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EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
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İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI  
YÜKSEK LİSANS TEZİ**

**THE EFFECTIVENESS OF PLANNED FOCUS ON FORM  
INSTRUCTION IN THE LEARNING OF ENGLISH GRAMMAR  
IN AN ENGLISH AS A FOREIGN LANGUAGE CONTEXT**

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**DENİZLİ – 2019**

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**ENGLISH LANGUAGE TEACHING PROGRAM**  
**MASTER OF ARTS THESIS**

**THE EFFECTIVENESS OF PLANNED FOCUS ON FORM**  
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## ETİK BEYANNAMESİ

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- Görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu,
- Başkalarının eserlerinden yararlanması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu,
- Atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi,
- Kullanılan verilerde herhangi bir tahrifat yapmadığımı,
- Bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

  
Sıdka IŞIK DOĞAN

## ACKNOWLEDGEMENTS

I would first like to express my very great appreciation to my thesis advisor Assoc. Prof. Dr. Recep Şahin ARSLAN for his continuous support, guidance, invaluable advice, and feedback he provided throughout the study. I would also like to thank the other jury members Asst. Prof. Dr. Çağla ATMACA and Asst. Prof. Dr. Sabriye ŞENER for the comments and feedback they provided.

I would like to offer my special thanks to Prof. Dr. Turan PAKER, Prof. Dr. Demet YAYLI, and Asst. Prof. Dr. Selami OK for all their invaluable contributions during the graduate courses. I am particularly grateful to my students for their participation and willingness in the study.

I owe my deepest gratitude to my parents, brother and sister for their unconditional support, encouragement, and motivation they gave me not only in this process but also in all of my education life.

Finally, I would love to extend my deepest thanks to my beloved husband, who has always stood by me and encouraged me at all stages of this thesis. His continuous inspiration made it possible to complete this study.

## ÖZET

### **Planlı Biçime Odaklanma Modelinin İngilizcenin Yabancı Bir Dil Olarak Öğrenildiği Bir Bağlamda İngilizce Dil Bilgisi Öğrenimindeki Etkililiği**

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Temmuz, 2019. 137 sayfa

Bu çalışma, planlı biçime odaklanma modelinin, hedef biçimlerin öğrenilmesindeki etkinliğini araştırmayı amaçlamaktadır. Bu çalışma, planlı biçime odaklanma modelinin ve ders kitabındaki mevcut öğretim modelinin, öğrencilere ‘Health’ ünitesinin kazanımlarını sağlama yönündeki etkililiğini incelemiştir. Araştırmaya katılanlar, Muğla iline bağlı Milas'taki bir devlet ortaokulunda okuyan 5. sınıf öğrencileridir (n = 60). Araştırma, iki mevcut 5. sınıfın, deney ve kontrol grubu olarak atandığı yarı deneysel bir araştırmadır. Ön test, ilerleme başarı testi ve son testten toplanan veriler SPSS 17.0 kullanılarak analiz edilmiştir. Öğrencilere ünitenin kazanımlarını sağlamada hangi öğretim modelinin daha etkili olduğunu analiz etmek amacıyla, ilerleme başarı testi puanları ve grupların son test puanları bağımsız örnekler t-testi ile analiz edilmiştir. Uygulamanın zaman içindeki etkilerini ölçmek için tekrarlanan ölçümler ANOVA uygulanmıştır ve bu her iki öğretim modelinin de öğrencilerin ön-testten son teste kadar puanlarını yükseltmelerinde etkili olduğunu göstermiştir. Verilerin istatistiksel analizi, ilerleme başarı testi sonuçlarına göre planlı biçime odaklanma modelinin, ders kitabındaki öğretim modelinden anlamlı şekilde daha etkili olduğunu göstermiştir [ $t(58)= 2.67; p=0.010$ ]. Son testin sonuçları iki grup arasında istatistiksel olarak anlamlı bir fark göstermediyse bile [ $t(58)= -1.058; p= 0.294$ ]; son testte deney grubunun ortalaması (M=60.86), kontrol grubunun ortalamasından (M=55.86) daha yüksek çıkmıştır.

Anahtar kelimeler: Biçim odaklı öğretim modeli, planlı biçime odaklı öğretim modeli, dil bilgisi öğretimi, yabancı dil öğretimi, yabancı dil olarak İngilizce

## ABSTRACT

### **The Effectiveness of Planned Focus on Form Instruction in the Learning of English Grammar in an English as a Foreign Language Context**

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Master Thesis, Department of Foreign Languages Education

