprehension and production of a specific morphological form.

1.2 RESEARCH QUESTIONS

The current study aims at obtaining answers to the following research questions:

1. Is there a significant difference between PI and TE groups on the comprehension of third person singular –s measured by grammaticality judgment test?

2. Is there a significant difference between PI and TE groups on the production of third person singular –s measured by form correction test?

3. Is there any significant difference between PI and TE groups on the production of third person singular –s measured by written production test?

1.3 SIGNIFICANCE OF THE STUDY

The study is of pivotal importance for bringing a new perspective into the traditional language teaching classrooms in terms of grammar teaching especially for young learners as different from similar studies carried out with adult learners so far. The study is also problem-oriented since it brings new solutions to default processing problems that EFL learners have in using certain linguistic structures particularly for communicative purposes.

It is a well-known fact that although the recent national language curriculum published by Ministry of National Education (hereafter MoNE) gives greater importance to using communicative approach in the classroom (MoNE, 2013), it is still common that teachers prefer to use traditional grammar instruction because of many reasons such as lack of technological equipment, professional development, and so forth. Furthermore, EFL learners generally have difficulties especially in processing some grammatical structures at morphemic level such as inflectional bound morphemes, thereby preventing them from using such morphemes in their oral practice. Yet, they may seem to have better performance in written form. It is probably because of the fact that traditional grammar instruction (an application of focus-on-forms) does not help learners to process the input, convert it into intake and finally help find its way into the developing system. Thus, the present study focuses on the comparison of two varieties of planned focus-on-form methodology: textual enhancement and processing instruction. In other words, the study aims to investigate, if any, greater influence of TE and PI on the acquisition of third person singular form in English simple present tense. The study contributes to the literature related to grammar instruction in EFL classes in several ways:

i. To the knowledge of the researcher, there are few studies that compared implicit grammar instruction using TE and PI as instructional methods, except for Zanotto's (2015) and Agiasophiti (2011) studies. Thus, this study adds to this body of research.

ii.   In the literature it is easy to find so many studies (e.g., Alanen, 1995; Shook, 1994; VanPatten & Cadierno, 1993; VanPatten & Uludağ, 2011; Zanotto, 2015) especially conducted on young adults. However, young learners are generally ignored. Consequently, this study is among the first conducted in Turkey to fill this gap recruiting young learners as the target population.

iii.   The studies in the literature (e.g., Zanotto, 2015) have some weaknesses such as lack of delayed posttest to measure long-term learning. This study involves both a pretest to ensure that each participant start at the same level of knowledge related to the target structure, and an immediate posttest to explore immediate instructional effect, as well as a delayed posttest as mentioned above to find out whether the participants can still remember and use the target structure in the long run.

iv.   The studies (e.g. Zanotto, 2015) comparing TE to PI measured learners' interpretation (comprehension) ability only. This study measures learners' performance not only at interpretation level but at production. Just as whether learners perform better on comprehension tests is important, so too on production tests, because production is the other end of SLA continuum.

v.   Finally, in his study, Lee (2007) addresses opinions of some researchers (e.g., White, 1998) stating that TE itself does not provide learners with a sufficient condition for interlanguage development, thus it could be supported with additional instructional components for instance explicit information for further processing. Therefore, explicit information was integrated into TE in this study as an additional variable for the treatment procedure as also suggested by Shook (1994). In so doing, the same conditions for both experimental groups were also ensured and experimented at the same time.

1. 4 ASSUMPTIONS

It was assumed that all the participants would attend the instructional hours sincerely and respond all the questions in the tests honestly. It was also posited that this quasi experimental study would contribute to the literature thanks to quantitative results that came from different assessment instruments.

1.5 LIMITATIONS

The current study has unfortunately some limitations despite all the effort to reduce them. First of all, it was carried out in one of the secondary schools in Turkey. Thus, it is not possible to generalize the results to a larger population or different contexts. Neither was it possible for the researcher to be observed by one/two of her colleagues due to workload they had.

Another limitation was that the individual factors such as gender, age and socioeconomic factors were not taken into consideration in this current study. Moreover, it was not possible to allocate more than two classroom hours for the treatment session.

Lastly, because of the population of the school - there were only two classrooms available - the main study lacked a control group. Therefore, it was not possible to find out what would have happened to the experimental groups if they had not received any instructional treatments.

1.6 THE ABBREVIATIONS USED IN THE STUDY

SLA: Second Language Acquisition

TE: Textual Enhancement

PI: Processing Instruction

SIA: Structured Input Activities

EI: Explicit Information

FonF: Focus on Form

FonFs: Focus on Forms

L2: Second/Foreign Language

MoNE: Ministry of National Education

CHAPTER II

LITERATURE REVIEW

This study investigates the effectiveness of TE and PI on the acquisition of English simple present tense third person singular form. It is therefore crucial to provide information regarding the theoretical framework of these two input-based FonF instructions as well as a review of the related studies carried out on both TE and PI so as to understand their nature better in line with their underpinning concepts.

This chapter begins with the framework of textual enhancement and related studies. Then, it presents the framework of processing instruction and related studies. Finally, it ends with the conclusion of literature review.

2.1 THE FRAMEWORK OF TEXTUAL ENHANCEMENT

Input enhancement, first proposed by Smith (1991, 1993), is a technique of FonF that refers to a process which could be "a result of deliberate input manipulation or it can be the natural outcome of some internal learning strategy" (Smith, 1991), and which aims at facilitating the acquisition of the target form in the input making it more salient to the learner.

Textual Enhancement (TE), which is an external input enhancement technique, means manipulating the input provided in a text physically in order to enable it to be easily *noticed* for learners (Nassaji & Fotos, 2011) with the help of some techniques such as bolding, underlining or italicizing etc. based on the rationale that making input more salient helps to draw learners' attention into the target forms and promotes second language development.

"Noticing", which is a term coined by Schmidt (1990), is related to the initial stage in SLA continuum, in which input is converted into intake. It is noteworthy to emphasize that Schmidt's Noticing Hypothesis (1990) runs counter to Krashen's Monitor Theory Hypothesis (1981). Whereas the former postulates that "noticing is the necessary and sufficient condition for converting input to intake" (Schmidt, 1990: 129) namely for acquisition, the latter claims that second language acquisition is a subconscious process similar to "the acquisition of first language" and it is the result of "natural communication" (Krashen, 1981: 1), in which learners attend to understanding the message rather than being engaged in the form.

Put succinctly, Schmidt's Noticing Hypothesis supports that "what learners notice in input is what becomes intake for learning." (Schmidt, 1995: 20). That's why, learners should first notice the target form in the input for a successful internalization process. To this end, there are some ways to design textually enhanced texts to draw learners' attention into certain target forms, thereby making them realize the gap between their performance and the target form as suggested in Nassaji and Fotos (2011: 41) as following:

    a. Select a particular grammar point that you think your students need to attend to.

    b. Highlight that feature in the text using one of the textual enhancement techniques or their combination.

    c. Make sure that you do not highlight many different forms as it may distract learners' attention from meaning.

    d. Use strategies to keep learners' attention on meaning.

    e. Do not provide any additional metalinguistic explanation.

As understood from the suggestions, the key point while designing a textually enhanced activity is to keep in mind that learners' *attention* should be focused on meaning rather than form in line with the underlying principle of FonF, which highlights the importance of implicit teaching and incidental learning, since attention is delineated as "a necessary condition for any learning at all" (Schmidt, 1993: 35). TE instructional packet in this study was prepared based on the guidelines above.

2.2 STUDIES ON TE

A growing body of research with reference to TE emerged over 1990's, whose aim was to implicitly promote learners' attention to noticing of the target form. Some of these studies found positive results (e.g., Jourdenais, Ota, Stauffer, Boyson, & Doughty 1995; Shook, 1994) whereas some others found no positive results regarding its effect (e.g., Leow, 2001; Leow, Egi, Nuevo, & Tsai, 2003; Wong, 2003). Most of the studies attempted to explore the effect of TE on the acquisition of different target forms such Finnish locative suffixes (e.g., Alanen, 1995), Spanish imperatives (e.g., Leow, 2001); English relative clauses (e.g., Izumi, 2002), French past participle agreement in relative clauses (e.g., Wong, 2003) and two Arabic forms (e.g., Park and Nassif, 2014) or on various variables such as rule instruction (e.g., Alanen, 1995), output tasks (e.g., Izumi, 2002), saliency of target forms (e.g., Leow et al., 2003), simplified input (e.g., Wong, 2003), anaphor resolution performance and reading comprehension (e.g., Fang, 2014) and EFL learners' grammatical awareness (e.g., Jahan and Kormos, 2015).

After the first study, conducted by Doughty (1991), yielded positive results with reference to textual enhancement, an array of research was carried out in the field. In the study, she searched the effects of textual enhancement and explicit rule instruction on the acquisition of relative clauses. 20 adult English learners were randomly split into three groups as meaning-oriented, rule-oriented, and control groups. The first group received a text in which the target form was enhanced through underlining, coloring and using capital letters. The second group

received explicit rule instruction in addition to the text. Finally, the control group received the unenhanced version of the text and no explicit instruction. The assessment materials included a free recall task, a grammaticality judgment task, a sentence combination task, a guided-sentence completion task, and an oral task in a pre- and immediate posttest design. The treatment was delivered in an online environment.

The results pointed out that all three groups made gains from pretest to posttest on both written and oral production tasks and there was no significant difference between two instructional groups, which indicated that both instructional types were equally effective on the production of the target form. Doughty therefore proved that "instruction is effective" (p. 431) and "attention to form, either via detailed analysis of structure or highlighting of target language structures in context, promotes acquisition of interlanguage grammar." (p. 431). The results further suggested that the meaning-oriented, namely TE group, significantly outperformed the other groups on the comprehension task. Thus, TE as an intervention was effective in comprehending the target form.

Following this study, Shook (1994) investigated the effects of textual enhancement on the acquisition of Spanish present perfect tense and relative pronouns. 125 university-level learners of Spanish who were native speakers of English were selected as the target population from first and second year classes. The participants were assigned into three groups. The first group received the enhanced version of the reading texts; the second group received the enhanced version of the texts in addition to FonF (namely explicitly asking participants to pay attention to the target form), whereas the third group was used as a control group receiving neither enhanced texts nor explicit grammar instruction. A pre- and posttest design was adopted for the study. The instructional packet included two different reading texts (one for relative pronouns and one for present perfect tense) enhanced through capitalization, using a larger font size and bolding. Assessment tasks included a multiple choice form recognition task and a fill-in-the-blank production task. The instructional treatment lasted for two-day period, less than one hour for each day.

The results showed that both experimental groups that received the enhanced texts and the enhanced texts plus FonF outperformed the group that read the texts without any enhancement on all the assessment tasks. However, Shook emphasized the effect of TE over

FonF since explicit instruction had no significant effect on the results when compared to textual enhancement.

In another study, Alanen (1995) researched the effects of textual enhancement and rule presentation on the acquisition of Finnish locative suffixes and consonant changes. To this end, 36 university-level students were divided into four groups: three experimental groups and a control group. The first group received enhanced texts in which the target forms were manipulated through italicizing; the second group received unenhanced reading texts but explicit information regarding the target form; the third group received a combination of both, namely enhanced reading texts and explicit information on the target form. The assessment tasks involved a sentence completion task, and think-aloud protocols. All the groups received two instructional classes in two consecutive days.

The results indicated that the second group that received explicit information and the third group that received a combination of textual enhancement and explicit information outperformed the group that received textual enhancement only and the control group on the sentence completion production task. The effect of TE as an intervention therefore was not obvious in terms of learners' production performance. Nevertheless, the textual enhancement facilitated "learners' recall and use of targets" (p. 259), and these findings provided further support for the role of noticing in SLA as argued by Schmidt's (1990) Noticing Hypothesis.

What is more, Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995) conducted another similar study in order to reveal the effects of textual enhancement on noticing and producing Spanish preterit and imperfect past tense forms. 14 university level learners of Spanish were assigned into two groups: the first group received an enhanced reading text manipulated through using a larger size and different color, whereas the second group the unenhanced version. The assessment materials included a think-aloud protocol and a picture-based writing task. The treatment session lasted for less than one hour.

The analysis of the think-aloud protocols pointed out that no significant difference was found between two groups. Nevertheless, the results of the picture-based writing task demonstrated that the participants in the first group – the TE group – produced more target forms than the second group, which indicated that "textual enhancement promotes noticing of target L2 form and has an effect on learners' subsequent output." (p. 183).

In another study, Leow (2001) examined the contributions of TE to noticing and acquisition of the target form, namely Spanish imperatives. Thus, 38 college-level participants were divided into two groups as the TE group ($n = 21$) and the control group ($n = 17$). The instructional packet for the TE group involved a short and enhanced authentic text highlighted through underlining and bolding. The assessment materials included a multiple-choice recognition task, think-aloud protocols, a fill-in-the-blank task and finally a comprehension task. A pre- and post- and delayed posttest design was adopted for the study and the treatment period lasted for almost one hour.

The results indicated that there was no significant difference between the TE and control group in terms of noticing measured through the think-aloud protocols; comprehension measured through the comprehension task; intake measured through the multiple-choice recognition task; and (written) production measured through the fill-in-the blank task. Leow (2001) claimed that enhancing input neither "promoted substantially more noticing of targeted forms in the input" (p. 504) nor "contributed in promoting superior comprehension" (p. 505).

On the other hand, Izumi (2002) investigated the effect of TE and output (O henceforth) activities and combination of both on the acquisition of English relative clauses and noticing of the target form. To this end, 61 participants were assigned into four experimental groups as +O-TE, +O+TE, -O+TE, -O-TE and a control group. The instructional packet included a computer-assisted reconstruction and a reading task and the assessment packet consisted of four different tasks: a sentence combination task, a picture-cued sentence completion task, an interpretation task and a grammaticality judgment task. A pre-, posttest design was used for the study. The treatment was given during six sessions in a 2-week period.

The overall results demonstrated that the +O+TE group outperformed the other groups in learning of the target forms. Yet, TE alone provided "no measurable effect on learning" (p. 567) whereas output had a positive effect. Nevertheless, Izumi (2002) acknowledged that visual input enhancement facilitated noticing of the target form, thereby suggesting that the combination of TE with another intervention would be more effective for learning.

Furthermore, Leow, Egi, Nuevo, and Tsai (2003) conducted a study in which they attempted to reveal the roles of TE and the role of type of linguistic item in processing of target forms in the input. 72 first-year college level participants were employed for the study. They were divided into two groups as the TE group ($n = 41$) and the control group ($n = 31$). The

experimental group was exposed to two enhanced texts through bolding, underlining and using a larger font size, while the control group was exposed to two unenhanced texts with either the Spanish present perfect or the Spanish present subjunctive forms (each text for a target form for both groups). A multiple-choice recognition task and a 10-item multiple-choice comprehension task were administered. Furthermore, a think-aloud protocol was used during the treatment period. Finally, a pretest and an immediate posttest design was adopted for the study.

The results from think-aloud protocols revealed that TE had very little effect on noticing. The overall results indicated that no significant difference was found between two groups in terms of the amount of noticing and learners' intake of the target forms and comprehension of the reading passages. Leow et al. (2003) claimed that "exposure to input enhancement and perceptually salient linguistic forms does not significantly promote comprehension" (p. 11). However, it was found that there was a relationship between reported noticing of the target forms and the subsequent processing of them, and these findings contributed to Schmidt's (1990) Noticing Hypothesis.

Likewise, Wong (2003) aimed to investigate the effects of TE and the simplified input on the acquisition of French past participle agreement in relative clauses and on comprehension of three texts in which the target forms were embedded, and Wong's study obtained similar findings to the found in Leow et al. (2003). Four groups including 81 university-level participants were formed for the study: the TE group, the simplified input group, both TE and simplified input group, and finally the control group. The assessment materials involved an error correction task to assess acquisition and three free recall tasks regarding each text to assess comprehension. TE was carried out highlighting the target forms through using a larger font size, italicizing, bolding and underlining. For text simplification, it was done by such manipulations as eliminating the idioms and difficult words, restating the ideas, using shorter or simpler sentence constructions etc.

The results showed that both SI and TE were not effective on the acquisition of the target form on the error correction task. Similarly, TE had no effect on comprehension measured by free recall tasks whereas SI had a positive effect on comprehension. Finally, it was not possible for the researcher to observe any interaction between TE and SI since "no main effect was found for TE on acquisition" (p. 33). Nevertheless, TE facilitated participants' recall of

"the enhanced idea units" (p. 32) even if it had no effect on the recall of total idea units in the texts.

More recently, Lee (2007) conducted a quasi-experimental study on the effects of TE and topic familiarity on Korean EFL students' reading comprehension and learning of passive form with twelve intact classes in four different schools. Participants consisted of four teachers and 259 high-school juniors aged seventeen. Four experimental groups were exposed to three treatment sessions through different reading materials. All the groups were exposed to two pretests which included a form correction task and an L2 reading proficiency test and a posttest, which included a free recall and a form correction task before the treatment. Form-correction task was employed to assess acquisition and free-recall task was adopted to assess comprehension. The treatment was designed based on two variables: enhancement (E) and topic familiarity (F) for four groups as -E/+F, -E/-F, +E/+F, +E/-F respectively. Throughout the treatment session carried out in 2-week period in total, the participants were treated for four 50-minute class periods.

The results showed that +E-F group outperformed the other groups on the form correction task while -E+F and +E+F groups performed better than the other two groups on the free recall task. Therefore, the findings put forth that TE enabled learners to learn target forms whereas it had negative effects on comprehension. On the other hand, topic familiarity was not effective on learning whereas it helped students' comprehension. Based on these findings, Lee suggested that TE could be an effective focus-on-form intervention in terms of acquisition.

Fang (2014) carried out a study in which he investigated the effect of TE on anaphor resolution performance and reading comprehension in Taiwan with 60 EFL learners mostly aged seventeen so as to reveal the relationship between comprehension, anaphor performance and noticing. The participants were divided into two groups randomly: the TE group and the control group. For the treatment session, participants were exposed to two reading passages, which were used as the pretest and posttest and then expected to answer eight comprehension questions and ten reference identification questions. TE group was given passages, in which the target forms were enhanced whereas the control group was treated without any enhancement. Finally, the exposure time to input was balanced between the groups. The study

was conducted throughout three weeks. Before the treatment, the participants took a reading proficiency test.

The pretest scores showed that both groups made similar gains in reading comprehension and reference identification. However, the posttest scores revealed that the TE group showed better performance than the control group in both anaphor resolution and reading comprehension. These findings therefore suggested that TE helped to learn and attend to the target form and it facilitated "noticing and anaphor comprehension" (p. 10). In addition, it was found that there was a "positive correlation between anaphor and reading comprehension" (p. 14) in L2 reading.