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July 2019. 137 pages

This study aimed at investigating the effectiveness of planned focus on form in the learning of the target forms. The study specifically examined the effectiveness of planned focus on form and the teaching model in the textbook on the 5<sup>th</sup> graders in terms of enabling learners to gain the objectives of the target unit ‘Health’. The participants of the study were 5<sup>th</sup> grade learners (n= 60) studying at a state secondary school in Milas in the district of MuĐla province. The research was a quasi-experimental research design in which two intact 5<sup>th</sup> grade classes were assigned as experimental and control groups. The data collected from pre-test, progress achievement test, and the post-test were analysed using the SPSS 17.0. The progress achievement test scores and post-test scores of the subjects were analyzed through independent samples t-test in order to analyze which instructional treatment was more effective in terms of enabling learners to gain the objectives of the unit. Repeated measures ANOVA test was also administered in order to measure the effects of the treatment in time, which indicated that both treatment types were effective in increasing the learners’ scores from pre-test to post-test. The statistical analysis of data indicated that planned focus on form was significantly more effective than the regular instruction according to the results of the progress achievement test [ $t(58)= 2.67$ ;  $p=0.010$ ]. Even through the results of the post-test did not indicate a statistically significant difference between the two groups [ $t(58)= -1.058$ ;  $p= 0.294$ ]; the experimental group ( $M=60.86$ ) performed better than the control group ( $M=55.86$ ) in the post-test.

Key words: Form-focused instruction, planned focus on form, grammar teaching, foreign language teaching, English as a foreign language

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## LIST OF ABBREVIATIONS

|       |  |
|-------|--|
| A2    | Elementary English Level Based on CEFR         |
| ANOVA | Analysis of Variance                           |
| B2    | Upper-Intermediate English Level Based on CEFR |
| CBI   | Content-Based Instruction                      |
| CEFR  | Common European Framework of Reference         |
| CF    | Corrective Feedback                            |
| CG    | Control Group                                  |
| CLT   | Communicative Language Teaching                |
| EFL   | English as a Foreign Language                  |
| EG    | Experimental Group                             |
| ESL   | English as a Second Language                   |
| FFEs  | Focus on Form Episodes                         |
| FFI   | Form Focused Instruction                       |
| FonF  | Focus on Form                                  |
| FonFs | Focus on Forms                                 |
| KET   | Key English Test                               |
| KR-20 | Kuder – Richardson Formula 20                  |
| L1    | First Language (Native Language)               |
| L2    | Second Language (Foreign Language)             |
| MoNE  | The Ministry of National Education             |
| PPP   | Presentation-Practice-Production               |
| PPT   | Microsoft Office Power Point                   |
| SLA   | Second Language Acquisition                    |
| SPSS  | Statistical Package for Social Sciences        |
| TBLT  | Task Based Language Teaching                   |

## **CHAPTER I : INTRODUCTION**

This chapter consists of five sections which are statement of the problem, purpose of the study, significance of the study, rationale behind focus on form, and definitions. The first section refers to the statement of the problem that constitutes the source of the study. The second section specifies the significance of the study. Then, the third section explains the rationale behind focus on form and the last section of this chapter provides the definitions of important concepts related to the study.

### **1.1. Problem**

The long-standing problem with English education in Turkey has heightened the need for finding a better way of teaching the language to learners. A central issue in Turkey is that teaching English mostly consists of teaching grammatical forms in that English class hours are dedicated to teaching grammatical rules isolated from any communicative aspect. A very similar concern is reflected by Macias (2011) who expresses that “...many EFL teachers in Colombia have been teaching about the language and not the language in light of its function in communicative situations.” (p. 128), which causes learners to feel frustrated because of not being able to use the language communicatively even though they study it for a long time.

The Ministry of National Education (MoNE) in Turkey took a number of measures to change this trend, one of which was the introduction of English to fourth graders at primary level in 1997 instead of 6<sup>th</sup> graders. This policy change brought about Communicative Language Teaching aiming at developing students’ communication skills (MoNE, 1997). In addition, in 2006, adjustments were made in the curriculum based on the Common European Framework of Reference (CEFR) for languages (MoNE, 2006). Another reform of the MoNE was to decrease the age of learning English at the primary school to the 2<sup>nd</sup> grade which was 4<sup>th</sup> grade with the Educational Reform issued in 2012 (MoNE, 2012). The reform in 2012 brought about a need for the redesign of curricula in that the English curriculum was outlined according to the CEFR. The CEFR aims at fostering multilingualism, improving and revising the curricula, developing course books and course materials, promoting teacher training and collaboration of teachers, increasing the quality in education, and improving the quality of assessment (CoE, 2018).

A more recent step taken by MoNE for improving English language education in Turkey is that the intensive English language teaching program for the 5<sup>th</sup> grade was first applied with 5<sup>th</sup> grade students in pilot schools identified by MoNE in 2017 (MoNE, 2017).

Within the scope of this program, English class hours were increased to 15 hours a week and an intensive curriculum which was composed of 40 units was put into practice. The pilot program of intensive English language teaching was suspended by MoNE; however, it was left to the demand of the schools to apply an intensive English teaching program for the 5<sup>th</sup> grades from 11 hours to 18 hours in a week. The schools can apply the intensive program of English language teaching by taking into consideration the demands of the students, parents and the availability of the physical conditions of the school. In the English Language Teaching Curriculum (MoNE 2018, p. 3), it is maintained that:

As no single language teaching methodology was seen as flexible enough to meet the needs of learners at various stages and to address a wide range of learning styles, an eclectic mix of instructional techniques has been adopted, drawing on an action oriented approach in order to allow learners to experience English as a means of communication, rather than focusing on the language as a topic of study.

For this purpose, it is emphasized that English needs to be used as a tool for communication within the classroom so that the learners will actively use the language in order to develop communicative competence. Besides, it is expressed that there is also a need to focus on the structural features of the language while constructing the meaning and this should be carried out within the context of communicative language learning. It is contended that the linguistic aspects of the language are not referred to in isolation; rather they are addressed within a communicative framework (MoNE, 2018).

## **1.2. Purpose**

Considering both the current practices in schools and what the curriculum offers, it is observed that there is a mismatch between theory and practice. The British Council report (2013) titled -“Turkey National Needs Assessment of State School English Language Teaching”- indicated that although 94% of the parents and 74% of the learners consider that learning English is necessary, 84% of the parents and 32% of the students have an English level which is at beginner level or below. Based on this report, it is considered that a foreign language teaching model which gives place to both meaning and form is required as a mediating figure for the discrepancies between the theory and the practice. Form Focused Instruction (FFI) which is described as “any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form” (Ellis, 2001, p. 1-2) is proposed as an alternative to other pedagogical approaches which involve only meaning-based instruction or traditional models focusing only on structures. FFI is planned to be used with the purpose of overcoming the problems such as lack of focus on the

communicative aspects of the language and giving too much focus on the linguistic elements that are encountered with teaching English in the Turkish context. This tendency to language teaching results in many language learners learning about the language but failing to use it communicatively. The current English Language Teaching Curriculum (MoNE, 2018) promotes fostering communicative skills by handling the structural features of English implicitly rather than addressing them as a separate issue. Therefore, FFI is considered to be an appropriate model meeting the needs of learners, teachers, and program developers.

### 1.3. Significance

In recent years, the place of formal instruction in learning a foreign language is argued and there are various hypotheses put forward as to the value of explicit knowledge in Second Language Acquisition (SLA). Ellis (2006) identified three positions which are the *non-interface position*, the *interface position* and the *weak interface position*. Firstly, Ellis (2006) mentions the *non-interface position* (Krashen, 1981) also known as the zero option which maintains that formal instruction has no place in L2 acquisition. The second position is the *interface position* which holds the claim that explicit knowledge can turn into implicit knowledge through practice in which the learner is engaged in communicative activities (De Keyser, 1998, as cited in Ellis, 2006). The third position which is the *weak interface hypothesis* indicates that instruction serves to help the learner in acquiring the target language through guiding them to focus on form and make form-meaning connections. Brown and Lee (2015) expressed that only a small number of language teaching experts such as Krashen (1982) supports zero option and FFI is widely accepted within a communicative framework.

Although many features of L2 can be learnt naturally, language learners cannot gain competence only by being exposed to L2. They experience problems such as fossilization and need formal instruction to overcome them, which indicates that certain linguistic features cannot be grasped by learners without instruction. Ellis (2012) argues that instruction may become necessary in the case of a learner constructing over-inclusive grammar. In such a case, problematic overgeneralizations may occur as in the example of francophone learners of English who suppose that they can insert an adverb between the verb and the direct object (Ellis, 2012). Therefore, negative evidence needs to be provided either through a grammatical explanation or corrective feedback (Ellis, 2012). The negative evidence is provided to inform the learner about the incorrectness of a target form and it can be realized through giving corrective feedback for the learner's non-target like L2 production.



It is a topic of argument in second language acquisition (SLA) research that whether to teach grammar or not. Krashen (1982) suggested that there would be no value in learning grammar as comprehensive input would be enough in making learners acquire the language. On the other hand, Larsen-Freeman (2001) indicated that even though it is possible for some learners to grasp the linguistic form of the language through exposure to the target language, there are few learners who can achieve this. It is particularly difficult for learners who are postpubescent or whose exposure to the target language is restricted to the classroom as in English as a Foreign Language (EFL) contexts (Larsen-Freeman 2001).

Ellis (2006) has tried to find an answer to this controversial issue in SLA research by investigating naturalistic and instructed learners. Naturalistic L2 learners are known to acquire language by following a natural order and sequence of acquisition. Ellis (2006) maintained that both naturalistic learners and instructed learners more or less followed a similar order of acquisition and it was observed that instructed learners mostly performed better than naturalistic learners in terms of grammatical competence. Moreover, while both naturalistic learners and instructed learners acquired the target features in the same order, the instructed learners were superior in terms of proficiency levels and progression rates (Ellis, 2006). Following this, research carried out by Norris and Ortega (2000) proved the effectiveness of teaching grammar. In addition to this, Swain and Lapkin (2001) indicate that speaking and writing abilities of students in French immersion program were non-native like even after some eight years of comprehensible input. Swain and Lapkin (2001) also note that there is consensus over the need to develop the teaching of grammar in immersion curricula; however, how to do it most effectively remains controversial.