Park and Nassif (2014) carried out another study on the impact of TE on two L2 Arabic forms on comprehension and immediate production. The participants consisted of 16 English-speaking intermediate-level students who learn Arabic as a foreign language in US. The target forms, comparative pronoun and dual pronoun, were not formally presented before and were planned to be covered in the course syllabus. Participants were divided into two groups randomly: enhanced ($n = 7$) and unenhanced ($n = 9$). The experimental group was presented with the enhanced version of the passages whereas the control group was given the passages without enhancement during almost one hour for two weeks. The study was conducted throughout four weeks. Two reading passages, each including a different target form, were used for the study. Two comprehension and two production tasks were applied after reading the passages. A free recall task and comprehension questions were used to measure comprehension; a sentence production task and a fill-in-the-blank task were used to measure production.

The results indicated that the unenhanced group outperformed the enhanced group on comprehension tasks, yet no significant difference was found between the groups in comprehension of the two target forms. On the fill-in-the blank task, however, the enhanced group performed better on both target forms. On the sentence production task, both groups made similar gains in producing the comparative form whereas the enhanced group performed better in producing the dual pronoun when compared to the unenhanced group. To sum, the overall results showed that enhancement contributed to the production of the target forms whereas it did not facilitate comprehension. In their study, thus, Park and Nassif argued that

"enhancing a non-meaningful form may be a source of distraction to learners which can significantly interfere with their meaning comprehension" (p. 344).

In another study, Jahan and Kormos (2015) investigated the effect of TE on EFL learners' grammatical awareness with university level students in Bangladesh. The study focused on the auxiliaries 'will 'and 'be going to' as the target forms throughout 5 weeks adopting a research design including a pretest, an immediate posttest and a delayed posttest. The participants were randomly assigned into two experimental groups as enhanced ($n = 40$) and unenhanced ($n = 40$) and a control group ($n = 20$). One of the experimental groups was exposed to TE whereas the other was exposed to input flood without any enhancement. Finally, the control group received no input. Four sessions were allotted for the whole study: a pretest, two sessions for treatment and an immediate posttest, a delayed posttest respectively. The pretest was applied two weeks before the treatment. Two reading texts were used with a multiple choice comprehension task for the treatment sessions and the immediate posttest were administered immediately after the treatment, and finally the delayed posttest was applied two weeks later. The assessment materials involved a multiple choice comprehension task, a noticing question task, controlled grammar production tasks (a fill-in-the-blank and a form recognition tasks) and a metalinguistic awareness task.

The results from the multiple choice comprehension task revealed that the unenhanced group made more gains in terms of comprehension of the target forms than the enhanced group. On the grammar production tasks, however, the enhanced group made significantly better gains in producing the target form 'be going to' than the unenhanced group. Likewise, the findings from the metalinguistic awareness task showed that input enhancement contributed to the metalinguistic awareness of both target forms. Based on these findings, Jahan and Kormos claimed that "exposure to textually enhanced input facilitates the development of metalinguistic knowledge" (p. 46). Nevertheless, TE alone did not contribute to "gaining a full understanding of the complexities of form to function mappings" (p. 46).

2.3 THE FRAMEWORK OF PROCESSING INSTRUCTION

Processing instruction is the "pedagogical intervention that draws insights from a model of *input processing*" (VanPatten, 2004: 1). In this sense, input processing could be delineated as "the strategies and mechanism learners use to link linguistic form with its meaning and/or function" (VanPatten, 2004: 1). Furthermore, VanPatten (2002: 757) states that "input processing attempts to explain how learners get form from input and how they parse sentences during the act of comprehension while their primary attention is on meaning". It will thus be necessary to touch upon these two terms, namely input and processing respectively.

First of all, *input* could be described as "the single most important concept of second language acquisition" (Gass, 1997: 1). It is also defined as "the language that learners hear or see to which they attend for its propositional content (message)" (VanPatten, 1996: 10). Secondly, for *processing*, VanPatten (2015: 93) states that it entails "linking of form with meaning during comprehension" and it occurs unconsciously, which means learners do not realize what is being processed. To this end, learners' attention should be kept on meaning to foster form-meaning connection and they should be informed about input processing strategies.

In a broader sense, SLA is the combination of three outstanding sets of processes (I-II-III) as shown in Figure 2 and the role of Input Processing here is to convert input into intake through form-meaning connections involved in acquisition process, which means that it is related to the first set of processes (VanPatten & Cadierno, 1993). Finally, *intake* means "the subset of the input that has been processed in working memory and made available for further processing." (VanPatten, 2004: 6). In this regard, VanPatten (2015: 102) claims that PI contributes to "the processing of morphological units in the input" rather than "rule internalization".

<div align="center">

I   II   III

input → intake → developing system → output

I = input processing
II = accommodation, restructuring
III = access, production procedures

</div>
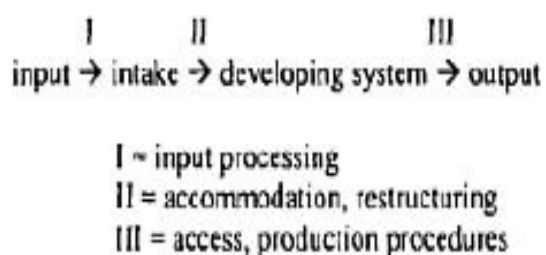
Figure 2. Processes in SLA (VanPatten, 2004: 26)

Input processing, which is a model of SLA, has been outlined by VanPatten (1993, 1996, 2002, 2004 and finally revised in 2015), and has its own principles and corollaries that are presented below (VanPatten, 2004: 14-19):

Principle 1. The Primacy of Meaning Principle. Learners process input for meaning before they process it for form.

      Principle 1a. *The Primacy of Content Words Principle.* Learners process content words in the input before anything else.

      Principle 1b. *The Lexical Preference Principle.* Learners will tend to rely on lexical items as opposed to grammatical form to get meaning when both encode the same semantic information.

      Principle 1c. *The Preference for Nonredundancy Principle*. Learners are more likely to process nonredundant meaningful grammatical form before they process redundant meaningful forms.

      Principle 1d. *The Meaning-Before-Nonmeaning Principle.* Learners are more likely to process meaningful grammatical forms before nonmeaningful grammatical forms irrespective of redundancy.

      Principle 1e. *The Availability of Resources Principle.* For learners to process either redundant meaningful grammatical forms or nonmeaningful grammatical forms, the processing of overall sentential meaning must not drain available processing resources.

      Principle 1f. *The Sentence Location Principle*. Learners tend to process items in sentence initial position before those in final position and those in medial position.

Principle 2. The First Noun Principle. Learners tend to process the first noun or pronoun they encounter in a sentence as the subject/agent.

      Principle 2a. *The Lexical Semantics Principle*. Learners may rely on lexical semantics, where possible, instead of word order to interpret sentences.

      Principle 2b. *The Event Probabilities Principle*. Learners may rely on event probabilities, where possible, instead of word order to interpret sentences.

      Principle 2c. *The Contextual Constraint Principle.* Learners may rely less on the First Noun Principle if preceding context constrains the possible interpretation of a clause or sentence.

'The First Noun Principle' is not within the scope of this study, which will thus not be explained in detailed here (see VanPatten, 2015). It is 'The Primacy of Meaning Principle' that is mainly investigated in this study. What is more, the processing problem behind the current study and its relevancy to the underlying subprinciples are given below.

"The Primacy of Meaning Principle" argues that learners focus on meaning or message in the input rather than form. To take a further specific example, the linguistic form studied in this study is 'third person singular -s', which itself creates a processing problem for learners of English because learners give prior attention to the meaning of sentence, or tense, not the meaning of form -s. Further related subprinciples tackled in this study are as: "The Lexical

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Preference Principle", "The Preference for Nonredundancy Principle" and finally "The Sentence Location Principle".

While preparing the instructional activities, the main and its underlying principles were all considered. For instance, "The Lexical Preference Principle" suggests that learners focus on lexical items to get meaning rather than form. Therefore, to help learners to process the target form in an easier way, temporal adverbs have been omitted from all the sentences in PI activities since they make the target structure 'third person singular -s' redundant. In addition, "The Preference for Nonredundancy Principle" indicates that for learners it is easier to process nonredundant meaningful form instead of redundant meaningful form. Now that the target form "third person singular –s" does not carry communicative value, thus redundant, it is not easy for learners to process. It is noteworthy to explain, in this sense, what the terms "redundancy" and "communicative value" refer to. Communicative value refers to "the meaning that a form contributes to overall sentence meaning and is based on two features: inherent semantic value and redundancy." (VanPatten, 2002: 759). For instance, in the example 'John talks…' the morpheme 'third person singular -s' is marked by both a pronoun and a verb form, which is called 'redundancy' (VanPatten, 2004: 8). Moreover, it has no inherent semantic value. Thus, it is difficult for learners to process.

Finally, "The Sentence Location Principle" alludes that it is easier for learners to process the items in the initial position rather than those in the medial or final position. Therefore, all the verbs including the target from in the activities prepared for PI instructional packet have been placed in initial position.

PI, as a type of focus on form or input enhancement, aims to help learners make form-meaning connections without making any production on the target form thanks to implementing purposefully designed activities, which are called Structured Input Activities, one of the components of PI. In fact, PI has three basic features or components (VanPatten, 2002: 764):

1. Learners are given information about a linguistic form or structure.
2. Learners are informed about a particular IP strategy that may negatively affect their picking up of the form or structure during comprehension.
3. Learners are pushed to process the form or structure during activities with structured input.

In this study, explicit information was integrated into PI and learners were provided with a one-page explicit information handout, on which the rule behind third person singular -s and a few examples were written down. On the other hand, strategy training was neglected since learners' age group may not be suitable for such a treatment. Lastly, input was manipulated and presented in structured input activities designed by the researcher based on the specific principle and its subprinciples mentioned above.

Put succinctly, structured input activities are the classroom activities based on the input processing model, and generally introduced by using aural and written learning channels. They are divided into two categories as referential and affective. Referential activities refer to the activities which have a wrong or right answer that could be checked by the instructor, in which learners need to focus on the form in order to get meaning whereas affective activities refer to the ones, in which learners need to express their ideas, beliefs or other responses regarding their emotions (Wong, 2004). Besides, referential activities could be divided into aural and written activities, in which learners listen or read the sentences that include the structured target form and then choose whether they are right or wrong. Last but not least, structured input activities, namely referential and affective activities, are designed after pointing out the processing problem based on a set of guidelines (Lee & VanPatten, 1995: 121; Wong, 2004: 38-42) as follows:

a) Present one thing at a time,
b) Keep meaning in focus,
c) Move from sentences to connected discourse,
d) Use oral and written input,
e) Have learners do something with the input,
f) Keep learners' processing strategies in mind.

All the activities were prepared considering the guidelines above. To this end:

- Only one rule regarding English Simple Present Tense, namely the form 'third person singular -s', was selected for the current study so as to draw learners' attention directly into the input that was intended to be processed,

- Learners were provided with meaningful input considering that acquisition requires exposure to the meaningful input,

- All the activities focused on short sentences rather than connected discourse considering the learners' age group and proficiency level,

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- Both aural and written activities were adopted for the current study given individual differences or learning styles of all the participants in the study,

- Learners should be provided with not only meaningful but also purposeful input. For this reason, the sentence in the activities included both third person singular -s and simple past -ed so that learners did need to focus on the distinction between these two forms and they could interpret the sentences to get meaning,

- Learners' processing strategies were identified and kept in mind before designing structured input activities.

2.4 STUDIES ON PI

There has been a growing body of research that investigated the impact of PI after the first study on PI was conducted by VanPatten & Cadierno (1993). Most of the studies conducted on PI are concerned with comparing processing instruction to such *production-based instruction (PBI)* interventions as Traditional Instruction (TI) (e.g., Cheng, 2002; VanPatten & Cadierno, 1993); Meaning-based Output Instruction (MOI) (e.g., Benati, 2005; Farley, 2001; Farley, 2004; Keating & Farley, 2008); Dictogloss tasks (DG) (e.g., Qin, 2008; VanPatten, Inclezan, Salazar and Farley, 2009); Meaning-based Drills Instruction (MDI*) (e.g., Keating & Farley, 2008); Communicative Output Instruction (CO) (e.g., Toth, 2006); *to its own components such as PI vs. PI without EI (or SIA only)* (e.g., Benati, 2004; Farley, 2004; VanPatten & Oikkenon, 1996; Wong, 2004) and finally to *Input Enhancement (IE)* (e.g., Agiasophiti, 2011; Lee & Benati, 2007; Zanotto, 2015).

Furthermore, the studies below are about the impact of PI on the acquisition of different grammatical target forms in different contexts. Three lines of research thus will be referred in this section: PI vs. PBI; PI with EI vs. PI without EI (SIA), and finally PI vs. IE.

A line of research is concerned with teasing out the comparing effects of PI and PBI. First of all, VanPatten & Cadierno (1993) carried out a study so as to find out the relationship between input processing and traditional explicit instruction which focuses on the manipulation of learner output. Three second year university level Spanish classes were used

for the study. The participants were divided into three groups. The first group (n = 18) received traditional explicit instruction, whereas the second group (n = 19) received processing instruction on the target item 'object pronouns'. Finally, the third group (n = 18) functioned as a control group and received no instruction on the target item. All the groups took a pretest and three posttests including interpretation and production tests.

The results showed that the PI group performed better than the other two groups on the interpretation task, yet no difference was found in terms of production between two groups, namely PI and TI, although they both outperformed the control group on the production task. VanPatten and Cadierno found that participants in the PI group could make gains on the production task even though they were treated with an input-based instruction without producing the target form. They therefore claimed that the PI group was provided with a "double bonus" (p. 54), which means that processing instruction both helps to process the input better and provides knowledge to the learners so as to enable producing the target form.

The other studies were conducted as a replication of VanPatten & Cadierno (1993). For instance, Cheng (2002) carried out another study in which the effect of processing instruction and traditional instruction was compared on the acquisition of the Spanish verbs 'ser and estar' with adjectives and past participles. Three groups were used in the study again: TI group, PI group and a control group. The study was carried out with 197 participants, who were college students of a fourth-semester Spanish course. Data were collected through three tasks: an oral interpretation task, a sentence production task and a guided composition task within the design of a pretest, an immediate posttest and a delayed posttest. Finally, the instruction was delivered during two consecutive days in two sections.

The results demonstrated that both PI and TI groups made better gains than the control group in guided composition tasks. Likewise, both PI and TI groups outperformed the control group in sentence production task even though the PI group did not receive any treatment on production of the target forms. Finally, the PI group outperformed the control group on the immediate posttest in the interpretation task whereas the TI group outperformed the control group in the same task on the delayed posttest. Nevertheless, the overall results showed that the TI group made gains in the sentence production and guided composition tasks whereas the PI group made gains in both interpretation and production tasks. The overall results addressed

that "PI appears more effective in helping students make correct form-meaning mappings and in restructuring their mental representation of target forms" (p. 317).

On the other hand, PI was compared to MOI as another type of production-based instruction. For example, Farley (2004a) investigated the comparative effects of PI and MOI rather than TI claiming that traditional instruction was not a meaning-based type of instruction. Spanish subjunctive was chosen as the target structure for the study. 62 university-level participants were employed and assigned into two experimental groups: the PI and MOI groups. The instructional materials included ten structured input activities for the PI group and ten meaning-based output activities for the MOI group together with a one-page explicit information handout for both groups. The assessment materials involved an interpretation and a production task and administered as in a pre-, post- and delayed posttest design. The treatment period lasted for five sections in two class days.

The results showed that both the PI and MOI groups made gains on the interpretation-level task. Likewise, both groups improved their performance on the production task. Therefore, the findings in this study were not in line with the previous studies (Cheng, 2002; VanPatten & Cadierno, 1993) conducted on PI vs. TI as discussed earlier since both groups made similar gains. In other words, the findings proved that both type of interventions yielded similar improvements in participants' interpretation and production skills. Thus, Farley (2004a) claimed that "PI does not appear to have been more beneficial to learners that the MOI group." (p. 163).

In another study, Benati (2005) examined the effect of PI, TI and MOI on the acquisition of the English simple past tense in two different secondary schools as a parallel study. In the first school, 47 Chinese students were divided into three groups as the PI group ($n = 15$), the TI group ($n = 15$) and the MOI group ($n = 17$). In the second school, 30 Greek students were divided into three groups as the PI group ($n = 10$), the TI group ($n = 10$) and the MOI group ($n = 10$). The assessment materials including an interpretation task and a written production task were applied in a pre- and posttest design. The treatment was delivered in six instructional hours over three consecutive days (two hours for each day).

The results showed that the PI group made better gains than the other two groups on the interpretation task and thus PI, as an intervention, affected positively both processing and acquisition of the target form. The study therefore supported the idea that "PI is successful in

altering learners' processing default strategy" (p. 83). However, all the groups performed equally on the production task, which means that PI made similar gains to the TI and MOI groups in terms of producing the target form. Therefore, this finding indicated that "PI has clearly altered the way learners processed input and this had an effect on their developing system and subsequently on what the subjects could access for production" (p. 83).

Another line of research is concerned with comparing PI with its components, e.g. PI vs. Structured Input only since the first study conducted by VanPatten and Oikkenon (1996). They aimed to determine whether explicit information, which has been a part of PI, was an effective type of instruction or not. For this purpose, 59 participants, selected from a group of students studying Spanish at a local senior high school in Champaign, Illionis, were split into three groups, namely PI ($n = 17$), EI ($n = 22$) and SI ($n = 20$) groups. The PI group received processing instruction including strategy training, explicit information and structured input activities on the target item 'object pronouns and word order in Spanish'. Besides, the EI group received only explicit information while the SI group received only structured input activities. For the assessment session, an interpretation test and a production test were administered. The pretest was applied one day before the treatment. The treatment session lasted for four class periods throughout four days.

The results documented that both PI and SI groups made better gains than the EI group and there was no significant difference between PI and SI groups not only on the interpretation task but also on the production task. In the study, VanPatten and Oikkenon (1996) elucidated that "significant improvement on the interpretation test is due to the presence of structured input activities and not to the explicit information provided during the explanation phase." (p. 505). Likewise, they suggested that "it is not the explicit information that causes the improved performance; once again it is the structured input that underlies improvement." (p. 506). After almost a decade later, this study was replicated by many researchers (e.g., Benati, 2004; Farley, 2004; Wong, 2004b, etc.).

A replication of VanPatten & Oikkenon (1996) was conducted by Wong (2004b) on another target form, a French indefinite article, which has no semantic value at all. The participants selected from six sections of a first quarter French course at a Midwestern university were assigned into three instructional groups: PI ($n = 26$), SI ($n = 25$), EI ($n = 22$) and finally a control group (n=21). To this end, three different instructional packets were prepared. The PI

group was both exposed to a page with explicit information about the target form and told about the processing problem in addition to being treated with eight different structured input activities. On the other hand, the SI group was only provided with eight structured input activities without any explicit information whereas the EI group received only the page including explicit information without any practice activities and instruction. Finally, the control group received no instruction. The assessment materials included an interpretation task and a production task. All the participants took the pretest two weeks before the treatment. The instructional groups received treatment throughout one day and then immediately took the posttest just as the control group received only the posttest.

The results indicated that the PI and SI groups made better gains than the EI and control groups. What is more, there was not any significant difference between PI and SI groups, which pointed out that "SI is the most important component of PI" (p. 198). As a result, these findings supported the original research of VanPatten and Oikkenon (1996), claiming it is SI activity that enables learners to change their processing strategy.

Moreover, Benati (2004a) conducted a study which investigates the effects of explicit information in processing instruction based on the idea "explicit information plays no role in the acquisition process." (p. 212) as similarly argued in VanPatten and Oikkenon (1996). The target structure was selected as the future tense in Italian as different from that in VanPatten and Oikkenon's study. 38 participants, undergraduate students of Italian at the University of Greenwich, were assigned into three groups as PI ($n = 14$), SI only ($n = 12$) and EI only ($n = 12$). A pre-, post- and a delayed posttest design was adopted for the study. The assessment materials included an interpretation task and a written production task. Finally, all the groups received instruction throughout 6 hours in two consecutive days.

The results showed that both the PI and SI groups made equal gains on both the interpretation and production task and they outperformed the EI group. Thus, the findings were similar to that of VanPatten and Oikkenon's (1996) study supporting that "the main variable responsible for the effects of processing instruction on an interpretation and production task is the structured input activities component." (p. 220). In addition, the results indicated that "manipulating input to push processing changes does seem to be an appropriate pedagogical intervention" (p. 220).

Likewise, Benati (2004b) carried out another study in which he attempted to compare the effects of PI, SI and EI on the acquisition of gender agreement in Italian adjectives. Therefore, 31 participants selected from a group of students studying Italian at undergraduate level at the University of Greenwich, London were split into three groups for the study: PI (*n* = 10), SI (*n* = 11) and EI (*n* = 10). The instructional materials were consisted of EI and SI activities. The SI group was treated with SI activities whereas the EI group was exposed to only EI. However, the PI group received both of them. The treatment was given for four hours over two consecutive days (two sessions for each day). The pretest was given two weeks before the study, and the posttest was given immediately after the end of the last instructional hour. Finally, the assessment materials included an interpretation task, a written production task and a picture-based oral production task.

The results revealed that both PI and SI groups made similar gains in all the tasks while the EI group made no gains. This study, thus, promoted the idea that "SI practice alone is sufficient to improve learners' performance and EI plays no role in PI" (p. 78). Similar to the findings of VanPatten & Oikkenon (1996) and Benati (2004a), the findings supported the positive effects of SI one more time stating that "SI component is the key factor in pushing L2 learners to make correct interpretation" (p. 78).

What is more, Farley (2004b) carried out another replication of VanPatten and Oikkenon's (1996) study changing the target form - the Spanish subjunctive- and employing two different groups: a PI group and a SI group. 54 university level students of a fourth-semester were recruited for the study. PI group were exposed to ten different structured input activities along with a one-page explicit information handout. The SI group, on the other hand, did not receive any treatment on explicit information. Except from this, both groups were treated under the same conditions. Finally, an interpretation task and a production task were used during the examination period, in which a pretest, a posttest and a delayed posttest were administered subsequently. The participants were given the pretest one day before the instruction and then treated during two 50-minute classroom hours.

The results not only demonstrated that both SI and PI groups made significant gains but also revealed that "SI alone is sufficient to cause improved performance on both interpretation and production tasks" (p. 237). Nonetheless, in contrast to the results of VanPatten & Oikkenon's

(1996) study, PI group made better gains when compared to SI group, which showed that SI only could not cause the same improvement in participants' performance.

Last but not least, the other line of research is interested in investigating the comparing effects of PI and IE. To the knowledge of the researcher, few studies have been carried out in the field so far. Firstly, Lee and Benati (2007) conducted a study, in which they compared the effects of SIA and Enhanced SIA on the acquisition of Japanese past tense forms. To this end, 26 participants who were adult Italian native speakers were assigned into three groups as SIA ($n = 9$), Enhanced SIA ($n = 10$) and control ($n = 7$) groups. The assessment materials included interpretation and production tasks. A pre-, post- and delayed posttest design was adopted for the study. Finally, the treatment was given in two consecutive days for four hours in total.

The results demonstrated that both SIA and Enhanced SIA groups made equal gains in both interpretation and production tasks and outperformed the control group, which indicated that SIA was the key factor in the acquisition process as similarly argued in VanPatten and Oikkenon (1996).

Secondly, Agiasophiti (2011) investigated the effects of TE, PI and the combination of both on the acquisition of German V2 and case marking. 131 secondary school English learners of German participated in the study. Then, they were randomly assigned into four groups: the TE group, the PI group, the TE + PI group and the control group. An online pretest, immediate posttest and delayed posttest were administered for the study. The assessment materials included error correction, comprehension, production and interpretation tasks. The instructional groups received treatment for a one and a half hour over two days. In addition, it is noteworthy to emphasize that all the instructional groups were provided with the same amount of explicit information in order to control for the "internal validity" (p. 115) in the study. It is important to address that the design of this current study was also created based upon the same concern.

The results showed that the TE + PI group made more gains than the other groups. The findings support that "the combination of PI with coloured TE is more effective than the sole application of PI and/or coloured TE types of instruction" (p. 214). Based on these findings, Agiasophiti (2011) suggested that grammar instruction could be delivered within a format laid out by using brief explicit rule presentation and structured input activities in combination with

colored enhancement of the target forms via computerised materials "to attract and motivate students to learn a foreign language" (p. 216).

Thirdly and finally, Zanotto (2015) carried out a thesis study on the comparative effects of textual enhancement and structured input activities on the acquisition of the Italian noun-adjective agreement, as replication of Agiasophiti's (2011) study yet with several changes such as selecting a different target form or employing a different population etc. The participants were consisted of 13 Chinese university-level students who were learning Italian in Milan, Italy. They were randomly assigned into two groups: TE ($n = 6$) and SI ($n = 7$). A pretest was applied one day before the one-hour treatment, and a posttest was applied briefly after the treatment. The study lasted for two days in total. Finally, the assessment materials included two sentence-level interpretation tasks and a discourse-level interpretation task.

The results indicated that both TE and SIA groups made significant gains in comprehension of the target forms on both sentence-level and discourse-level interpretation tasks. As for the differences between two groups, it was found that the SI group made better gains than the TE group. Based on these findings, Zanotto put forth that "SIA is an effective instructional strategy" (p. 89).

2.4.1 Studies conducted in Turkish EFL Context

There is a limited number of studies conducted on PI in Turkey. Firstly, VanPatten and Uludag (2011) carried out a study in which they attempted to investigate the effect of PI on the transfer of input to output. Namely, they tried to point out the impact of an input-based intervention -PI- on learners' production ability rather than only interpretation even though they received treatment only in interpretation level. Two classes were randomly selected for the study from 38 university-level students at a public university in Turkey. One was selected as the experimental group ($n = 22$) whereas the other was used as a control group ($n = 16$). All the participants were adults EFL learners aged between 19 and 22. The instructional packet included explicit information, strategy training and nine structured input activities on the target structure 'passive voice'. The assessment materials included an interpretation and two production tasks.

The pretest was applied one day before the treatment. Immediately after two-class-period treatment, they also took the first posttest. The delayed posttest was administered eight days

after the immediate posttest. The results demonstrated that PI group made significant gains both on interpretation and production tasks whereas the control group made no gains throughout the treatment period. VanPatten and Uludag (2011) therefore emphasized that "even though processing instruction is input-oriented, its effects are not limited to input-oriented tasks." (p. 44).

In another study, Farley & Aslan (2012) investigated the impact of PI and MOI on the acquisition of the English present subjunctive form. The study was carried out with 64 Turkish EFL learners. They were split into three groups as PI ($n = 19$), MOI ($n = 23$) and control ($n = 22$) groups. The PI instructional packet consisted of SI activities while the MOI instructional packet included SO (structured output) activities. Besides, both packets contained a one-page explicit information handout. The assessment materials consisted of an interpretation task and a production task, which were administered in a pre-, post- and delayed posttest design. A split-block design was used in the study. Both groups received treatment in two class periods, which means 80 minutes in total.

The results showed that both PI and MOI groups made equal gains on the interpretation task whereas the MOI group outperformed the PI group on the production task and there was a significant difference between them, which indicated that MOI had a positive effect rather than PI on the production of the target form.

Likewise, Soruç (2015) conducted his PhD dissertational study in which he attempted to explore the effects of PI and PBI on the acquisition of English simple past tense regular verb morphology (-ed). Besides, the role of explicit grammatical information was investigated. 194 EFL university students at the preparatory school of a private university in Turkey were assigned into four instructional groups: PI groups with EI (PI + EI) ($n = 28$) and without (PI - EI) ($n = 32$) , PBI groups with EI (PBI + EI) ($n = 32$) and without EI (PBI - EI) ($n = 36$), and a control group (n=16). All the groups were tested three times in a pre-, post- and delayed posttest design and the instructional groups received treatment during four regular classroom hours. The assessment materials included two interpretation and two production tasks.

Firstly, the results showed that all the instructional groups outperformed the control group in all the tasks. Secondly, the PI + EI group outperformed the PBI+EI group on the interpretation tasks whereas their performance was equal on the production tasks. Thirdly, both PI - EI and PBI - EI groups performed equally well on both interpretation and production

tasks. These findings therefore demonstrated that explicit information should be integrated into VanPatten's Input Processing Model as another component claiming that "EI plays a very important for the greater effectiveness of PI groups over PBI groups on the interpretation tasks" (p. 168).

2.5 THE CONCLUSION OF LITERATURE REVIEW

Given the studies in the literature, it is evident that the literature regarding the use of TE and its effectiveness in SLA provides mixed results since there are differences in terms of the selected target forms, the types of enhancement, the age and proficiency level of the participants, the assessment tasks and the contexts employed in the majority of the experiments. A review of the main studies investigating the effects of TE provides following insights:

i. Most of the studies yielded positive results (e.g., Doughty, 1991; Jourdenais et al., 1995; Lee, 2007; Park & Nassif, 2014; Shook, 1994) whereas some of them yielded partially positive effects (e.g., Alanen, 1995; Izumi, 2002; Jahan & Kormos, 2015)

ii. Some studies found no effect (e.g., Leow, 2001; Leow et al., 2003; Wong, 2003).

iii. Some researchers emphasized that applying solely TE might not be sufficient enough. Therefore, it should be supported with other techniques for instance explicit information (e.g., Shook, 1994; White, 1998) or output activities (e.g., Izumi, 2002) for further processing.

iv. The studies (e.g., Agiasophiti, 2011; Shook, 1994) integrating EI into TE found that it was more effective to implement both of them into classroom environment.

On the other hand, it could be easily noticed that an array of research has been conducted on PI in different contexts and on the acquisition of different target forms so far after VanPatten and Cadierno's (1993) study and a high percentage of them yielded positive results regarding the effect of PI and especially SIA component on the acquisition of various target forms. A review of these studies presents the following insights:

i. Most of the studies found positive results (e.g., Benati, 2004; Benati, 2005; Cheng, 2002; VanPatten & Cadierno, 1993; VanPatten & Oikkenon, 1996; VanPatten & Uludag, 2012; Wong; 2004)

ii. Few studies found no effects (e.g., Farley, 2004; Farley & Aslan, 2012)

iii. In most of the studies, SI was claimed as the key component in PI (e.g., Benati, 2004a&b; VanPatten & Oikkenon, 1996; Wong, 2004)

iv. Studies that set out to reveal the impact of PI on the acquisition of a variety of grammatical forms were carried out in different context such as Spanish EFL context (e.g., Cheng, 2002; VanPatten & Cadierno, 1993; VanPatten & Oikkenon, 1996), Italian EFL context (e.g., Benati, 2004a&b; Zanotto, 2015), French EFL context (Wong, 2004) and German EFL context (Agiasophiti, 2011) and finally Turkish EFL context (e.g., Farley & Aslan, 2012; Soruç, 2015; VanPatten & Uludag, 2012).

Furthermore, it is apparent that the number of the studies (- to the knowledge of the researcher - only Agiasophiti, 2011; Lee & Benati, 2007; Zanotto, 2015) attempting to probe the comparative effects of TE and PI is quite limited, which is indeed a significant contribution of the current study. In addition, the research so far has investigated their impacts on the acquisition of different grammatical forms such as Japanese past tense forms (Lee & Benati, 2007), German V2 and case marking (Agiasophiti, 2011), and finally Italian noun-adjective agreement (Zanotto, 2015). Among these studies, only Agiasophiti (2011) employed young learners as the target population as in the current study. What is more, to the knowledge of the researcher, there is no study conducted on the comparative effects of TE and PI with Turkish EFL learners and on the acquisition of an English morphological form. The current study therefore adds to this body of research, which investigates the effects of TE and PI, examining the effect of the aforementioned interventions on the acquisition of English simple present tense third person singular form in a Turkish EFL context with school-age learners.

Last but not least, among the studies conducted on TE, only Shook (1994) and Agiasophiti (2011) investigated the effect of the combination of both TE and EI. The current study likewise combines TE with explicit information and attempts to probe the effect of the combination of both interventions on the acquisition of the target form.

CHAPTER III

METHODOLOGY

This chapter explains the experiment designed to investigate comparative effects of textual enhancement and processing instruction on the acquisition of English simple present tense third person singular form.

3.1 DESIGN OF THE STUDY

A quasi-experimental design (2x3) was adopted for this study as shown in Table 1. The study was carried out at a secondary private school, including two instructional groups -TE and PI- which were both exposed to different instructional materials especially designed for the study.

Table 1. The Quasi-Experimental Research Design

	Pretest	Treatment	Posttest	Delayed Posttest
Group A (TE)	Test A	Textual Enhancement	Test B	Test C
Group B (PI)	Test B	Processing Instruction	Test C	Test A

As seen in Table 1, three different versions of the same type of tests were created in order to improve the internal validity of the tests (Lynch, 1996), and to prevent test item familiarity (Cheng, 2002) based on split-block design. Then, all these three versions were further counterbalanced, namely, while Group A took version A in the pretest, Group B took version B in the same test.

This quasi-experimental study adopted a comparison group design (Mackey & Gass, 2005), in which participants were conveniently sampled and then randomly assigned into two experimental groups and the results of these groups were compared from pretest to immediate and delayed posttests.

Finally, both experimental groups received instruction during two regular classroom hours, namely 80 minutes in total. The instructional hours were deliberately kept short as in the previous studies (e.g., Benati, 2005; Farley, 2001) to prevent learners' interaction with each other (Lynch, 1996). In addition, the treatment was given by the researcher herself to prevent teacher variability and to prevent the possibility of diffusion or imitation of the treatments by different teachers (Lynch, 1996).

3.2 TARGET FORM

The target form was intentionally selected for the current study because of the following reasons: First of all, the researcher, who is also an instructor at a state university in Turkey,

observed that the learners (university level students) in her writing class went through many difficulties in producing third person singular –s and in correcting themselves even if they were tertiary level students and received nearly 10 years of English instruction. Secondly, third person singular –s itself is difficult to process because it is an inflectional bound morpheme that is not easy even for advanced ESL learners to use in spontaneous communication, which was exemplified in the past empirical and theoretical research (e.g., Bailey, Madden & Krashen, 1974; Ellis, 1988; Johnson & Newport, 1989; Krashen et al., 1977; Perkins & Larsen-Freeman, 1975; Shapira, 1978; Wei, 2000 as cited in Jiang, 2004: 603).

3.3 SETTING

The study was carried out with 7th graders at a secondary private school in a Turkish EFL setting in Sakarya, Turkey during the spring semester of 2015-2016 school year. The participants were having seven classroom hours of English instruction every week. They were taught English previously based on explicit rule presentation, namely Focus-on-forms.

3.4 PARTICIPANTS

Two groups of participants were involved in the study and they were all elementary level young learners of English language, all of whom aged 13 years old. All the participants were native speakers of Turkish learning English as a foreign language. In addition, they had been learning English for at least four years starting from 4th year of their education at the time of data collection.

The initial pool consisted of 21 students for the TE group (Group A) and 22 students for the PI group (Group B). 32 participants from a pool of 44 students were included in the study (see the total number of attrition in Table 2). Any participant who was absent during the

instructional or assessment sessions was excluded from the main study. Moreover, the participants who scored higher than 60% in the pretest were left out from the study considering that they had background knowledge on the target form as in earlier research (e.g., Benati, 2004; Cheng, 2002; Farley, 2004; Farley & Aslan, 2012; VanPatten & Cadierno, 1993) so as to attribute any increase after the treatment "to the instructional treatments, not to the learners' differential prior knowledge" (Lee & Benati, 2009: 144). Thus, for the final pool, the TE group included 13 while the PI group 10 participants respectively (see Table 3 for the total number of the participants). 4 of them were female whereas 19 were male.

Table 2. The Number of Attrition

	Pretest	Instruction	Post1	Post2	Total Number of Attrition
Group A (TE)	1	1	3	4	4
Group B (PI)	5	4	5	6	7
					13

Table 3. Total Number of the Participants

	The TE Group	The PI Group
The initial pool	21	22
The number of attrition	4	7
60% and above (leave out)	4	5
The final pool	13	10

3.5 INSTRUCTIONAL MATERIALS

Two different instructional packets were prepared by the researcher for the study reported in this thesis. Both packets were piloted and revised for the main study in addition to getting expert opinion from two researchers with doctoral degree and an English language teacher who had been teaching English for 30 years at the time of data collection.

TE packet consisted of four different texts (with comprehension questions) selected from a book named 'Elementary Stories for Reproduction' published by Oxford University Press, and then the texts were manipulated. The target structure was enhanced through bolding and using a larger font size in all the texts. Comprehension questions were further used to draw students' attention into meaning rather than to the targeted form. Learners reading the enhanced texts were engaged in a "quasi-dual-task" (Lee, 2007: 89), meaning that they concentrated on both content and the targeted form, as set in the sample text below.

John like**s** chocolates very much, but his mother never give**s** him any, because she think**s** they are bad for his teeth. But John has a very nice grandfather. The old man love**s** his grandson very much, and sometimes he buy**s** chocolates for John when he come**s** to visit him. Then his mother let**s** him eat them, because she want**s** to make the old man happy.

One evening, a few days before John's seventh birthday, he say**s** his prayers in his bedroom before he sleep**s**. 'Please God' he shout**s** 'make them give me a big box of chocolates for my birthday on Saturday.'

His mother is in the kitchen and she hear**s** the small boy shouting and go**es** into his bedroom quickly.

She ask**s** her son 'Why are you shouting, John? God can hear you when you talk quietly.'

'I know' the clever boy answer**s** with a smile, 'but Grandfather is in the next room, and he can't.'

Figure 3. A Sample Enhanced Text

B. Please answer the questions (Lütfen soruları cevaplayınız).

1. Why does not John get any chocolates from his mother?
2. Why does his grandfather give him chocolates?
3. Who does John really mean when he says 'them' when he says his prayers?
4. Why does John's mother go into his bedroom quickly?
5. What does John want his grandfather to do on Saturday?