As to the issue of what kind of grammatical features to be taught, Krashen (1982) points out that simple rules such as third person singular ending can be learned and monitored by learners. Krashen's point is that complex structures such as –Wh questions in English require syntactic operations; therefore, they are difficult to remember and apply during a conversation. However, Brown (2014) indicates that Krashen's 'zero option' cannot be supported based on research studies such as Long (1983, 1988), R. Ellis (1990b, 1997) and Lightbown and Spada (1990) while FFI can foster second language acquisition (SLA).

As opposed to this, comprehensive position entails that the grammar of the target language should be taught without making any elimination (Ellis, 2006). Many course book writers or publishers of grammar related materials stand up for this idea; however, it is evident that there is limited time allocated for grammar teaching in a lesson. Therefore, there should be some elimination. One option indicates that choice should be made for the forms

that are unfamiliar for the learners because of their mother tongue. The other option claims that the choice should be made for the teaching of marked forms instead of unmarked forms. However, problems arise in both of these solutions. As to the first option, there may be students having different mother tongues, therefore, it would not be possible to make a selection based on contrastive analyses as students would have different L1s. As to the second option; markedness is an opaque concept, so that it would be difficult to make a selection based on that. Ellis (2006) suggests that the election can be based on the learners' errors. However, the fact that most grammatical syllabi are similar and have not changed much for years has shown us the problems and difficulty of selection. Therefore, it would make more sense to rely on the syllabuses prepared before (Ellis, 2006).

Meaning based approaches such as task based language teaching which is explained as an approach that puts the tasks at the center of the planning and instruction in language teaching (Richards & Rodgers, 2014) are suggested in exchange for form focused approach. However, task based language teaching may have several drawbacks in that learners may disregard accuracy while striving to gain fluency, learners may use their mother tongue when they come across with a challenge, or learners may, at the beginning, resist to task based language teaching if they are not used to this type of instruction (Hatip, 2005, as cited in Hismanoğlu & Hismanoğlu, 2011). It is stated in N. Ellis (2015) that:

In cases where linguistic form lacks perceptual salience and so goes unnoticed (Schmidt, 1990, 2001) by learners, or where the L2 semantic/pragmatic concepts to be mapped onto the L2 forms are unfamiliar, additional attention is necessary in order for the relevant associations to be learned (N. Ellis 2015, p. 19).

In addition to that, N. Ellis (2015) maintains that the review of research regarding the effectiveness of instruction and feedback on error produced several results in that FFI brings about significant gains regarding the target forms; explicit types of instruction are superior to implicit types; and explicit instruction has durable effects (N. Ellis, 2015).

Larsen-Freeman (2001) proposes that grammar may be taught implicitly to learners in that teachers need to provide their learners with the ability to use the language accurately, meaningfully and appropriately. Larsen-Freeman (2001) suggests that grammar teaching may be considered as a skill which she names 'grammaring' rather than as an area of knowledge. It is maintained that teaching grammar implicitly is suggested, however, it is added that the ways of language teaching depend on many factors. That is, while explicit teaching may work for some learners but it may not be useful for others. Therefore, Larsen-

Freeman (2001) suggests that explicit grammar teaching should not be the aim itself rather than that it should be the means to an aim.

Lightbown and Spada (2008) have indicated that “learners who begin learning when they are beyond early childhood, especially those whose exposure to the target language occurs primarily or exclusively in classrooms where other students share the same L1, appear to benefit from FFI that helps them make more efficient use of their limited exposure to the sounds, words, and sentences of the language they are learning” (p. 182). Research on Communicative Language Teaching (CLT) and Content-Based Instruction (CBI) programs has revealed that FFI has an important place in meaning-based instruction. By providing the examples of Hayley and Swain (1984) and Lyster (1987), Lightbown and Spada (2008) indicated that in the absence of FFI, some structures are not used by learners at all and some errors are fossilized in their interlanguages. In addition to that, Lightbown and Spada (2008) assert that meaning focused instruction boosts the learners’ ability to comprehend, and improves their fluency in speaking and their ability to communicate as it is observed through CBI and CLT; however, it is not sufficient for them to overcome the difficulties they come across in pronunciation, morphological, syntactic and pragmatic features of the language. Hence, it is maintained that a common point has been found through experience in research and teaching that instruction needs to give place to both form and meaning. Therefore, rather than asking whether to use FFI or not, the question to be asked should be how and when to include it (Lightbown & Spada, 2008).