Figure 4. Sample Comprehension Questions

On the other hand, PI packet included ten structured input activities especially prepared for the study, considering learners' proficiency level. While doing this, for instance, words in all the activities, whether referential or affective, were chosen from the 6th and 7th graders' books, distributed by the Ministry of Education. In the activities, never were PI learners asked to produce; but rather given input-based activities related to the acquisition of the target form. The activities prepared based on the guidelines by Wong (2004) were presented both in written and aural way (as set in the samples below).

1.
2.
3.
4.

Sentences heard:

He…

1. performed in many concerts.
2. becomes popular through Youtube.
3. plays the guitar.
4. performed moonwalk.

Figure 5. A Sample Referential Aural Activity

1. He feeds his dog.
   a. usually does   b. in the past

2. He listened to music.
   a. usually does   b. in the past

3. He prepares his meal.
   a. usually does   b. in the past

4. He played chess.
   a. usually does   b. in the past

Figure 6. A Sample Referential Written Activity

	PAST	**PRESENT**
	(Geçmiş)	(Şimdiki)

Jerry…

1. eats cheese.   _____   _____
2. runs fast.   _____   _____
3. played in the garden. _____   _____
4. sleeps a lot.   _____   _____

Figure 7. A Sample Referential Written Activity

	This happens to me	
	True	False

Mert…

1. gets up early.   _____   _____
2. enjoys colorful flags at the school. _____   _____
3. decorates his room with Turkish flags. _____   _____
4. learns new poems by heart.   _____   _____

Figure 8. A Sample Affective Written Activity

3.6 ASSESSMENT MATERIALS

In order to assess the impact of instructions, the assessment materials consisted of a pretest, an immediate posttest and a delayed posttest. All the assessment materials used in the pretest, the immediate posttest and the delayed posttest consisted of an interpretation task (grammaticality judgment) and two production tasks (form correction task and a written production). The grammaticality judgment and form correction tasks included 10 target and 10 distractor items, 20 items in total, for each of them. However, the written production task consisted of 10 target items presented through ten different verbs used to describe the pictures given. The interpretation task was presented before the production tasks (form correction and written production respectively). The participants were given one minute in order to check and ask unfamiliar words before the exam as in earlier research (Benati, 2010).

The grammaticality judgment task, which is "a common elicitation tool", was chosen in order to encourage learners to state their opinions about whether a certain grammatical form was possible or not in their second language (Mackey & Gass, 2005). The form correction task was chosen because of having an advantage of hindering learners from random guessing thanks to supplying correct forms for incorrect sentences (Lee, 2007). Written production task was used so as to reveal whether input-based interventions would cause any production or not.

In the grammaticality judgment task (see Figure 9), the participants were asked to read the sentences, to decide whether they were grammatically correct or not, and then to put a mark for the most suitable option. The task included 20 items in total. 10 of them were target items whereas the others functioned as distractors.

	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
1. Lisa write a letter to her cousin.	☐	☐	☐
2. They will watch a movie tonight.	☐	☐	☐
3. John sleep at 9 o'clock.	☐	☐	☐
4. They have two black car.	☐	☐	☐

Figure 9. A Sample Grammaticality Judgment Task

In the form correction task (see Figure 10), the participants were again asked to read the sentences, to decide whether they were grammatically correct or not, to put a mark for the incorrect answer, and then to write the correct form of the incorrect sentence. Likewise, the task included 20 items in total, 10 of which were target items whereas the others functioned as distractors.

	Correct (Doğru)	Incorrect (Yanlış)

1. Tom take guitar courses on Saturdays. _____ _____

……………………………………………...….

2. They have breakfast at 7 o'clock. _____ _____

………………………………………………..

3. Neil will play soccer yesterday. _____ _____

………………………………………………...

4. She clean her house every day. _____ _____

………………………………………………..

Figure 10. A Sample Form Correction Task

Finally, in the written production task (see Figure 11), students were asked to match the pictures and then to write a full sentence with the given verbs in order to describe the activities illustrated in the pictures. Ten different pictures were used as a visual clue for 10 target items. Beside, no distractor items were used in the task.

VERBS

Mickey Mouse…

1. play football
2. attend birthday parties
3. celebrate new year
4. take a photo
5. drive a car

6. pick up apples
7. talk on the phone
8. bake a cake
9. draw a picture
10. skate with a board

1. ……………………………………….

2. ……………………………………………

Figure 11. A Sample Written Production Task

3.7 DATA COLLECTION PROCEDURE

3.7.1 Treatment

The treatment period lasted throughout two regular classroom hours. The instructor provided the meanings of the unfamiliar words orally during the treatment. At the beginning of the treatment, a one-page explicit information handout (see Appendix A) was distributed to the participants in both groups. The explicit information was delivered both in students' L1 and the target language for three minutes. The participants were intentionally not required to produce the target form during treatment.

After getting explicit information, the participants in the TE group were exposed to four enhanced reading texts, which they read with the help of different reading activities such as silent reading, reading aloud and murmuring for the sake of fluency as well as comprehension. Before reading, they were asked about what they saw in the pictures related to the texts as a warm-up activity. After they predicted the topic, their attention was drawn into the text gradually. Then, they were made to read the texts more than once with different ways stated above. The participants were asked to answer the comprehension questions with their desk mates as a pair work. Since they had difficulty in answering some of the questions, all the questions were discussed with the guidance of the teacher one by one. Furthermore, they had also problems with understanding the texts thoroughly due to some unfamiliar words. Thus, the discussion session was conducted sometimes in their mother tongue rather than in the target language for the sake of comprehension and for the purpose of helping students feel comfortable. After reading and answering the questions, the participants were asked to underline the sentences which started with singular pronouns or proper nouns in order to focus their attention on the usage of third person singular form indirectly. Finally, a speed reading competition was held at the end of the second classroom hour in order to keep their motivation high and avoid the monotonous classroom atmosphere keeping in mind that reading is a demanding skill for second language young learners.

The participants in the PI group, on the other hand, were provided with ten different *structured input activities* which were specifically designed for the study by the researcher to facilitate form-meaning connection, and then to help them acquire third person singular form in English. In addition, the same *explicit information* handout which was presented to the TE group was used for the PI group for three minutes, as well. Yet, *strategy training,* which is another component of processing instruction, was disregarded during the treatment owing to the boredom concern. Participants were given enough time in order to complete the activities. Finally, for the feedback session they were only told 'true' or 'false' without any additional metalinguistic explanation.

3.7.2 Data Collection Procedure

The current study was carried out throughout 6 weeks in total. The participants were tested three times during the study. One week before the instructions were given, both TE and PI groups took the pretest, which was followed by instructional treatments – all were given for both groups by the researcher herself in two regular English classroom hours.

The learners in both TE and PI groups took an immediate posttest one day after the instructions, and delayed posttest four weeks after the instructions (see Table 4 for the timeline of the main study). The tasks in all the three tests were different from those given in the instructional period since the performance of the learners in both groups needed to be measured in a neutral way to provide test item validity (Lynch, 1996), not the same way as they were instructed.

The pretest was used to measure the previous knowledge of the participants before the treatment and to test the effectiveness of the instruction process. The posttest, similarly, aimed to measure the immediate effect of both types of instruction -TE and PI- on the acquisition of third person singular form and to point out which instructional groups showed better gains at the end of the treatment. Finally, the delayed posttest was used to reveal the long-term effects of the treatments.

Table 4. Timeline for the Main Study

Week 1	TE	pretest
	PI	pretest

Week 2	TE	instruction
	Post 1	
	PI instruction	
	Post 1	

Week 3	----	

Week 4	----	
Week 5	----	
Week 6	PI	post 2
	TE	post 2

3.8 PILOT STUDY

The study was piloted in order to revise the material and assessment packs before the main study (Mackey & Gass, 2005). Data were piloted twice. The first pilot study was carried out at a secondary state school in one of counties of Duzce, Turkey. Initially, 6th graders were selected as the target group taking into consideration the curriculum designed by MoNE. Nevertheless, during the first pilot study, it was understood that the assessment tasks and the activities were beyond the participants' proficiency level. Thus, for the second pilot study, 7th graders were selected as the target group based on both the results of the first pilot study and expert opinion. This study was carried out again at a secondary state school in Duzce, after the formal process regarding the permission of MoNE had been completed (see Appendix J). Two experimental groups - TE and PI - (Group A for TE and Group B for PI) were selected for the pilot study along with a control group (Group C). Group C was selected as the control group which received no instruction related to the target form, yet followed the regular syllabus and therefore not treated with the aim of comparison. The participants were selected at random among the available classes assigned by school administration considering the weekly schedule of the school. The initial pool included 93 participants from Group A ($n = 31$), Group B ($n = 32$) and Group C ($n = 30$). The participants who never attended any part of instructional or examination periods were omitted from the study. Consequently, a total of 80

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participants from a pool of 93 students were included in the study (see the total number of attrition in Table 5).

The pretest was given one week before the instruction. After that, the instruction sessions were carried out during two 40-minute class periods for a day and one 40-minute class period for the next day, namely 120 minutes in total. The participants were then given an immediate posttest on the second day of the instruction. Finally, a delayed posttest was given three weeks later after the instruction (see Table 6 for the timeline of the pilot study). Finally, the instructional and assessment sessions took place during participants' regular classroom hours for all three groups.

The results made it clear that, with 7th graders, it was easier to implement the materials but not the tasks used in the tests maybe owing to the several reasons: First of all, their self-readiness was low; secondly, they were not familiar with the new trends into grammar teaching; and finally their language learning experience was limited. Thus, the results presented no data to interpret. For this reason, the main study was planned to be carried out with 7th graders again, but with a different population. Beside, in the pilot study, it was decided on that the morpheme-only enhancement was more appropriate than the whole-word enhancement based on the researcher's observation and participants' opinion revealed through an interview. Therefore, only the target form in the input was enhanced in the texts designed for the main study.

Table 5. The Number of Attrition for the Pilot Study

	Pretest	Instruction	Post1	Post2	Total Number of Attrition
Group A (TE)	3	1	1	1	3
Group B (PI)	1	0	1	4	5
Group C (Cont)	3	-	1	2	5
					13

Table 6. Timeline for the Pilot Study

Week 1	TE	pretest
	Control pretest	
	TE	instruction
Week 2	TE	post1
	Control	post1
	PI	pretest
Week 3	PI	instruction
	PI	post1
Week 4	---	
Week 5	TE	post 2
	Control post2	

Week 6	PI	post2

3.9 SCORING

The correct answers were given 1 point whereas the incorrect answers were given 0 point. Therefore, the raw scores were calculated as 10 for each task, and in total 30, for all the tasks employed in any versions of the tests. For the grammaticality judgment test, there were three options as "correct", "incorrect" and "not sure". Only those who selected 'incorrect' for the sentences without third person singular form were given 1 point. In the form correction task, the participants were asked to find the incorrect sentence, which were written without the target form, and then rewrite the correct version of the sentence. They were given 1 point if they carried out these two tasks successfully. For the last task, the written production task, the participants who matched the verb with the suitable picture and then wrote a full sentence using the target form were given 1 point.

Furthermore, in addition to the researcher, another rater also marked the items in the tests. However, there was no conflict between the raters since the correct items regarding the usage of the target form were definite.

3.10 DATA ANALYSIS

There were three different data analysis phrases in the current study. First of all, all the three versions of the tests (version A, B and C) were piloted twice at two state schools in order to find out internal consistency. Thus, coefficient alpha reliability analysis was carried out for

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the items in all the three tests. Based on the results, it was found that the internal consistency of the items in all the tests were in the preferable levels to continue the main study as listed in the Table 7 (Cronbach's alpha level .83, .92 and .96 for pretest, posttest and delayed posttest respectively). It could be seen that internal consistency reliability analyses in whole test produced an alpha score, which corresponds to .97. It means the excellent level in the reliability scale.

Table 7. Cronbach's Alpha Output from the Reliability Analysis

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	,97	,97	90
Pretest	,83	,84	30
Post 1	,92	,92	30
Post 2	,96	,96	30

Secondly, one-way ANOVA was run for the pretest scores before the treatment period to find out any difference between participants' proficiency level. Then, those who scored 60% and above on the total pretest scores were left out from the study given that their scores represented their background knowledge.

Finally, a repeated measure ANOVA (2x3) was conducted to measure the effect of two different input-based instructions on participants' scores on all the three assessment tasks used in the tests across three time periods. In addition, Pairwise comparisons with a Bonferroni adjustment for multiple comparisons were further run so as to determine the differences among each test.

CHAPTER IV

RESULTS

This chapter presents the results of the data analyses conducted on pretest, posttest and delayed posttest scores of the participants.

4.1 THE RESULTS FOR THE TESTS

4.1.1 The Results for the Grammaticality Judgment Task

The analysis revealed that the mean pretest scores on grammaticality judgment task were found as M=2.70, SD=1.49 for PI and M=4.85, SD=2.04 for TE as in Table 8 below. However, after receiving the treatment, their scores changed into M=3.5, SD=2.22 and M=4.85, SD=2.27 for the PI and TE groups respectively and again four weeks later M=4.70, SD=2.71 and M=6.54, SD=3.05 for the PI and TE groups respectively. After the treatment, the mean score on immediate test of the PI group was increasing sharply whereas that of TE remained constant. However, there was a successive increase in delayed posttest for both PI and TE groups. In order to test the statistically significance of these changes, further analysis was run.

Table 8. Mean Scores on Grammaticality Judgment Task

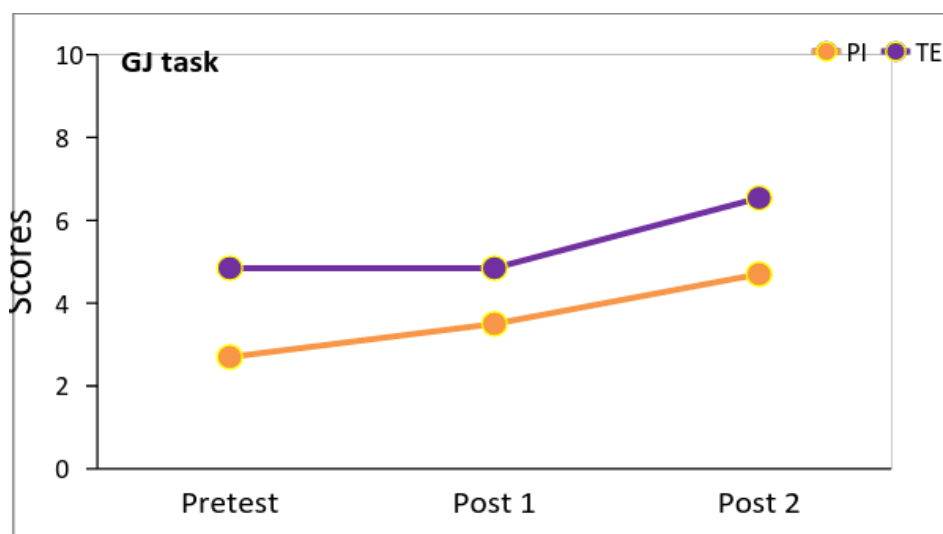|	Intervention group	Mean	Std. Deviation	N
Pretest	PI	2,70	1,494	10
	TE	4,85	2,035	13
	Total	3,91	2,087	23
Post 1	PI	3,50	2,224	10
	TE	4,85	2,267	13
	Total	4,26	2,301	23
Post 2	PI	4,70	2,710	10
	TE	6,54	3,045	13
	Total	5,74	2,988	23

Figure 12. Group x Test interaction on GJT

Thus, a mixed between-subjects analysis of variance (ANOVA) was conducted to measure the effect of two different instructional groups on participants' scores on grammaticality judgment task across three time periods. The results showed that although there was a substantial main effect for time, Wilks Lambda =0.633, $F (2, 20) = 5.81$, $p < 0.05$, $\eta 2= 0. 367$, with both groups showing a successive increase across the three time periods on test performance (see Table 9), there was no significant interaction between instructional type (whether PI or TE) and time, Wilks Lambda $= 0,96$, $F (2, 20) = 039$, $p = .682$, $\eta 2 = 0.038$.

Table 9. Multivariate Test Scores for the Effect of Time and the Interaction of Time and Group

Effect		Value	F	Hypot hesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	,367	5,808[b]	2,000	20,000	,010	,367
	Wilks' Lambda	,633	5,808[b]	2,000	20,000	,010	,367
	Hotelling's Trace	,581	5,808[b]	2,000	20,000	,010	,367
	Roy's Largest Root	,581	5,808[b]	2,000	20,000	,010	,367
Time * Group	Pillai's Trace	,038	,390[b]	2,000	20,000	,682	,038
	Wilks' Lambda	,962	,390[b]	2,000	20,000	,682	,038
	Hotelling's Trace	,039	,390[b]	2,000	20,000	,682	,038
	Roy's	,039	,39	2,000	20,000	,682	,038

Largest Root	0^b

To examine the effect for Test for each of the treatment groups, pairwise comparisons with a Bonferroni adjustment for multiple comparisons were conducted to determine the differences among each test. The mean score of students in TE group was 1,777, which was greater than that of PI group with $p<0.05$, meaning that the difference between mean scores of two groups was statistically significant (Table 10).

Table 10. Pairwise Comparisons between GJ Task by Treatment Group

Group	Mean Difference	P
PI<TE	1,777	0.034

4.1.2 The Results for the Form Correction Task

The analysis revealed that the mean pretest scores on form correction task were found as M=0.50, SD=1.27 for PI and M=4.00, SD=3.74 for TE as in Table 11 below. However after receiving the treatment, their scores changed into M=2.30, SD=2.63 and M=3.92, SD=3.57 for the PI and TE groups respectively and again four weeks later M=1.00, SD=2.16 and M=3.54, SD=4.01 for the PI and TE groups respectively. While the mean score of the PI group was increasing sharply, that of TE decreased slightly on the immediate posttest. On the delayed posttest, the mean score of TE decreased slightly once again while it was decreasing drastically for the PI group. In order to test the statistically significance of these changes, further analysis was run.