#### **1.4. Rationale behind Focus on Form**

The theoretical rationale behind focus on form is that the learners need the opportunity to be engaged in meaningful language use in order to know how to produce the target forms communicatively (Ellis, 2012). In addition to that; in the course of a meaning based activity, learners’ attention needs to be directed to form as well to guarantee that learners fully acquire the new linguistic forms. Hence, persistent developmental errors can be overcome. Focus on form entails learners to attend to form, meaning and use during one cognitive event and this is what distinguishes focus on form from other pedagogical approaches (Doughty, 2001).

Brown and Lee (2015) explain the rationale behind focus on form in that it is in line with natural language acquisition and it suits to the interlanguage development of learners. Moreover, it creates a communicative area for students rather than exposing them to

grammatical explanations. It also helps students gain intrinsic motivation as it lets students discover rules themselves rather than giving readymade rules.

### 1.5. Definitions

The terms Focus on Form and Focus on Forms are originally put forward by Long (1991) and Focus on Form is defined as “...focus on form...overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (p. 45-46). Focus on Forms is used to refer to a course design in which specific target forms are addressed explicitly (Long, 1991).

Doughty and Williams (1998) maintained that “the fundamental assumption of focus on form instruction is that meaning and use must be evident to the learner at the time that attention is drawn to the linguistic apparatus needed to get the meaning across” (p.4). Ellis (2012) defines Focus on Forms as “instruction that seeks to isolate linguistic forms in order to teach them one at a time as when language teaching is based on a structural syllabus.” (p. 870). Ellis (2001a) also distinguishes two main types of focus-on-form which are incidental and planned, and collected these different teaching options under the term Form-Focused Instruction.

Spada (1997) defines Form-focused instruction as “any effort to draw learners’ attention to form within communicative and meaning-based contexts” (p. 73). Spada and Lightbown (2008) make a distinction between isolated FFI and integrated FFI. Isolated FFI refers to the instruction in which attention to form occurs in isolation from a communicative context such as before or after a communicative activity within Communicative Language Teaching (CLT) or Content-Based Instruction (CBI). On the other hand, integrated FFI refers to the instruction in which focusing on form happens in the course of communicative or content-based instruction. Spada and Lightbown (2018) maintain that “this definition corresponds to focus on form (both planned and incidental) as defined by Ellis (2002a) and by Doughty and Williams (1998).” (p. 186). In other terms, the teacher may anticipate the target forms that may require attention and plan the lesson based on those target forms.

Ellis (2012) examines form focused instruction (FFI) in three categories which are focus on forms, planned focus on form and incidental focus on form. Focus on forms is defined by Ellis as “instruction involving a structure-of-the-day approach, where the students’ primary focus is on form (i.e., accuracy) and where the activities are directed intensively at a single grammatical structure.” (Ellis, 2006, p. 18). Focus on Forms involves giving a primary focus on linguistic structures which are presented in separate

lessons. Focus on form is defined by Ellis (2006) as “focus on meaning with attention to form arising out of the communicative activity.” (p.100). In Planned Focus on Form, the focus of a meaningful activity is planned in advance so that the task creates occasions to elicit the target form. The focus on the predetermined form will be intensive in this approach as well. In Incidental Focus on Form, as stated by Ellis “attention to form in the context of a communicative activity is not predetermined but rather occurs in accordance with the participants’ linguistic needs as the activity proceeds.” (Ellis, 2006, p. 100). In this approach, as there is not any predetermined focus of the task, there may be several structures that emerge; therefore, focus on form will be extensive.

Ellis (2006) emphasizes that in both focus on form and focus on forms “instruction needs to ensure that learners are able to connect grammatical forms to the meanings they realise in communication.” (p.19). Doughty and Williams (1998) described the two types as follows: “...a focus on form entails a focus on the formal elements of language, whereas focus-on-forms is limited to such a focus” (p. 4).

This research aims at shedding light upon the issue of the effectiveness of FFI in a context in which English is learned as a Foreign Language. In particular, this study investigates the effectiveness of Planned focus on form in the learning of target forms by providing a case from a state secondary school in Turkey. This study is considered important in terms of providing a sample from the field as to the effectiveness of Planned Focus on Form and also by combining theory and practice to offer a solution to the issue of grammar teaching.

The rest of this paper is divided into four main sections; which are Literature Review, Methodology, Results, and Discussion, Conclusion and Suggestions. Literature Review begins with providing a theoretical background to the field and it presents a review of previous studies. Methodology section provides information about the setting, subjects, target forms, the techniques used in the study and the details about the treatment. Next, the Results section provides the statistical data regarding the results. The paper concludes with the Discussion, Conclusion and Suggestions section, which involves the interpretation of the results in comparison with the previous studies, followed by conclusion, suggestions, pedagogical implications and limitations of the study.

## CHAPTER II : LITERATURE REVIEW

This section provides a theoretical background to the field and presents a review of the previous studies which were conducted in the world and in Turkey. First, the concepts of focus on forms, focus on meaning and focus on form will be addressed as a theoretical framework. Second, the types of focus on form and the methodological options will be provided. Then, the noticing hypothesis will be discussed, which will be followed by the studies conducted in the world and in Turkey on form-focused instruction.

### 2.1. Focus on Forms

Focus on forms entails a course design in which the L2 is divided into its constituents such as phonemes, words, collocations, sentence patterns, notions, functions, stress, and these parts are presented to the learners in models (Long, 1997). The forms are taught in an order based on the notions of frequency, valency or difficulty. It resembles to traditional grammar instruction in which the language forms are taught in an isolated way. A linguistic syllabus is used and the structures are handled intensively and systematically. In this kind of language instruction, the target language is divided into parts such as words, collocations, grammar rules (Long, 1991; Long & Robinson 1998; Ellis, Baştürkmen, & Loewen, 2002). Learners need to synthesize the parts that they will use in communication, which is why this is referred to as the syntactic approach to syllabus design (Wilkins, 1976, as cited in Long, 1997). In synthetic syllabi, learners are expected to learn each linguistic item one at a time through the use of synthetic materials, methodology and pedagogy (Long, 1997). Long maintains that synthetic syllabi such as linguistic, structural and notional-functional include synthetic “methods” (Grammar Translation, ALM, Audio-Visual Method, Silent Way) and the synthetic classroom practices such as explicit grammar rules, repetition of models, memorization of short dialogues, transformation exercises and so on. Long (1997) refers to this kind of practice as Focus on Forms.

Long (1997) addresses six major problems of focus on forms, the first of which is the lack of needs analysis to detect learners’ communicative needs, their learning styles and preferences. This kind of *one-size-fits-all-approach* does not lead to success as it usually overemphasizes certain language elements that learners do not need at all and disregard some of the crucial ones for the students (Long, 1997).

Another problem related to focus on forms is that focus on forms usually encourages students to language *usage* instead of language *use* in a communicative sense (Widdowson, 1992, as cited in Long, 1997). Long (1997) argues that in focus on forms, the language used

in the textbook dialogues and classroom interactions is artificial and restricted. Third, focus on forms disregards language learning processes that learners go through while learning a new language. The syntactic syllabi do not take into account what research findings show including learning new vocabulary and grammar, and also that learning a language has developmental stages that learners go through. Next, as focus on forms does not involve learners in the process of syllabus design, it ignores their key role in language development. Another concern mentioned by Long (1997) is that the learner does not necessarily learn what is taught. Therefore, “the idea that what you teach is what they learn, and when you teach it is when they learn it, is not just simplistic, it is wrong” (Long, 1997, p. 3). The fifth problem is that focus on forms lessons are usually boring which causes learners to lose their motivation, attention and attendance. Sixth, Long (1997) argues against the assertion that “many students all over the world have learned languages through focus on forms” (p.3) by stating that although there are many learners who learn languages through focus on forms, it is probable that they learn them despite focus on forms and that there are also many learners who have failed to learn languages most probably because of focus on forms.

## **2.2. Focus on Meaning**

The problems encountered with focus on forms caused a shift of focus from forms to meaning. The rationale of French immersion programs in Canada, and Krashen’s Natural approach may be given as examples of this shift of focus on meaning (Long 1997). Focus on meaning puts the emphasis on learner and learning processes different from focus on forms in which the emphasis is on the language. The rationale behind focus on meaning is indicated as the inefficacy of focus on forms; the universal “natural” processes in L2 learning; the inefficiency observed in using linguistic syllabus; and the idea that much of language learning happens incidentally and implicitly rather than intentionally.

The idea behind focus on meaning is that second language acquisition is considered as a similar process to first language acquisition; therefore, providing learners with a context similar to the one in first language acquisition is considered to be enough for second language acquisition as well. Depending on that, lessons with focus on meaning are designed in a completely communicative nature. Lessons are designed in a way to expose learners to rich communicative L2 use through content-based lessons. Learners are required to infer the grammar rules from the input and positive evidence is provided only. Long (1997) indicates that although focus on meaning is a great improvement on focus on forms, it has some other problems which are the lack of needs analysis or means analysis that guides the curriculum

content and delivery. Another drawback of focus on meaning is that maturational constraints make it hard for adolescents and adults to gain a native-like competence in a L2. As learners beyond certain age lose their ability to access to their innate abilities for language learning, it is not enough for them to just create the conditions similar to first language acquisition. The third problem regarding focus on meaning is related to Canadian French immersion programs which have indicated that despite exposure to L2 for about 12 years, the productive skill of the learners in immersion programs is not at a desired level especially related to grammar. Even if the input that is provided includes all the necessary grammatical items in it, the lack of salience and negative feedback which is explained as “exposure to instances of ungrammatical structures with explicit instruction” (Kabak and Meeman, 2013, p. 291) result in failure to produce language accurately (Long, 1997). It is maintained that providing learners with only positive evidence which is explained as “exposure to instances of grammatical structures” (Kabak and Meeman, 2013, p. 291) is not enough in terms of helping learners to realize some differences between the first language and second language. To illustrate, English and French are different regarding the adverb placement in that while it is grammatical to put an adverb between verb and direct object in French, it is ungrammatical to do so in English (Long, 1997). Such a difference may not be induced by learners only through positive evidence. It is even possible that learners may continue to use the wrong structure unaware of their error as it does not cause communication breakdown and there is no negative evidence (Long, 1997).