Table 11. Mean Scores on Form Correction Task

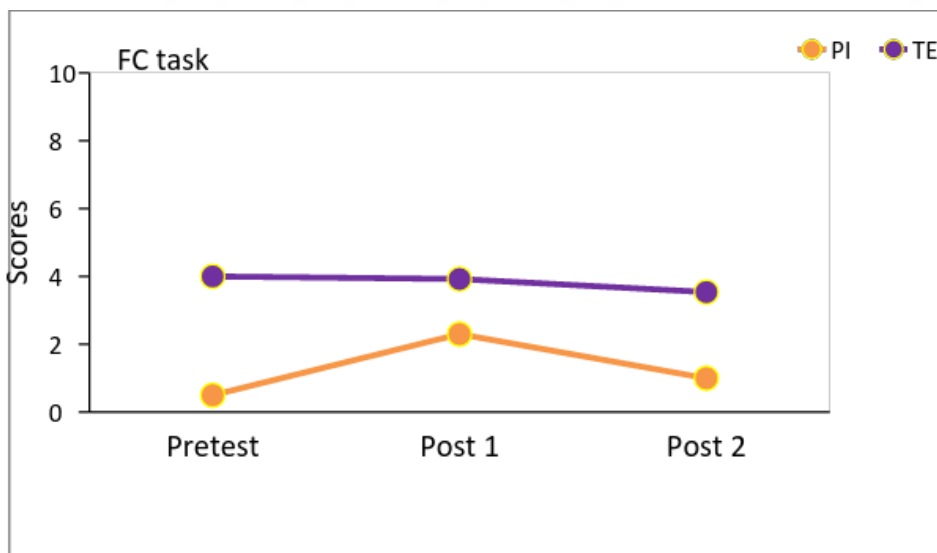|	Intervention group	Mean	Std. Deviation	N
Pretest	PI	,50	1,269	10
	TE	4,00	3,742	13
	Total	2,48	3,383	23
Post 1	PI	2,30	2,627	10
	TE	3,92	3,570	13
	Total	3,22	3,233	23
Post 2	PI	1,00	2,160	10
	TE	3,54	4,013	13
	Total	2,43	3,514	23

Figure 13. Group x Test interaction on FCT

In order to determine whether the treatment type led to a significant improvement the mixed between-subjects analysis of variance was conducted for both groups (PI and TE) on the

participants' scores on form correction task across three time periods. The results in Table 12 showed that there was no significant interaction between instructional type and time, Wilks Lambda = 0.77, F (2, 20) = 3.02, p = 0.71 and η2= 0. 232. Also there was no substantial main effect for time, Wilks Lambda = 0,75, F (2, 20) = 3.27, p =.059, η2 = 0.247.

Table 12. Multivariate Test Scores for the Effect of Time and the Interaction of Time and Group

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	,247	3,274[b]	2,000	20,000	,059	,247
	Wilks' Lambda	,753	3,274[b]	2,000	20,000	,059	,247
	Hotelling's Trace	,327	3,274[b]	2,000	20,000	,059	,247
	Roy's Largest Root	,327	3,274[b]	2,000	20,000	,059	,247
Time * Group	Pillai's Trace	,232	3,023[b]	2,000	20,000	,071	,232
	Wilks' Lambda	,768	3,023[b]	2,000	20,000	,071	,232
	Hotelling's Trace	,302	3,023[b]	2,000	20,000	,071	,232
	Roy's Largest Root	,302	3,023[b]	2,000	20,000	,071	,232

To examine the effect for Test for each of the treatment groups, pairwise comparisons with a Bonferroni adjustment for multiple comparisons were conducted to determine the differences

among each test. The mean score of students in TE group was 2.55, which was greater than that of PI group with p< 0.05, meaning that the difference between mean scores of two groups was statistically significant (see Table 13).

Table 13. Pairwise Comparisons between FC Task by Treatment Group

Group	Mean Difference	P
PI<TE	2.554	0.042

4.1.3 The Results for the Written Production Task

The analysis revealed that the mean pretest scores on written production task were found as M=3.00, SD=4.62 for PI and M=0.77, SD=2.77 for TE as in Table 14 below. However after receiving the treatment, their scores changed into M=2.00, SD=4.22 and M=3.00 SD=4.69 for PI and TE group respectively and again four weeks later M=1.90, SD=4.01 and M=2.23, SD=4.25 for PI and TE group respectively. While the mean score on immediate test after instructions of TE group was increasing, that of PI had a sharp decrease. The mean score of delayed posttest for TE decreased sharply while that of PI group decreased slightly. In order to test the statistically significance of these changes, further analysis was run.

Table 14. Mean Scores on Written Production Task

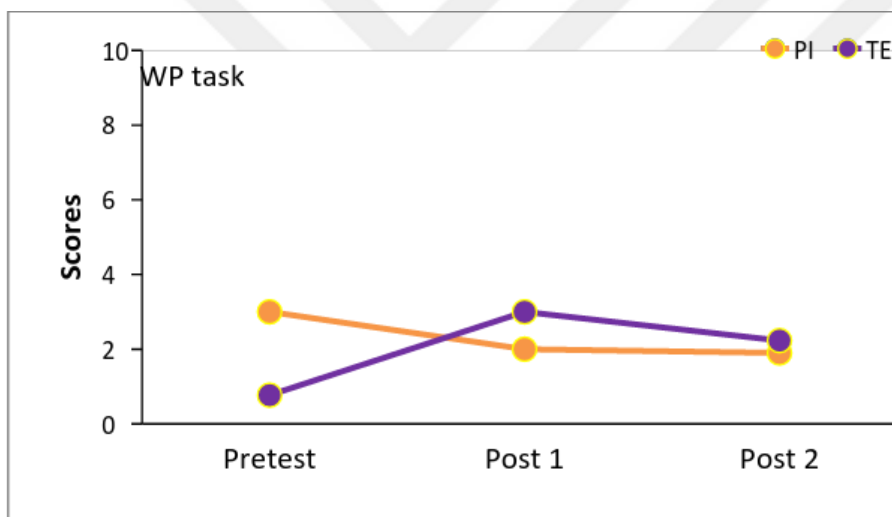|	Intervention group	Mean	Std. Deviation	N
	PI	3,00	4,619	10
Pretest	TE	,77	2,774	13
	Total	1,74	3,768	23
	PI	2,00	4,216	10
Post 1	TE	3,00	4,690	13
	Total	2,57	4,419	23
	PI	1,90	4,012	10
Post 2	TE	2,23	4,246	13
	Total	2,09	4,055	23

Figure 14. Group x Test interaction on WPT

In order to determine whether the treatment type led to a significant improvement the mixed between-subjects analysis of variance was conducted for both groups on the participants' scores on written production task across three time periods. The results in Table 15 showed that there was no significant interaction between instructional type and time, Wilks Lambda = 0.84, $F (2, 20) = 1.914$, p = 0.173 and $\eta2= 0. 161$. Also there was no substantial main effect for time, Wilks Lambda = 0.97, $F (2, 20) = .354$, p = .173, $\eta2 = 0.034$.

Table 15. Multivariate Test Scores for the Effect of Time and the Interaction of Time and Group

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	,034	,354[b]	2,000	20,000	,706	,034
	Wilks' Lambda	,966	,354[b]	2,000	20,000	,706	,034
	Hotelling's Trace	,035	,354[b]	2,000	20,000	,706	,034
	Roy's Largest Root	,035	,354[b]	2,000	20,000	,706	,034
Time * Group	Pillai's Trace	,161	1,914[b]	2,000	20,000	,173	,161
	Wilks' Lambda	,839	1,914[b]	2,000	20,000	,173	,161
	Hotelling's Trace	,191	1,914[b]	2,000	20,000	,173	,161
	Roy's Largest Root	,191	1,914[b]	2,000	20,000	,173	,161

To examine the effect for Test for each of the treatment groups, pairwise comparisons with a Bonferroni adjustment for multiple comparisons were conducted to determine the differences among each test. The mean score of students in PI group was 0,300, which was greater than that of TE group, but it was not statistically significant (Table 16).

Table 16. Pairwise Comparisons between WP Task by Treatment Group

Group	Mean Difference	P
PI>TE	,300	0.836

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter first begins with a discussion of the results with reference to the experimental study in which the comparative effect of TE and PI was investigated. Then, it presents a summary of the current study. Finally, it provides suggestions with respect to both classroom implications and further research.

5.1 DISCUSSION

5.1.1 Grammaticality Judgment Task

The study attempted to obtain answers to three main questions. The first question asked whether there was a significant difference between PI and TE groups on the comprehension of third person singular form measured by grammaticality judgment test. According to the previous research findings in the literature (e.g., Zanotto, 2015), it was hypothesized that the group PI would perform better than the TE group (PI > TE) on the interpretation-level task.

The findings from the grammaticality judgment task clearly showed that both groups increased their performance after the treatment, thus indicating that both instructional types were effective in helping learners to increase their performance across three time periods of assessment although there was no statistically significant difference between the groups (PI = TE). Therefore, the hypothesis was not affirmed.

The findings further demonstrated that the PI group made higher gains from pretest to immediate posttest than the TE group. Given that both groups received the same amount of explicit information prior to treatment without any additional metalinguistic explanation in the instructional stage, it could be the presence of 'structured input activity' in this current study that contributed to circumventing participants' default processing problems on the

grammaticality judgment task. These findings were supported by many studies in the field. First of all, VanPatten and Oikkenon (1996) conducted a study in which they compared the components of PI and attempted to reveal the effect of explicit information on the acquisition of object pronouns and word order in Spanish. They found that it was not explicit information but structured input activities (SI) that contributed to learners' developing language system. Likewise, Wong (2004b) found that "SI is the most important component of PI" (p. 198). In addition, Benati (2004b) emphasized that "SI component is the key factor in pushing L2 learners to make correct interpretation" (p. 78). Last but not least, the findings were further confirmed by the positive results obtained by Zanotto (2015), who investigated the comparative effects of structured input activities and TE on the acquisition of Italian noun-adjective agreement and found that SI group made better gains on both sentence-level and discourse-level interpretation tasks. Zanotto (2015) asserted that "structured input activity is an effective instructional strategy" (p. 89).

Based on the current research findings, it could be claimed that PI as an intervention helped learners to make better form-meaning connections and to increase their performance, corroborating the findings of Cheng (2002), who claimed that "PI appears effective in helping students make correct form-meaning mappings and in restructuring their mental representation of target forms" (p. 317). Moreover, these results were similar to the findings of VanPatten & Cadierno's (1993) study, which found superior effects for the PI group over the TI on the acquisition of Spanish clitic object pronouns on the interpretation task. In this study, VanPatten and Cadierno (1993) emphasized that "instruction as direct intervention on a learner's strategies in input processing should have a significant effect on the learner's developing system." (p. 54).

The findings were further supported by Benati (2005), who investigated the effect of PI, TI and MOI on the acquisition of the English simple past tense and revealed that PI yielded positive results for the processing and acquisition of the target form. Thus, he claimed that "PI is successful in altering learners' processing default strategy" (p. 83). What is more, the findings of the current study were supported by Farley and Aslan's (2012) study, which was conducted in a Turkish EFL context on the acquisition of the English present subjunctive form and pointed out that "through structured input, learners are pushed to attend to input to make form-meaning connections, and therefore internalize the formal properties in the L2 in question." (p. 137).

On the other hand, the findings showing that TE group increased their performance on the grammaticality judgment task were supported with the findings of some of the studies in the literature (e.g. Alanen, 1995; Doughty, 1991; Shook, 1994). First of all, Doughty (1991) investigated the effect of TE and explicit rule instruction on the acquisition of relative clauses employing two experimental groups, namely meaning-oriented group and rule-oriented group, and a control group. The results indicated that the meaning-oriented or TE group made better gains than the other groups in comprehension tasks, thus indicating that TE was an effective intervention in facilitating the comprehension of the targeted form. Likewise, Alanen (1995) researched the effects of TE and rule presentation on the acquisition of the Finnish locative suffixes and consonant changes and found that TE contributed to noticing of the target form and it has "a facilitating effect on the learners' recall and use of targets" (p. 259). Furthermore, these results were supported by Jourdenais et al. (1995), who investigated the effects of TE on noticing and producing Spanish preterit and imperfect past tense forms. In their study, it was found that TE promoted noticing of the targeted form.

More recently, some studies yielded positive results as well regarding the effects of TE in different EFL contexts. For instance, Lee (2007) investigated the effects of TE and topic familiarity on Korean EFL students' reading comprehension and learning of passive form and found that TE facilitated learning the target form. Similarly, Fang (2014) conducted a study in which he researched the effect of TE on anaphor resolution performance and reading comprehension in Taiwan employing a TE group and a control group. The findings showed that TE helped learners to notice and attend to the target form. Finally, Jahan and Kormos (2015) attempted to research the effect of TE on EFL learners' grammatical awareness in Bangladesh employing two target forms ('will' and 'be going to') and found that TE contributed to "the development of metalinguistic knowledge" (p. 46).

All in all, both instructional types, namely TE and PI, have a positive effect on the interpretation-level task. They were effective enough to make learners notice English simple present tense third person singular -s form, process and transfer it into their developing system. This current study, therefore, revealed positive correlation between noticing and learning of the target forms. These findings also contributed to Schmidt's "Noticing Hypothesis" (1990), in which he argued the role of noticing in language learning stating that "noticing is the necessary and sufficient condition for converting input into intake" (p. 129).

5.2.2 Form Correction and Written Production Tasks

The first research question focused on measuring the effects of both types of instruction on learners' interpretation performance whereas the other two questions aimed at elucidating their effects on learners' production performance. The second research question asked whether there was a significant difference between PI and TE groups on the production of third person singular −s measured by form correction test. Likewise, the third research question asked whether there was any significant difference between PI and TE groups on the production of third person singular −s measured by written production test. Based on the previous literature, it was predicted that the PI group would perform better than the TE group on the production tasks (PI > TE) since findings from most of the studies conducted on PI (e.g., Cheng, 2002; Benati, 2005; VanPatten & Cadierno, 1993; VanPatten & Uludag, 2011) indicated positive effects of PI on learners' production performance whereas some studies conducted on TE (e.g., Alanen, 1995; Izumi, 2002; Leow et al., 2003; Wong, 2003) indicated negative effects on learners' production performance though it facilitated noticing.

The findings from both form correction and written production tasks revealed that both TE and PI were ineffective in increasing learners' production performance, and there was no statistically significant difference between the instructional groups (PI = TE). Therefore, the hypothesis was not confirmed.

TE was found ineffective to increase the production of the target form in spite of its perceptual salience. That is, the findings of the current study demonstrated that the exposure to enhanced input and perceptually salient target form did not necessarily promote production. The findings did corroborate the findings of Alanen (1995), who found no observable effect of TE on learners' production performance. Likewise, Leow (2001) investigated the effect of TE on noticing and acquisition of Spanish imperatives employing an experimental and a control group, and he found no effect for TE on the production of the target form. Based on this finding, he claimed that "While reported noticing of targeted forms did correlate significantly with immediate recognition of the forms, the level or depth of attention or type of processing demonstrated by many participants while reading a written text might not have been robust or strong enough to promote deeper levels of processing for subsequent written production." (p. 505) as similarly proved by the findings of this current study. Besides, Wong

(2003) searched the effect of TE and the simplified input on the acquisition of French past participle agreement in relative clauses and found that TE facilitated only recalling the enhanced units not producing the target form.

Furthermore, the findings were similar to the findings of Izumi (2002). She investigated the effects of TE and output and combination of them on the acquisition of English relative clauses and found that TE alone did not contribute to learning of the target form even though it facilitated noticing. Based on these findings, she claimed that "advantages of output may not be shared by the superficial external manipulation of the target form in the input, which, without any additional instructional assistance, may help only with detection of the highlighted form items but does not necessarily engage the learner in further cognitive processing." (p. 573). Therefore, in her study, she provided further support to Swain's "Output Hypothesis" (1984). Swain asserted that "to produce, learners need to do something; they need to create linguistic form and meaning and in so doing, discover what they can and cannot do" (1995: 127) and highlighted that "output pushes learners to process language more deeply - with more mental effort - than does input" (2002: 99).

In addition, the findings from the production tasks of the current study run counter to most of the research conducted on PI (e.g., Benati, 2005; Cheng, 2002; VanPatten & Cadierno, 1993; VanPatten & Uludag, 2011). For instance, VanPatten and Cadierno (1993) attempted to point out the relationship between Input Processing and Traditional Instruction on the acquisition of Spanish clitic object pronouns and found that both PI and TI groups outperformed the control group on the production task and claimed that PI provided a "double bonus" (p. 54) for learners, meaning that PI helped not only to process the input better but also to produce it. Similarly, Cheng (2002) and Benati (2005) found positive effect for PI on the production of the target form. Benati admitted that "PI has clearly altered the way learners processed input and this had an effect on their developing system and subsequently on what the subjects could access for production." (p. 83). Furthermore, VanPatten and Uludag (2011) investigated the effect of PI on the transfer of input to output; that is, they examined the impact of an input-based intervention on learners' production ability although they received treatment in interpretation level as in this current study. The study was conducted in a Turkish EFL context and passive voice was selected as the target form. As a result, they argued that "PI, as a grammatical intervention, is sufficient to bring about significant change in learner knowledge and ability." (p. 52). Besides, they claimed that "PI, as a classroom treatment for

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focusing on form (not skill), is sufficient for classroom learning environments." (p. 52). Likewise, the findings of the current study were inconsistent with the findings of Soruç (2015), who attempted to explore the effects of PI and PBI on the acquisition of English simple past tense regular verb morphology (-ed) in a Turkish EFL setting. He found that PI helped learners to produce the target form even though they never received a production-based instruction.

To conclude, to make learners produce the target form, input-based interventions could not be sufficient enough since they only contributed to noticing of the target form and thereby interpreting L2 grammar knowledge rather than producing it in this current study. However, the findings, for both groups, from the production tasks of should be carefully considered. The reasons behind these findings could be explained based on several factors.

First of all, the target form third person singular -s is of no communicative value or semantic inherent according to VanPatten's Input Processing Model (e.g., VanPatten, 2004). Therefore, the morpheme itself is difficult to process (e.g., Jiang, 2004). Secondly, both input-based interventions, namely PI and TE, do not suffice to help participants to produce the target form. Finally, although the current study is among the first including young learners ($n = 23$) the number of participants is limited and the findings thus are not generalizable.

All in all, the findings from the current study indicated that both types of input-based instructions, namely TE and PI helped participants to improve their performance on the interpretation-level task whereas they did not yield the same positive effects on the production-level tasks.

5.2 CONCLUSION

This current quantitative study searched the comparative effects of processing instruction and textual enhancement on the acquisition of English simple present tense third person singular form. To this end, a quasi-experimental design was adopted for the study. Thus, 43 participants were split into two experimental groups: the PI group ($n = 22$) and the TE group ($n = 21$). They were treated for two regular classroom hours. The PI group received an instructional packet including ten different structured input activities whereas the TE group

received four different reading texts, in which the target form was enhanced through bolding and using a larger font size. In addition, both experimental groups received explicit information provided in a one-page explicit information handout.

Furthermore, one interpretation task (grammaticality judgment) and two production tasks (form correction and written production) were employed for the examination purpose in a pretest, an immediate posttest and a delayed posttest design. The pretest was applied one week before the treatment and the immediate posttest was applied one day after the treatment. Finally, the delayed posttest was applied four weeks later. Data were piloted twice before the main study in two different schools in order to revise both instructional and assessment materials in addition to getting expert opinion.

To conclude, the overall results showed that there was no statistically significant difference between the TE and PI groups on both interpretation and production tasks. Nevertheless, both TE and PI helped learners to increase their performance on the grammaticality judgment task; namely they contributed to noticing the target form at interpretation-level whereas they did not provide any positive effects regarding the production of the target form on both form correction and written production tasks. Based on the findings obtained during the study, some pedagogical suggestions and ideas related to further research are provided in the next section.

5.3. SUGGESTIONS

5.3.1 Suggestions for Implication

From the pedagogical perspective, the results of the present study have some implications for second language instruction. The results could help learners in comprehension of a variety of grammatical structures especially those which are notoriously difficult for foreign language learners, thereby encouraging EFL teachers to benefit from both TE and PI in their language classrooms. TE increases perceptual salience of the target form whereas PI facilitates form-meaning connections regarding the form. Thus, they both could improve accuracy even if they do not contribute much to improve fluency. All in all, they could be implemented into secondary school curriculum.