### **2.3. Focus on Form**

Focus on form combines elements from both focus on forms and focus on meaning and it provides an alternative way for language teaching. Long (1991) introduces focus on form as a third option apart from focus on forms which puts too much emphasis on form and focus on meaning which focuses solely on meaning (Long, 1991).

Focus on form is defined by Long (1997) as:

Focus on form refers to how attentional resources are allocated, and involves briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students' comprehension or production problems (Long 1997, p. 5).



Table 2.1. *Summary of Long's Views about Three Approaches to Language Teaching (Ellis 2016)*

| Focus on Forms  | Focus on Meaning   | Focus on Form  |
|---|--|--|
| No needs analysis   | Usually no needs analysis  | A needs analysis of the target tasks learners need to perform provides the basis of a task-based syllabus. |
| No realistic models of language   | Older learners cannot fully acquire an L2 'naturally' and thus FonM cannot succeed in enabling such learners to achieve high levels of L2 proficiency. Even prolonged exposure to the L2 does not ensure that learners will acquire non-salient linguistic features. | Attracts attention to forms that otherwise learners might not notice.                                      |
| Ignores the fact that learning a new word or rule is a slow and gradual process                     | Learners need negative evidence because positive evidence is insufficient to guarantee acquisition of some grammatical features.   | Allows for the slow and gradual process involved in the learning of L2 linguistic features.                |
| Fails to recognize that the teachability of grammatical forms is constrained by their learnability. | FonM is inefficient because it results in only slow progress   | Respects the learner's internal syllabus.  |
| Tends to result in boring lessons.  | Can result in confidence and fluency in the use of the L2 but limited accuracy in use of the target language system.   | Is under learner control because it only occurs in response to the learner's communication problems.       |
| Results in more false beginners than finishers.   |  | Assists the development of form-function mapping and so promotes both fluency and accuracy.                |

Table 2.1. provides the summary of Long's (1997) views about three approaches to language teaching. According to Long (1997), the aim in Focus on Form is to draw learners' attention to language forms in the input by making use of what Schmidt (1990) calls 'noticing' which is explained by Long (1997) as "registering forms in the input so as to store them in memory" (p. 5). In focus on form, the forms to be focused and the timing of the focus are shaped based on the learner's needs unlike focus on forms in which there is a predetermined linguistic syllabus. Focus on form is a learner centred option in that it considers the learner's internal syllabus and it occurs when the learner experiences a communication problem. Long (1997) indicates that focus on form should not be confused with 'form-focused instruction' which refers to "any pedagogical technique, proactive or reactive, implicit or explicit, used to draw students' attention to language form." (Long, 1997, p. 5). It involves the procedures of focus on form; however, it also includes practices of focus on forms like the activities that are prepared by the teacher to teach specific grammatical forms. Long (1997) strongly emphasizes that "focus on form refers only to those form-focused activities that arise during, and embedded in, meaning-based lessons; they are not scheduled in advance" (p. 5). This early explanation of focus on form has been updated in Long's book published in 2015:

Focus on form involves reactive use of a wide variety of pedagogic procedures to draw learners' attention to linguistic problems in context, as they arise during communication in TBLT (Task Based Language Teaching), typically as students work on problem-solving tasks, thereby increasing the likelihood that attention to code features will be synchronized with the learner's internal syllabus, developmental stage, and processing ability (Long, 2015, p. 317).

Ellis (2016) has provided a review of Long's initial description of focus on form and how it expanded in the course of time. Comparing Long's early (Long, 1988, 1991, 1996, 1997; Long & Robinson 1998) and late views (Long, 2015) of focus on form, Ellis (2016) indicates that Long's original definition has gone through some changes. The essential theoretical foundation of focus on form - which entails that attention to structural features of the target language should take place in line with how an L2 is acquired - remains unchanged. Another point that remains the same is that focus on form needs to be reactive and brief. However, while focus on form (FonF) was originally addressed as an 'approach' that contrasts with a traditional form centred approach (FonFs); in Long (2015), focus on form was addressed as a set of instructional procedures. Another point that has been updated is that while focus on form was described as interactive before, in Long (2015) focus on form was considered as involving both interactive and non-interactive strategies such as text enhancement procedures. In addition to that, while focus on form was considered as incidental earlier; it was accepted as both incidental and intentional in Long (2015). Moreover, there was an emphasis that focus on form was implicit; however, in Long's later work it was indicated that focus on form could be both implicit and explicit (Ellis, 2016).