Most teachers actually make use of TE subconsciously in their classes highlighting the target form in the written input for instance by underlining or bolding it or using a different color. The study indicated a positive effect of TE on noticing. However, it could be more effective to support TE with explicit information or output-based interventions rather than relying solely on TE. On the other hand, PI includes purposefully designed activities beneficial in the comprehension of a specific target form. Given the benefits that both TE and PI brought about in comprehending the target form in the current study, both instruction types might be incorporated into curriculum.

Last but not least, although the results of the current study indicated that input-based instructions did not help learners produce the target form, this result should be reconsidered given that many PI studies in the literature yielded positive results for the superior effect of PI on the production tasks (e.g., Benati, 2005; Soruç, 2015; VanPatten & Cadierno, 1993). EFL teachers therefore could also use structured input activities to help learners produce any form that their learners have default processing.

5.3.2 Suggestions for Further Studies

First of all, this current study could be carried out including a control group besides allocating more instructional hours for the treatment sessions of both of the experimental groups in the current study. Secondly, the participants could be comprised of EFL learners with different proficiency level or of different age and/or different learning styles. Finally, the long-term effects of the two pedagogical interventions, namely TE and PI, were measured only over a period of four weeks in this study. Thus, further research could be carried out to examine their long-lasting effects.

Moreover, the effect of PI could be investigated on discourse level rather than sentence-level only, since there are few studies (e.g., VanPatten & Borst, 2012) focusing on this matter in the field. In addition, online treatment could be employed since the research in the literature is quite limited (e.g., Agiasophiti, 2011; Fernandez, 2008).

To the knowledge of the researcher, only one study (Agiasophiti, 2011) has been conducted to investigate the effect of a combination of TE + PI in the field and has yielded positive results. Therefore, more studies could set out to examine their combined impacts on the acquisition of a variety of target forms. Besides, more research could be conducted with Turkish EFL

learners (especially with young learners) on the acquisition of a variety of grammatical forms. Furthermore, it is noteworthy to address that crosslinguistic studies could be carried out to extend the results of the study reported in this thesis.

Last but not least, the treatment regarding both TE and PI could be presented through using interactive web-based materials such as online workbooks, E-prime, podcasts etc. in addition to using both written and aural forms.

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APPENDICES

The Present Simple Tense

We use simple present tense to talk about **habits and daily routines.**

Please keep in mind the rules below!

I	
You	Verb
We	
They	

He	
She	Verb + **S**
It	

Examples:

They play football after school.

I clean my room.

We watch a movie.

He comes to school by bus.

Neşe speaks English so fast.

My mum works as a doctor.

READING TEXT 1

A.   Please read the text (Lütfen metni okuyunuz).
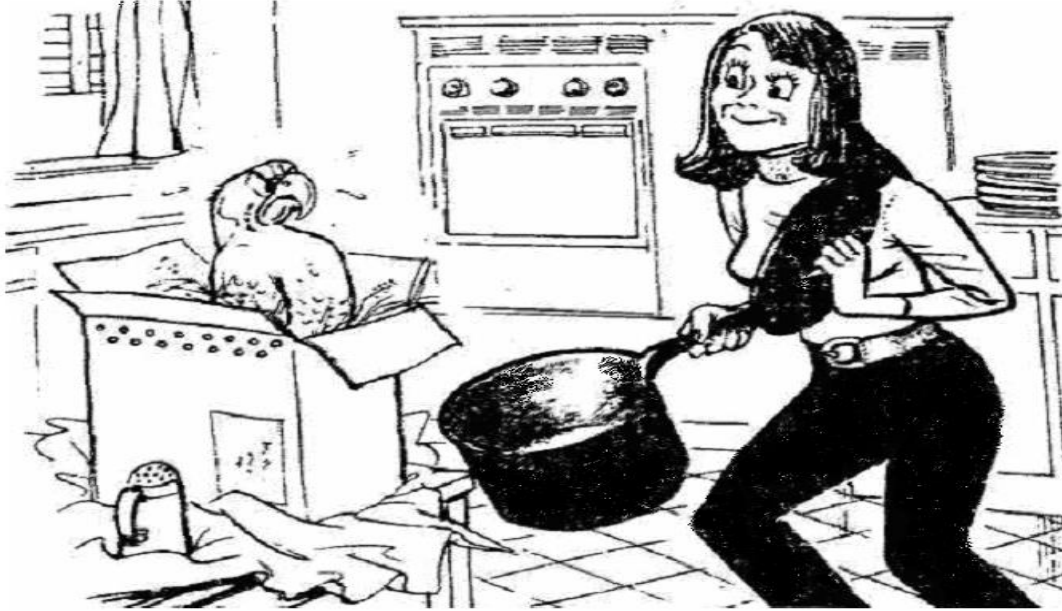
Jack is a young sailor. He live**s** in England, but he often go**es** away with his ship.

One summer he come**s** back from a long voyage and find**s** new neighbours near his mother's house. They have a pretty daughter, and Jack soon love**s** her very much.

He say**s** to her that his next voyage begin**s** in a few days' time, he love**s** her and want**s** to marry her when he come**s** back. He also say**s** he think**s** about her all the time, and he write**s** to her and send**s** her a present from every port.

Jack's first port is Freetown in Africa, and he send**s** Gloria a parrot from there. It speak**s** five languages.

When Jack's ship reach**es** Australia, there is a letter from Gloria. It say**s,** 'Thank you for the parrot, it taste**s** much better than a chicken.'

B.   Please answer the questions (Lütfen soruları cevaplayınız).

1.   Why does Jack make long voyages?
2.   Where does he live?
3.   Why does Jack think about Gloria all the time?
4.   Where does Jack send Gloria the parrot from?
5.   Where does Jack get Gloria's letter about the parrot?
6.   What does Gloria do to the parrot?

READING TEXT 2

A.   Please read the text (Lütfen metni okuyunuz).
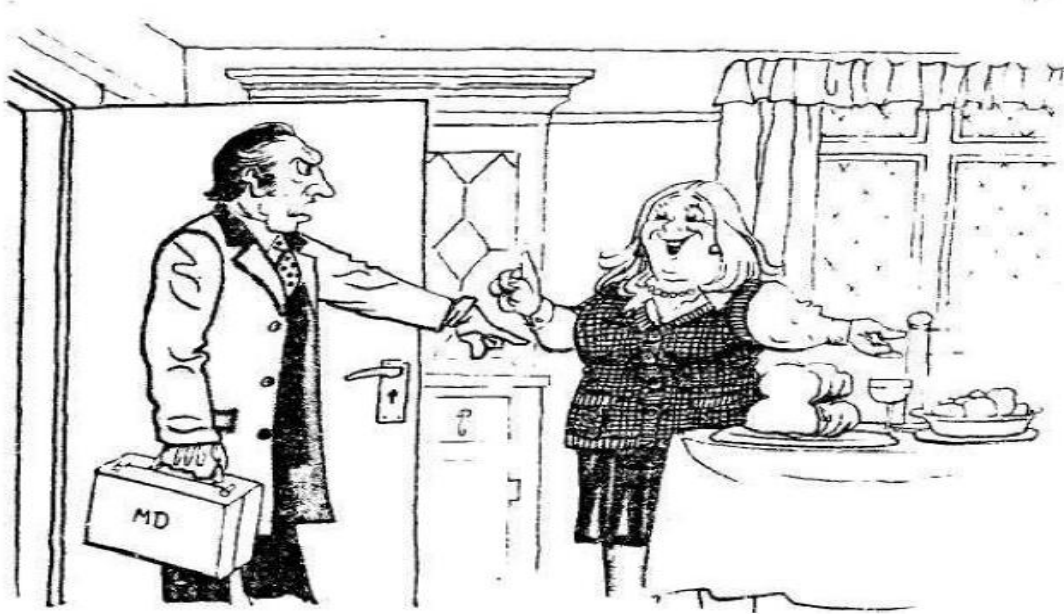
Miss Green is very fat. She weigh**s** 100 kilos, and she get**s** heavier every month, soshe go**es** to see her doctor.

He say**s** to her that she need**s** a diet, and he has got a good one. He give**s** her a small book and say**s** 'Read this carefully and eat things on page 11 every day. Then come back and see him in two weeks' time.'

Miss Green come**s** again two weeks later, but she is not thinner: she is fatter! The doctor get**s** surprised and say**s** 'Are you eating things on page 11 of the small book?'

'Yes, doctor,' she answer**s**.

The next day the doctor visit**s** Miss Green during her dinner. She get**s** very surprised to see him.

'Miss Green', he say**s,** 'Why do you eat potatoes and bread? They are not in your diet.'

'But, doctor,' she answer**s** 'I eat my diet at lunch time. This is my dinner.'

B. **Please answer the questions (Lütfen soruları cevaplayınız).**

1. Why does Miss Green go to see her doctor?
2. How does the doctor try to help her?
3. Does she get thinner?
4. Does she eat the things on page 11 of the book?
5. Why doesn't she get thinner?

READING TEXT 3

A.   Please read the text (Lütfen metni okuyunuz).

Mr. Day is a teacher at a school in a big city in the north of England. He usually go**es** to France or Germany for a few weeks during his summer holidays, and he speak**s** French and German quite well.

But one year Mr. Day say**s** to one of his friends that he go**es** for a holiday in Athens but he never speak**s** Greek, so he want**s** to go to the evening classes and have Greek lessons for a month before he leave**s**.

He studi**es** hard for a month, and then his holiday begin**s** and he go**es** to Greece.

When he come**s** back a few weeks later, his friends say**s** to him 'Did you have any trouble with your Greek when you were in Athens, Dick?'

'No, I didn't have any trouble with it,' he answer**s**. 'But the Greeks did!'

B. **Please answer the questions (Lütfen soruları cevaplayınız).**

1. Where does Mr. Day usually spend some time during his holidays?
2. Why does he want to have Greek lessons?
3. Where does he go to learn Greek?
4. How long does he stay in Greece?
5. How much does his Greek help him while he is in Greece?

READING TEXT 4

A.   Please read the text (Lütfen metni okuyunuz).

John like**s** chocolates very much, but his mother never give**s** him any, because she think**s** they are bad for his teeth. But John has a very nice grandfather. The old man love**s** his grandson very much, and sometimes he buy**s** chocolates for John when he come**s** to visit him. Then his mother let**s** him eat them, because she want**s** to make the old man happy.

One evening, a few days before John's seventh birthday, he say**s** his prayers in his bedroom before he sleep**s**. 'Please God' he shout**s** 'make them give me a big box of chocolates for my birthday on Saturday.'

His mother is in the kitchen and she hear**s** the small boy shouting and go**es** into his bedroom quickly.

She ask**s** her son 'Why are you shouting, John? God can hear you when you talk quietly.'

'I know' the clever boy answer**s** with a smile, 'but Grandfather is in the next room, and he can't.'

B. **Please answer the questions (Lütfen soruları cevaplayınız).**

1. Why does not John get any chocolates from his mother?
2. Why does his grandfather give him chocolates?
3. Who does John really mean when he says 'them' when he says his prayers?
4. Why does John's mother go into his bedroom quickly?
5. What does John want his grandfather to do on Saturday?

Activity 1: Tom and Jerry

There are some sentences below about Jerry's past and present life. Read each sentence and decide whether they refer to past or present. Please put a tick (√) for the correct option. (Aşağıda Jerry'nin geçmiş ve şimdiki yaşamı hakkında cümleler bulunmaktadır. Cümleleri okuyunuz ve hangisiyle ilişkili olduğunu bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

	PAST (Geçmiş)	PRESENT (Şimdiki)
Jerry…		
1. eats cheese.	_____	_____
2. runs fast.	_____	_____
3. played in the garden.	_____	_____
4. sleeps a lot.	_____	_____
5. makes Tom angry.	_____	_____
6. sailed by a boat.	_____	_____
7. catches too many fishes.	_____	_____
8. caused trouble for Tom.	_____	_____
9. bites Tom's tail.	_____	_____
10. scared Mammy Two Shoes.	_____	_____

Activity 2: Lucy's daily life

Lucy is a student. Now you will listen to the sentences about Lucy's daily life. Listen to the sentences and decide whether they refer to her present life or past life. Please put a tick (√) for the correct option. (Lucy bir öğrencidir. Lucy'nin günlük ve geçmiş yaşamı hakkındaki cümleleri dinleyiniz ve hangisiyle ilişkili olduğunu bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

	PRESENT LIFE	PAST LIFE
	(Şimdiki Yaşamı)	(Geçmiş Yaşamı)

Lucy…

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Sentences heard:

She…

1. gets up early
2. wears her uniform
3. combs her hair
4. brushed her teeth
5. goes to school by bus
6. played volleyball with her friends
7. rides a bike
8. watches cartoon
9. helped her mother in housework
10. picked flowers

Activity 3: Present or Past

There are some sentences below about Mark's life. Read the sentences and choose the events he usually does or he did in the past. Please circle the correct option. (Aşağıda Mark'ın hayatıyla ilgili cümleler yer almaktadır. Cümleleri okuyunuz ve genelde ya da geçmişte yaptığı olaylara karar veriniz. Lütfen doğru seçeneği daire içine alınız.)

1. He feeds his dog.
a. usually does   b. in the past

2. He listened to music.
a. usually does   b. in the past

3. He prepares his meal.
a. usually does   b. in the past

4. He played chess.
a. usually does   b. in the past

5. He drinks milk.
a. usually does   b. in the past

6. He draws a picture.
a. usually does   b. in the past

7. He takes a shower.
a. usually does   b. in the past

8. He visited his friends.
a. usually does   b. in the past

9. He helped his father.
a. usually does   b. in the past

10. He rides a bike.
a. usually does   b. in the past

Activity 4: In what order?

There are some sentences below about your teacher's one day on weekdays. Read the sentences and put them in an order using numbers from 1 to 10. (Aşağıda öğretmeninizin hafta içindeki bir günü hakkında cümleler yer almaktadır. Cümleleri okuyunuz ve 1'den 10'a kadar sıralayınız.)

a.   He watches a movie.   (….....)
b.   He gets up early.   (…….)
c.   He visits his friends.   (…….)
d.   He goes to dance club.   (…….)
e.   He eats lunch.   (…….)
f.   He teaches English.   (…….)
g.   He travels by bus.   (…….)
h.   He brushes his teeth.   (…….)
i.   He goes online.   (…….)
j.   He sleeps late.   (…….)

Now compare your results with your partner to find out the similar or different order you put the sentences. (Sonuçlarınızı benzer ya da farklı sıralamayı bulabilmek için arkadaşınızla karşılaştırınız.)

Activity 5: Two famous people

Listen to the sentences about two famous people. Choose the person the sentences refer to. Please put a tick (√) for the correct option. (Aşağıda bulunan iki ünlü hakkındaki cümleleri dinleyiniz. Cümlelerin ilişkili olduğu kişiyi seçiniz. Lütfen doğru seçeneğe tick (√) koyunuz.)

1. _____   _____
2. _____   _____
3. _____   _____
4. _____   _____
5. _____   _____
6. _____   _____
7. _____   _____
8. _____   _____
9. _____   _____
10. _____   _____

Sentences heard:

He…

1.   performed in many concerts.
2.   becomes popular through Youtube.
3.   plays the guitar.
4.   performed moonwalk.
5.   likes playing basketball.
6.   loved dancing.
7.   wins different awards.
8.   lives in Los Angeles.
9.   writes songs.
10.   died suddenly.

Activity 6: A summer holiday

There are some sentences below about a Turkish student's daily activities in a summer holiday. Read each sentence and decide whether you do the same things or not during your summer holiday. Please put a tick (√) for the option you choose. (Aşağıda Türk bir öğrencinin yaz tatilindeki günlük yaşamına ilişkin cümleler yer almaktadır. Her bir cümleyi okuyunuz ve kendi yaz tatilinizde yaptığınız benzer ya da farklı aktivitelere karar veriniz. Lütfen doğru seçeneğe tick (√) koyunuz.)

This happens to me

True   False

He/She…

		True	False
1.	plays volleyball with his friends.	_____	_____
2.	swims in the sea.	_____	_____
3.	visits his relatives.	_____	_____
4.	rides a bike.	_____	_____
5.	reads a book.	_____	_____
6.	watches a movie.	_____	_____
7.	eats ice cream.	_____	_____
8.	travels by plane.	_____	_____
9.	climbs the mountain.	_____	_____
10.	moves to another city.	_____	_____

Activity 7: Present life or Past life

Listen to the sentences which are about the life of a famous singer 'Hande Yener' in Turkey. Decide whether each sentence refers to her past life or present life. Please put a tick (√) for the correct option. (Aşağıda yer alan Türkiye'de ünlü bir şarkıcı olan Hande Yener'in şimdiki ve geçmiş yaşamına ilişkin cümleleri bulunmaktadır. Cümleleri dinleyiniz ve her bir cümlenin hangisiyle ilişkili olduğunu bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

	PRESENT (Şimdiki)	PAST (Geçmiş)
Hande Yener…		
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Sentences heard:

She…

1.   wears strange clothes.
2.   lives in Beykoz.
3.   stopped going to a high school.
4.   changes her hair style.
5.   danced in her concerts.
6.   worked as a shop assistant.
7.   loves singing very much.
8.   admires other singers.
9.   composes many songs.
10.   lived with her family.

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Activity 8: April 23 National Sovereignty and Children's Day

There are sentences below about Mert, a Turkish student. There is a list about the activities which he does on April 23 National Sovereignty and Children's Day. Read the sentences and decide whether you do similar or different things during the same day. Please put a tick (√) for the correct option for you. (Aşağıda Türk bir öğrenci olan Mert'in 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı'nda yaptığı aktivitelerle ilgili bir liste bulunmaktadır. Cümleleri okuyunuz ve aynı gün sizin de yapmış olduğunuz benzer ya da farklı aktiviteleri bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

This happens to me

True   False

Mert…

		True	False
1.	gets up early.	_____	_____
2.	enjoys colorful flags at the school.	_____	_____
3.	decorates his room with Turkish flags.	_____	_____
4.	learns new poems by heart.	_____	_____
5.	helps his teachers.	_____	_____
6.	cleans his clothes and shoes.	_____	_____
7.	attends the ceremony with his friends.	_____	_____
8.	invites his family to the ceremony.	_____	_____
9.	sings songs in a choir.	_____	_____
10.	plays in a theatre.	_____	_____

Now compare your results with your partner to find out similar or different things you do. (Sonuçları arkadaşlarınız ile karşılaştırınız.)

Activity 9: Household chores

Two students are talking about household chores their father and mother do every day. Read the sentences and decide whether each sentence refers to your mother or father. Please put a tick (√) for the correct option. (İki öğrenci anne ve babalarının yaptığı günlük işler hakkında konuşmaktadır. Cümleleri okuyunuz ve hangilerinin annenize ya da babanıza hitap ettiğini bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

		MOTHER	FATHER
She / He			
1.	prepares meal.	_____	_____
2.	cleans the house.	_____	_____
3.	takes the rubbish out.	_____	_____
4.	makes the bed.	_____	_____
5.	mops the floor.	_____	_____
6.	waters the plant.	_____	_____
7.	sets the table.	_____	_____
8.	washes the car.	_____	_____
9.	irons the clothes.	_____	_____
10.	feeds the dog.	_____	_____

Now compare your results with your partner to find out similar or different things your father or mother do.

Activity 10: Weekend activities

John is a student. Read the following sentences about John's weekend activities and decide whether each sentence refers to his present or past life. Please put a tick (√) for the correct option. (John bir öğrencidir. Aşağıda John'un hafta sonları ve geçmiş yaşamında yaptığı aktivitelerle ilgili cümleler bulunmaktadır. Cümleleri okuyunuz ve hangisiyle ilişkili olduğunu bulunuz. Lütfen doğru seçeneğe tick (√) koyunuz.)

		PRESENT (Şimdiki)	PAST (Geçmiş)
John…			
1.	learns swimming.	_____	_____
2.	goes sailing.	_____	_____
3.	played ice hockey.	_____	_____
4.	uses a computer.	_____	_____
5.	visited museums.	_____	_____
6.	talks on the phone.	_____	_____
7.	eats a hamburger.	_____	_____
8.	liked drawing a picture.	_____	_____
9.	walked on the sand.	_____	_____
10.	buys a t-shirt.	_____	_____

Grammaticality Judgment Task

Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Uygun seçeneğe tick (√) işareti koyunuz.)

		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
1.	Lisa write a letter to her cousin.	☐	☐	☐
2.	They will watch a movie tonight.	☐	☐	☐
3.	John sleep at 9 o'clock.	☐	☐	☐
4.	They have two black car.	☐	☐	☐
5.	David is feeding his dog.	☐	☐	☐
6.	Jane go to the cinema alone.	☐	☐	☐
7.	Martha is a beautiful girl.	☐	☐	☐
8.	Justin Bieber sing a lot of songs.	☐	☐	☐
9.	Her mother prepared the meal.	☐	☐	☐
10.	Kate visit her grandparents.	☐	☐	☐
11.	My friends go to dance club.	☐	☐	☐
12.	They have three child.	☐	☐	☐
13.	Jamie like watching a movie.	☐	☐	☐

		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
14.	His father wash his blue car.	☐	☐	☐
15.	He will come here yesterday.	☐	☐	☐
16.	Bill live in a big house.	☐	☐	☐
17.	They wanted to buy a horse.	☐	☐	☐
18.	Angel play with her doll.	☐	☐	☐
19.	Richard is eating fruits.	☐	☐	☐
20.	Susan love reading a book.	☐	☐	☐

Form Correction Task

Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	Incorrect (Yanlış)
You have one pencils. *You have one pencil.*	_____	____X___

		Correct (Doğru)	Incorrect (Yanlış)
1.	Tom take guitar courses on Saturdays. ……………………………………………......	_____	_____
2.	They have breakfast at 7 o'clock. ……………………………………………..	_____	_____
3.	Neil will play soccer yesterday. ……………………………………………..	_____	_____
4.	She clean her house every day. ……………………………………………..	_____	_____
5.	My friends will do karate tomorrow. ……………………………………………..	_____	_____
6.	My uncle has two daughter. ……………………………………………	_____	_____

		Correct (Doğru)	Incorrect (Yanlış)

7. Laurel want to go online. _____ _____

…………………………………………………

8. They is dancing with their friends. _____ _____

…………………………………………………

9. Michael come home at 3 o'clock. _____ _____

…………………………………………………

10. I am learning English. _____ _____

....

11. Marie meet her friends on Sundays. _____ _____

………………………………………………….

12. Jack ride a green bicycle. _____ _____

………………………………………………….

13. She will buy a new computers. _____ _____

…………………………………………………

14. My father get up early. _____ _____

………………………………………………

15. My mum is watching TV. _____ _____

………………………………………………..

16. Roy feed his dog every day. _____ _____

....

17. We will go for a picnic tomorrow. _____ _____

…………………………………………………

18. The breakfast look great. _____ _____

…………………………………………………

19. My grandparents travel a lot. _____ _____

…………………………………………………

20. Kevin enjoy his meal. _____ _____

…………………………………………………

Written Production Task

There are some pictures below about the activities a dog regularly does. Please look at the pictures and write what the dog in the picture does. (Aşağıda bir köpeğin düzenli olarak yaptığı aktiviteler yer almaktadır. Lütfen fotoğraflara bakınız ve fotoğraftaki köpeğin yaptığı aktiviteleri yazınız.)

VERBS

The dog…

1.	eat dinner	6. hang out in the seaside
2.	walk with his owner	7. run fast
3.	swim in the sea	8. bark
4.	drink water	9. sleep
5.	watch TV	10. play the guitar

1.   ……………...…………….………   2. ……………..………….……………

3.   ………..……………………….…...   4. ………..…………..…………………

5. …………………………………………. 6. …………………………………………

7. ………………………………………… 8. …………………………..…………………

9. …………………………………...…… 10. …………………………………………

Grammaticality Judgment Task

Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Uygun seçeneğe tick (√) işareti koyunuz.)

		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
21.	Kevin speak three languages.	☐	☐	☐
22.	They will watch a movie tonight.	☐	☐	☐
23.	Usain Bolt run very fast.	☐	☐	☐
24.	They have two black car.	☐	☐	☐
25.	David is feeding his dog.	☐	☐	☐
26.	A baby need her mother.	☐	☐	☐
27.	Martha is a beautiful girl.	☐	☐	☐
28.	Emma dance in birthday parties.	☐	☐	☐
29.	Her mother prepared the meal.	☐	☐	☐
30.	Carol study English at school.	☐	☐	☐
31.	My friends go to dance club.	☐	☐	☐
32.	They have three child.	☐	☐	☐
33.	Brad listen to rap music.	☐	☐	☐

		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
34.	My cat drink milk.	☐	☐	☐
35.	He will come here yesterday.	☐	☐	☐
36.	Jack climb a mountain.	☐	☐	☐
37.	They wanted to buy a horse.	☐	☐	☐
38.	Sezen Aksu compose nice songs.	☐	☐	☐
39.	Richard is eating fruits.	☐	☐	☐
40.	Susan help her mother in the kitchen.	☐	☐	☐

Form Correction Task

Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	Incorrect (Yanlış)
You have one pencils.	_____	____X___
You have one pencil.		

	Correct (Doğru)	Incorrect (Yanlış)
21. My teacher ask too many questions.	_____	_____
…………………………………………........		
22. They have breakfast at 7 o'clock.	_____	_____
……………………………………………..		
23. Neil will play soccer yesterday.	_____	_____
……………………………………………...		
24. The dog catch the green cat.	_____	_____
……………………………………………..		
25. My friends will do karate tomorrow.	_____	_____
……………………………………………..		
26. My uncle has two daughter.	_____	_____
……………………………………………..		

		Correct (Doğru)	Incorrect (Yanlış)

27. Sally talk to her elder sister.   _____   _____

…………………………………………………….

28. They is dancing with their friends.   _____   _____

…………………………………………………….

29. Selena use a blue mobile phone.   _____   _____

…………………………………………………….

30. I am learning English.   _____   _____

....

31. The student walk to the school.   _____   _____

……………………………………………………..

32. Justin buy new clothes.   _____   _____

……………………………………………………..

33. She will buy a new computers.   _____   _____

…………………………………………………….

34. Eric stay with his parents.   _____   _____

…………………………………………………….

35. My mum is watching TV.   _____   _____

……………………………………………………..

36. Alice travel all around the world.   _____   _____

....

37. We will go for a picnic tomorrow.   _____   _____

…………………………………………………….

38. Daddy mop the floors.   _____   _____

…………………………………………………….

39. My grandparents see their doctors.   _____   _____

……………………………………………………

40. My sister water the flowers.   _____   _____

…………………………………………………….

Written Production Task

There are some pictures below about the activities a smurf regularly does. Please look at the pictures and write what the smurf in the picture does. (Aşağıda şirinlerin düzenli olarak yaptığı aktiviteler yer almaktadır. Lütfen fotoğraflara bakınız ve fotoğraftaki şirinin yaptığı aktiviteyi yazınız.)

VERBS

The smurf…

6.	look at the mirror	6. cut firewood
7.	sing a song	7. farm
8.	read a book	8. like science
9.	cook	9. sleep
10.	go for fishing	10. blow a trumpet

1……..……...……………………….…….   2. …………….……………………………

3. …………….…………………………   4. …………….……………………………

5. …………….…..……………………….……   6. …………….………………………………

7. …………….…..………………….……..   8. …………….…………………………….

9. …………….…..………………………....   10. …………….…………………………….

Grammaticality Judgment Task

Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Uygun seçeneğe tick (√) işareti koyunuz.)

		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
41.	Mum iron my clothes.	☐	☐	☐
42.	They will watch a movie tonight.	☐	☐	☐
43.	John invite his friends to home.	☐	☐	☐
44.	They have two black car.	☐	☐	☐
45.	David is feeding his dog.	☐	☐	☐
46.	A dog scare my cat. .	☐	☐	☐
47.	Martha is a beautiful girl.	☐	☐	☐
48.	My sister prepare dinner for us.	☐	☐	☐
49.	Her mother prepared the meal.	☐	☐	☐
50.	My little brother comb his hair.	☐	☐	☐
51.	My friends go to dance club.	☐	☐	☐
52.	They have three child.	☐	☐	☐
53.	Ice cream taste delicious.	☐	☐	☐

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		Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
54.	The secretary send many e-mails.	☐	☐	☐
55.	He will come here yesterday.	☐	☐	☐
56.	My uncle get a present for me.	☐	☐	☐
57.	They wanted to buy a horse.	☐	☐	☐
58.	My teacher answer all the questions.	☐	☐	☐
59.	Richard is eating fruits.	☐	☐	☐
60.	Tina weigh 108 kilos.	☐	☐	☐

Form Correction Task

Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	**Incorrect (Yanlış)**
You have one pencils. *You have one pencil.*	_____	____X___

		Correct (Doğru)	**Incorrect (Yanlış)**
41.	Mr. Smith come home late.	_____	_____
	…………………………………………......		
42.	They have breakfast at 7 o'clock.	_____	_____
	………………………………………..		
43.	Neil will play soccer yesterday.	_____	_____
	………………………………………...		
44.	Little Tom say numbers from 1 to 10.	_____	_____
	………………………………………..		
45.	My friends will do karate tomorrow.	_____	_____
	………………………………………..		
46.	My uncle has two daughter.	_____	_____
	………………………………………..		

		Correct (Doğru)	Incorrect (Yanlış)
47.	The movie begin at 7 o'clock.	_____	_____
48.	They is dancing with their friends.	_____	_____
49.	My aunt want to buy a house.	_____	_____
50.	I am learning English.	_____	_____
51.	The fireman shout angrily.	_____	_____
52.	Caroline give her red pencil to me.	_____	_____
53.	She will buy a new computers.	_____	_____
54.	My sister brush her teeth.	_____	_____
55.	My mum is watching TV.	_____	_____
56.	The doctor find a solution to the problem.	_____	_____
57.	We will go for a picnic.	_____	_____
58.	Mark sail by a boat.	_____	_____
59.	My grandparents see their doctors.	_____	_____
60.	Tim wear a blue t-shirt.	_____	_____

Written Production Task

There are some pictures below about some activities Mickey Mouse regularly does. Please look at the pictures and write what Mickey Mouse does. (Aşağıda Mickey Mouse'un düzenli olarak yaptığı bazı etkinlikler yer almaktadır. Lütfen fotoğraflara bakınız ve neler yaptığını söyleyiniz.)

VERBS

Mickey Mouse…

11.	play football	6.	pick up apples
12.	attend birthday parties	7.	talk on the phone
13.	celebrate new year	8.	bake a cake
14.	take a photo	9.	draw a picture
15.	drive a car	10.	skate with a board

1. …………………………………..

2. …………………………………………

3. …………..……………………..

4. …………………………………………

5. …………….…………………………...……….   6. …………….………………………………………..

7. ……………………………….…………..   8. ………………….……………………………….

9. ……………………………………...……..   10. …………….…………………………………

Appendix G: Informed Consent Form

Researcher: Seval Kaygısız

Email: sevalkaygisiz@gmail.com

Adress: Department of English Language Teaching, Education Faculty

Sakarya University, Sakarya/TURKEY

You are kindly invited to participate in this research. You will receive English instruction for two classroom hours in total and you will take some exams. All of the responses you give will be confidential.

Thank you in advance for your participation and time.

I agree to participate in this study:

Name: _____

Sign: _____

Appendix H: Background Questionnaire

1. Name/Surname (İsim/Soyisim): _____

2. Age (Yaş): _____

3. Gender (Cinsiyet) : Male_____   Female_____

4. Nationality (Uyruk): _____

5. Primary School (İlkokul): _____

6. Did you take English course in your primary school? (İlkokulda İngilizce dersi aldınız mı?)
                    YES_____   NO_____

7. If YES, how old were you when you started taking English courses? (Eğer cevabınız EVET ise İngilizce dersi almaya kaç yaşında başladınız?) _____

8. Have you ever been abroad? (Yurt dışına gittiniz mi?)

   YES_____   NO_____

9. If YES, Where and Length of time? (Cevabınız evet ise nerede ne kadar bulundunuz?)

_____

Appendix I: Consent Letter (School Administration)

20.05.2016

Onay Mektubu

Seval Bayrak "The Effects of Textual Enhancement and Processing Instruction on the Acquisition of English Simple Present Tense Third Person Singular Form (Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme Alıştırmalarının İngilizce Geniş Zaman 3. Tekil Şahıs Eki'nin Edinimine Etkisi)" konulu tez çalışmasını kurumumuzdaki öğrencilerle bilgim ve iznim dahilinde yürütmüştür.

Bahattin SUBAŞI
Ada Şafak Koleji Okul Müdürü

Appendix J: Consent Letter (from MEB for the pilot study)

T.C.
DÜZCE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 10240236-605.99-E.12528345   04.12.2015
Konu : Araştırma İzni

SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Eğitim Bilimleri Enstitüsü Müdürlüğü
Öğrenci İşleri Birimi 54300 Hendek SAKARYA

İlgi : a) 02.12.2015 tarihli ve 10240236-605.99-E.12402827 sayılı Valilik Oluru.
    b) 19.11.2015 tarihli ve 81179084/044/14597 sayılı yazı.
    c) 07.03.2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı (2012/13) Genelge.

Üniversiteniz İngiliz Dili Eğitimi Anabilim Dalı'nda tez çalışmasını yürüten Seval KAYGISIZ'ın İlgi (b) yazı ekinde bulunan "Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme Alıştırmalarının İngilizce Geniş Zaman 3. Tekil Şahıs Ekinin Edinimine Etkisi" konulu araştırmasına veri sağlamak amacıyla Mustafa Kemal Ortaokulu 6. Sınıf ingilizce dersi alan öğrencilere uygulamaya yönelik izin talebinin uygun görüldüğüne dair, ilgi (a) makam onayı ekte gönderilmiştir.

Gereğini bilgilerinize arz ederim.

Ahmet YURTMAN
Milli Eğitim Müdürü

EKLER:
1- Valilik Oluru (1 Sayfa)
2- Komisyon Kararı (1 Sayfa)

Güvenli Elektronik İmzalı
Aslı ile Aynıdır.
0 7 Aralık 2015

T.C.
DÜZCE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 10240236-605.99-E.12402827   02/12/2015
Konu : Araştırma İzni

VALİLİK MAKAMINA

İlgi : a) 26.11.2015 tarihli dilekçe.
       b) 07.03.2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı (2012/13) Genelge.

Sakarya Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda tez çalışmasını yürüten Seval KAYGISIZ'ın ilgi(a) dilekçe ekinde bulunan "Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme Alıştırmalarının İngilizce Geniş Zaman 3. Tekil Şahıs Ekinin Edinimine Etkisi" konulu araştırmasına veri sağlamak amacıyla Mustafa Kemal Ortaokulu 6. Sınıf ingilizce dersi alan öğrencilere uygulamaya yönelik izin talebi, ilgi (b) Genelge'de belirtilen esaslar doğrultusunda incelenmiştir.

Bahse konu araştırmanın Mustafa Kemal Ortaokulu 6. Sınıf ingilizce dersi alan öğrencilere uygulamaya yönelik olarak ilgi (b) Genelge'de belirtilen esaslara uyulması kaydıyla Seval KAYGISIZ tarafından uygulanması Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.

Ahmet YURTMAN
İl Milli Eğitim Müdürü

OLUR
02/12/2015

Selda DURAL
Vali a.
Vali Yardımcısı

Ek:
1-Komisyon Kararı (1 Sayfa)

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Seval KAYGISIZ(Danışman : Prof. Dr. Firdevs KARAHAN)
Kurumu / Üniversitesi	Sakaraya Üniversitesi Eğitim Bilimleri Ensitüsü İngiliz Dili Eğitimi Anabilim Dalı
Araştırma yapılacak iller	Düzce (Merkez)
Araştırma yapılacak eğitim kurumu ve kademesi	Mustafa Kemal Ortaokulu 6.Sınıf İngilizce dersi kız-erkek öğrencilerine yönelik.
Araştırmanın konusu	'Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme alıştırmalarının İngilizce geniş zaman 3.tekil şahıs ekinin edinimine etkisi'
Üniversite / Kurum onayı	Var
Araştırma önerisi	Araştırma önerisi doğrultusunda Mustafa Kemal Ortaokulu 6.Sınıf İngilizce dersi kız- erkek öğrencilerine yönelik 'Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme alıştırmalarının İngilizce geniş zaman 3.tekil şahıs ekinin edinimine etkisi' çalışması okul tarafından belirlenen günlerde uygun ders zamanlarda uygulamalı olarak iki şubeye , anket olarak da üç şubeye yapılmak istenmektedir.
Veri toplama araçları	'Bir adet ön test, bir adet son test, bir adet gecikmeli son test.'
Görüş istenilecek Birim/Birimler	Yok
KOMİSYON GÖRÜŞÜ	

Araştırmacının "Yapılandırılmış Girdi ve Metinsel Girdi Geliştirme alıştırmalarının İngilizce geniş zaman 3.tekil şahıs ekinin edinimine etkisi"başlıklı araştırmasına veri sağlamak amacıyla, Düzce İl Milli Eğitim Müdürlüğü bünyesinde yukarıda belirtilen okullarda 6 Sınıf kız/erkek öğrencilerine yönelik hazırlanan 'Bir adet ön test, bir adet son test, bir adet gecikmeli son test' uygulanmak istenmektedir. Araştırmanın; Milli Eğitim Bakanlığı'nın Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 2012/13 nolu Genelgesi doğrultusunda uygulanmasında sakınca bulunmamaktadır

Komisyon kararı	Oybirliği ile karar verilmiştir.
Muhalif üyenin Adı ve Soyadı:	Muhalif üye bulunmamaktadır

KOMİSYON

Ali CANBAZ
Üye

Fatma UKAL
Üye

27/11/2015
Komisyon Başkanı

Ekrem PAZAR
Şube Müdürü

Time: 40 minutes
Subject: English Language
Class: 7th grade
Proficiency Level: Elementary
Language Focus: Grammar
Subject: Third person singular form
Activities: Silent reading, reading aloud, murmuring
Objectives: to make students create correct form-meaning connections
        to get them to process third person singular –s in English language
        to develop students' insight into grammar in English language
Materials: One-page explicit information handout, two different reading texts

STEP	TIME	TASKS (TEACHER)	TASKS (PUPILS)	INTERACTION	PURPOSE
1	6 mins	**Pre-Activity** 1) Teacher distributes one-page explicit information handout to Ss. 2) T explains the rule regarding third person singular form in both L1 and L2 (for 3 min). 3) T distributes reading texts and asks Ss to predict the event in the story using the picture related to the text.	1. Students check the information written down. 2. Ss talk about their predictions.	T←→S S←→T	*Sparking Ss' curiosity *Arousing Ss' interest *Drawing Ss' attention into topic
2	24 mins	**While-activity** 1. T asks Ss to read the first	1. Ss read the texts with		*Enabling students to

				T←→S S←→S	focus on meaning rather than form *Encouraging Ss' to do something with the input and use the target form in context

		text stating a specific technique. 2. T asks Ss to answer the comprehension questions with their desk mates (same processes were followed for the second text). 3. T helps Ss to answer the reading questions and gives feedback.	different techniques such as silent reading or reading aloud etc. 2. Ss answer comprehension questions and then share their answers with the class.	T←→S S←→S	focus on meaning rather than form *Encouraging Ss' to do something with the input and use the target form in context
3	10 mins	**Post-activity**: 1) T wants Ss to underline the sentences which started with singular pronouns or proper nouns. 2) T holds a speed reading competition.	1. Ss underline the sentences and read these sentences aloud. 2. Ss attend the competition if they are voluntary.	T←→S S←→S	*Focusing Ss' attention into form implicitly

Appendix L: Lesson Plan for the PI Group

Time: 40 minutes
Subject: English Language
Class: 7th grade
Proficiency Level: Elementary
Language Focus: Grammar
Subject: Third person singular form
Activities: Structured input activities
Objectives: to make students create correct form-meaning connections
    to get them to process third person singular –s in English language
    to develop students' insight into grammar in English language
Materials: One-page explicit information handout, five different structured input activities

STEP	TIME	TASKS (TEACHER)	TASKS (PUPILS)	INTERACTION	PURPOSE
1	6 mins	**Pre-Activity** 1) Teacher distributes one-page explicit information handout to Ss. 2) T explains the rule regarding third person singular form in both L1 and L2 (for 3 min). 3) T introduces structured input activities to Ss and gives instructions.	1. Students check the information written down. 2. Ss focus on structured input activities.	T←→S S←→T	*Sparking Ss' curiosity *Arousing Ss' interest *Drawing Ss' attention into topic
2	30 mins	**While-activity** 1. T asks Ss to read the activities starting from	1. Ss read the activities and answer the items silently.	T←→S S←→S	*Encouraging Ss' to do something with the input

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		the first one and then answer the items. 2. T introduces both affective and referential activities in an aural and/or written way. 3. T gives feedback stating only 'true' or 'false' (avoiding any metalinguistic explanation).	2. Ss share their answers with the class.		and see the usage of the target form in context
3	4 mins	**Post-activity**: 1) T reviews all the activities once again.	1. Ss follow the teacher.	T←→S S←→S	*Focusing Ss' attention into form implicitly

(Student with a High Score)

I. Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Uygun seçeneğe tick (√) işareti koyunuz.)

	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
1. Lisa write a letter to her cousin.	☐	☒	☐
2. They will watch a movie tonight.	☑	☐	☐
3. John sleep at 9 o'clock.	☐	☑	☐
4. They have two black car.	☑	☐	☐
5. David is feeding his dog.	☑	☐	☐
6. Jane go to the cinema alone.	☐	☑	☐
7. Martha is a beautiful girl.	☑	☐	☐
8. Justin Bieber sing a lot of songs.	☐	☑	☐
9. Her mother prepared the meal.	☑	☐	☐
10. Kate visit her grandparents.	☐	☑	☐
11. My friends go to dance club.	☑	☐	☐
12. They have three child.	☑	☐	☐
13. Jamie like watching a movie.	☐	☑	☐

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	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
14. His father wash his blue car.	☐	☑	☐
15. He will come here yesterday.	☐	☑	☐
16. Bill live in a big house.	☐	☑	☐
17. They wanted to buy a horse.	☑	☐	☐
18. Angel play with her doll.	☐	☑	☐
19. Richard is eating fruits.	☑	☐	☐
20. Susan love reading a book.	☐	☑	☐

II. Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	Incorrect (Yanlış)
You have one pencils.	___	__X__
You have one pencil.		

	Correct (Doğru)	Incorrect (Yanlış)
1. Tom take guitar courses on Saturdays.		X
Tom ..... takes ..... guitar ..... courses ..... on Sturdays		
2. They have breakfast at 7 o'clock.		X
....		
3. Neil will play soccer yesterday.		X
Neil ..... will ..... play ..... soccer ..... tomorrow		
4. She clean her house every day.		X
She ..... cleans ..... her ..... house ..... every ..... day		
5. My friends will do karate tomorrow.	X	
....		
6. My uncle has two daughter.		X
My ..... uncle ..... has ..... two ..... daughters _		

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	Correct (Doğru)	Incorrect (Yanlış)

7. Laurel want to go online.   ①___   X
Laurel... wants... to... go... online...

8. They is dancing with their friends.   X
They are... dancing... with... their... friends

9. Michael come home at 3 o'clock.   ①___   X
Michael... comes... home... at 3 o'clock

10. I am learning English.   X ___
....

11. Marie meet her friends on Sundays.   ___ X
Marie... meets... her... ① friends... on Sundays

12. Jack ride a green bicycle.   ___ X
Jack... rides... a ① green... bicycle

13. She will buy a new computers.   ___ X
She... will... buy... a... new... computer

14. My father get up early.   ___ X
My... father... gets... up ① early

15. My mum is watching TV.   X ___
....

16. Roy feed his dog every day.   ___ X
Roy... feeds... his dog ① every day

17. We will go for a picnic tomorrow.   X ___
....

18. The breakfast look great.   ___ X
The... breakfast ① looks... great

19. My grandparents travel a lot.   X ___
....

20. Kevin enjoy his meal.   ___ X
Kevin... enjoys ① his... meal

III. There are some pictures below about the activities a dog regularly does. Please look at the pictures and write what the dog in the picture does. (Aşağıda bir köpeğin düzenli olarak yaptığı aktiviteler yer almaktadır. Lütfen fotoğraflara bakınız ve fotoğraftaki köpeğin yaptığı aktiviteleri yazınız.)

VERBS

The dog...

1. eat dinner
2. walk with his owner
3. swim in the sea
4. drink water
5. watch TV
6. hang out in the seaside
7. run fast
8. bark
9. sleep
10. play the guitar

1. It barks ①

2. It walks with his owner ①

3. It drinks water ①

4. It plays the guitar ①

5. It eats dinner ①

6. It hangs out in the seaside ①

7. It runs fast ①

8. It sleeps ①

9. It swims in the sea ①

10. It watches TV ①

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(Student with an Average Score)

1. Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz.Uygun seçeneğe tick (√) işareti koyunuz.)

	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
1. Mum iron my clothes.	☐	☑	☐
2. They will watch a movie tonight.	☑	☐	☐
3. John invite his friends to home.	☐	☑	☐
4. They have two black car.	☑	☐	☐
5. David is feeding his dog.	☑	☐	☐
6. A dog scare my cat.	☐	☑	☐
7. Martha is a beautiful girl.	☑	☐	☐
8. My sister prepare dinner for us.	☐	☑	☐
9. Her mother prepared the meal.	☑	☐	☐
10. My little brother comb his hair.	☐	☑	☐
11. My friends go to dance club.	☑	☐	☐
12. They have three child.	☐	☑	☐
13. Ice cream taste delicious.	☑	☐✗	☐

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	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
14. The secretary send many e-mails.	☑	☐ ✗	☐
15. He will come here yesterday.	☑	☐	☐
16. My uncle get a present for me.	☐	☑ (1)	☐
17. They wanted to buy a horse.	☐	☑	☐
18. My teacher answer all the questions.	☑	☐ ✗	☐
19. Richard is eating fruits.	☑	☐	☐
20. Tina weigh 108 kilos.	☑	☐ ✗	☐

II. Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	Incorrect (Yanlış)
You have one pencils.		X
You have one pencil.		

	Correct (Doğru)	Incorrect (Yanlış)
1. Mr. Smith come home late.		X
Mr. Smith come home late.		
2. They have breakfast at 7 o'clock.	√	
3. Neil will play soccer yesterday.	√	
4. Little Tom say numbers from 1 to 10.		X
Little Tom say numbers from 1 to 10		
5. My friends will do karate tomorrow.	√	
6. My uncle has two daughter.	√	

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	Correct (Doğru)	Incorrect (Yanlış)

7. The movie begin at 7 o'clock.   ✓

8. They is dancing with their friends.   ___   X
...They. is. dancing ... with.. theus..

9. My aunt want to buy a house. friends   ___   X
My..aunt...want..to..buy..a..house

10. I am learning English.   ✓

11. The fireman shout angrily.   ✓   ___

12. Caroline give her red pencil to me.   ___   X
Caroline.. gives.. her.. red.. pencil..
to me.

13. She will buy a new computers.   ✓   ___

14. My sister brush her teeth.   ✓   ___

15. My mum is watching TV.   ✓   ___

16. The doctor find a solution to the problem.   ___   X
The.. doctor.. finds (a) solution..
to the
problem.

17. We will go for a picnic.   ✓   ___

18. Mark sail by a boat.   ✓   ___

19. My grandparents see their doctors.   ___   X
My.. grandparents.. see.. theirs..
doctors

20. Tim wear a blue t-shirt.   ✓   ___

III. There are some pictures below about some activities Mickey Mouse regularly does. Please look at the pictures and write what Mickey Mouse does. (Aşağıda Mickey Mouse'un düzenli olarak yaptığı bazı etkinlikler yer almaktadır. Lütfen fotoğraflara bakınız ve neler yaptığını söyleyiniz.)

VERBS

Mickey Mouse...

1. play football
2. attend birthday parties
3. celebrate new year
4. take a photo
5. drive a car

6. pick up apples
7. talk on the phone
8. bake a cake
9. draw a picture *yapmak*
10. skate with a board

1. Mickey Mouse attending birthday party

2. Mickey Mouse bakeing a cake

3. Mickey Mouse drawing a picture

4. Mickey Mouse celebrateing new year

5. Mickey Mouse driving car

6. Mickey Mouse talking on the phone.

7. Mickey Mouse picking up apples.

8. Mickey Mouse playing football

9. Mickey Mouse skating with a board

10. Mickey Mouse taking a photo.

(Student with a Low Score)

1. Please read the sentences below and decide whether they are grammatically correct or not. Put a tick (√) mark for the suitable option. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Uygun seçeneğe tick (√) işareti koyunuz.)

	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
1. Lisa write a letter to her cousin.	☒	☐✗	☐
2. They will watch a movie tonight.	☒	☐	☐
3. John sleep at 9 o'clock.	☒	☐✗	☐
4. They have two black car.	☒	☐	☐
5. David is feeding his dog.	☑	☐	☐
6. Jane go to the cinema alone.	☑	☐✗	☐
7. Martha is a beautiful girl.	☑	☐	☐
8. Justin Bieber sing a lot of songs.	☑	☐✗	☐
9. Her mother prepared the meal.	☑	☐	☐
10. Kate visit her grandparents.	☑	☐✗	☐
11. My friends go to dance club.	☑	☐	☐
12. They have three child.	☑	☐	☐
13. Jamie like watching a movie.	☑	☐✗	☐

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	Correct (Doğru)	Incorrect (Yanlış)	Not sure (Emin değilim)
14. His father wash his blue car.	☐	☑	☐
15. He will come here yesterday.	☐	☑	☐
16. Bill live in a big house.	☐	☑	☐
17. They wanted to buy a horse.	☑	☐	☐
18. Angel play with her doll.	☑	☐	☐
19. Richard is eating fruits.	☑	☐	☐
20. Susan love reading a book.	☑	☐	☐

II. Please read the sentences below and decide whether they are grammatically correct or not. If the sentence is correct, put a tick (√) mark. If the sentence is incorrect, put a cross (X) mark and write the correct form of the sentence. (Lütfen aşağıdaki cümleleri okuyunuz ve dilbilgisel açıdan doğru olup olmadığına karar veriniz. Eğer doğruysa tick (√) işareti koyunuz, yanlışsa çarpı (X) işareti koyup cümlenin doğru şeklini yazınız.)

Sample Sentence (Örnek Cümle):

	Correct (Doğru)	Incorrect (Yanlış)
You have one pencils.	_____	__X__
You have one pencil.		

	Correct (Doğru)	Incorrect (Yanlış)
1. Tom take guitar courses on Saturdays.	√	
....		
2. They have breakfast at 7 o'clock.	√	√
....		
3. Neil will play soccer yesterday.		√
....		
4. She clean her house every day.	√	
....		√
5. My friends will do karate tomorrow.		√
....		
6. My uncle has two daughter.		√
....		

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	Correct (Doğru)	Incorrect (Yanlış)
7. Laurel want to go online.		✓
8. They is dancing with their friends.		✓
9. Michael come home at 3 o'clock.		✓
10. I am learning English.	✓	
11. Marie meet her friends on Sundays.		✓
12. Jack ride a green bicycle.		✓
13. She will buy a new computers.		✓
14. My father get up early.		✓
15. My mum is watching TV.	✓	
16. Roy feed his dog every day.		✓
17. We will go for a picnic tomorrow.	✓	
18. The breakfast look great.		✓
19. My grandparents travel a lot.	✓	
20. Kevin enjoy his meal.		✓

III. There are some pictures below about the activities a dog regularly does. Please look at the pictures and write what the dog in the picture does. (Aşağıda bir köpeğin düzenli olarak yaptığı aktiviteler yer almaktadır. Lütfen fotoğraflara bakınız ve fotoğraftaki köpeğin yaptığı aktiviteleri yazınız.)

VERBS

The dog…

1. ~~eat dinner~~
2. ~~walk with his owner~~
3. ~~swim in the sea~~
4. ~~drink water~~
5. ~~watch TV~~

6. ~~hang out in the seaside~~
7. ~~run fast~~
8. bark
9. ~~sleep~~
10. play the guitar

1. ...the dog bark... ✗

2. ...the dog goal te with his owner

3. the ~~fal~~ dog drinker wete ✗

4. the dog Play the guitar ✗

5. the dog eat the dog out in the
dinner X seaside X

7. the dog runfast 8. the dog
X sleep X

9. the dog X 10. The dog wecht
Swim in the Sea XL

ÖZGEÇMİŞ

1. **Adı Soyadı** : Seval BAYRAK
2. **Doğum Tarihi** : 12.05.1992
3. **Unvanı** : Araştırma Görevlisi
4. **Çalıştığı Kurum** : Sakarya Üniversitesi
5. **Öğrenim Durumu** :

Derece	Alan	Üniversite	Yıl
Lisans	İngilizce Öğretmenliği (Tam burslu) GANO: 3.78/4.00	Maltepe Üniversitesi	2010-2014
Y. Lisans	İngiliz Dili Eğitimi	Sakarya Üniversitesi	2014-
Doktora			

6. **Akademik Unvanlar:**

Unvan	Üniversite	Yıl
Araştırma Görevlisi	Recep Tayyip Erdoğan Üniversitesi-Eğitim Fakültesi- Yabancı Diller Eğitimi Bölümü	Eylül 2014 - Aralık 2014
Araştırma Görevlisi	Sakarya Üniversitesi-Eğitim Bilimleri Enstitüsü-Yabancı Diller Eğitimi Bölümü	Aralık 2014 -

7. Sınavlar

2012 Kpds (sonbahar) puanı: 80

2013 Yds (sonbahar) puanı: 91,25

2014 Ales (bahar) puanı: 90

8. Yabancı Diller

Yabancı Dil	Okuma	Yazma	Dinleme	Konuşma
İngilizce	İleri seviye	İleri seviye	İleri seviye	İleri seviye
İtalyanca	Başlangıç	Başlangıç	Başlangıç	Başlangıç
Almanca	Başlangıç	Başlangıç	Başlangıç	Başlangıç

9. İş Deneyimleri

Kurum	Görev	Yıl
Sakarya Üniversitesi	Araştırma Görevlisi	Aralık 2014-
Recep Tayyip Erdoğan Üniversitesi	Araştırma Görevlisi	Eylül 2014-Aralık 2014
Uluslararası Amerikan Dil Akademisi (Yetişkin Grubu)	İngilizce Öğretmeni	Nisan 2013 – Aralık 2013
İngiliz Kültür Derneği Dil Okulları (Ataşehir Junior	İngilizce Öğretmeni	Mart 2013 – Haziran 2013

10. Verilen lisans ve lisansüstü düzeydeki dersler

Akademik Yıl	Dönem	Dersin Adı	Haftalık Saati		Öğrenci Sayısı
			Teorik	Uygulama	
2015-2016	**Güz**	Dilbilim	3	0	50
	İlkbahar	Çocuklara Yabancı Dil Öğretimi	4	4	22
2016-2017	**Güz**				
	İlkbahar				

11. Staj Bilgileri

İlköğretimde Eğitici Drama Uygulaması, Saadettin Gökçepınar İlköğretim Okulu (04 Aralık 2012)

Cumhuriyet İlkokulu - Topluma Hizmet Uygulamaları (08 Mart 2013 - 10 Mayıs 2013)

Okul deneyimi ve Öğretmenlik Uygulaması, Marmara Koleji (2013-2014 Akademik Yılı- Maltepe Üniversitesi)

12. Ödüller & Burslar

2014: Lisans mezuniyetinde verilen Yüksek Onur Derecesi (Bölüm birinciliği)

2010: Maltepe Üniversitesi Lisans %100 Eğitim Bursu

13. Konferanslar/ Seminerler/ Workshoplar

Çevre College 9th International ELT Conference: 'Dancing with the methods' February 23, 2013

Tekden College 1st ELT Conference: 'Harmony in education' March 2, 2013

Beykent University 7th ELT Conference: 'CEFR – From a teaching to a learning curriculum' March 23, 2013

Çevre College 11th ELT Conference: 'A Portrayal of Great Teaching' February 28, 2015

16. Referanslar

Yard. Doç. Dr. Murat Özüdoğru

Maltepe Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği/ Öğretim Üyesi

E-mail: muratozudogru@maltepe.edu.tr

17. İletişim Bilgileri

Arş. Gör. Seval Bayrak

Sakarya Üniversitesi Hendek Eğitim Fakültesi B Blok

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