Long's definition of Focus on Forms (FonFs) involves teaching of target forms depending on a grammatical syllabus (Long, 1997). Ellis (2016) contends that explicit language teaching may also involve exercises aimed at focusing the attention of learners on form in communicative activities such as the production stage of presentation-practice-production (PPP). Therefore, it becomes difficult to differentiate between focus on form and focus on form as both of them may involve communicative aspect. Doughty and Williams (1998) maintained that FonF and FonFs "are *not* polar opposites" and the main difference is that while FonF involves focusing on the formal elements of language, "FonFs is *limited* to such a focus" (p. 6). Thus, Ellis (2016) argues that although PPP was initially considered as FonFs approach, it may be considered to involve focus on form as it is not limited to explicit teaching of structural features of a language.

Ellis (2016) maintains that viewing PPP as FonFs approach creates an incompatibility with Long's initial and updated description of focus on form and argues that

the problem lies in characterizing focus on form and focus on forms as approaches. In order to resolve this, Ellis (2016) argues that rather than accepting focus on form as an approach, it is better to accept it as a set of instructional procedures that draw learners' attention to form in the course of communication. In the light of these, Ellis (2016) proposes his own definition of focus on form:

Focus on form occurs in activities where meaning is primary but attempts are made to attract attention to form. Thus it is not an approach but rather a set of techniques deployed in a communicative context by the teacher and/or the learners to draw attention implicitly or explicitly and often briefly to linguistic forms that are problematic for the learners. The focus on form may be pre-planned and thus address a pre-determined linguistic feature(s) or it can be incidental as a response to whatever communicative or linguistic problems arise while learners are primarily focused on meaning. Focus on form activities can be interactive or non-interactive and involve both production and reception. They can be found in both explicit and implicit approaches to language teaching. They can also occur before a communicative task is performed or while it is being performed (Ellis 2016, p. 7).

Ellis (2016) maintains that focus on form procedures are originally part of task-based language teaching; however, more traditional approaches may involve focus on form as long as the learners have the opportunity to produce L2 communicatively. Long (1997) maintains that focus on form is a methodological principle in task-based language teaching and indicates that it can be achieved through providing corrective feedback in a pedagogic task. Long (1997) argues that the task-based approach mentioned here involves grammar focus, but without a grammatical syllabus, through focus on form. Hismanoğlu and Hismanoğlu (2011) maintain that task-based language teaching views language learning as a developmental process which fosters communication and social interaction, not as a product to be mastered through practice. Task-based language teaching assumes that when learners are exposed to meaningful task-based activities in an authentic way, they can grasp the target language more effectively (Hismanoğlu and Hismanoğlu, 2011).

Focus on form activities can be unfocused eliciting general samples of the L2 or focused intended to elicit the language forms planned before. Ellis (2016) maintains that according to some researchers such as Fotos (1998) and Littlewood (2007), there is a need to involve focused tasks within a synthetic approach such as Presentation-Practice-Produce (PPP) in EFL contexts and in contexts where the learners are used to explicit teaching of language (Ellis, 2016).

### **2.3.1. Planned Focus on Form**

Ellis, Basturkmen and Loewen (2002) distinguish two types of focus on form which are planned focus-on-form and incidental focus-on-form (see Table 2.2). Planned focus on

form is explained as the use of focused tasks which are intended to have the learners use a target language feature within a meaningful context.

Table 2.2. *Types of Focus on Form Instruction (Ellis, Basturkmen, Loewen, 2001a, 2001b, 2002)*

- 
1. Planned (proactive) focus on form
  2. Incidental focus on form
    - 2.1. Reactive
      - 2.1.1. Conversational
      - 2.1.2. Didactic
    - 2.2. Pre-emptive
      - 2.2.1. Conversational
      - 2.2.2. Didactic
- 

Larsen-Freeman and Anderson (2011) provide the example of trying to find out the person who left a briefcase in a taxi for focused task. It is argued that planned focus on form and focus on forms is similar in terms of pre-selection of a grammatical subject for treatment; however, they differ from each other in the sense that planned focus on form prioritises meaning over form. In planned focus on form, the learners do not treat linguistic forms as a subject to be learned; rather than that they intend to treat the target forms as a tool for communicative purposes. Ellis, Basturkmen and Loewen (2002) argue that planned focus on form is effective in the sense that it drives learners to focus on a certain linguistic feature frequently in the course of communication. Table 2.3 indicates types of form-based instruction.

Table 2.3. *Types of Form-Based Instruction (Ellis, Basturkmen & Loewen 2002)*

| Type                     | Syllabus   | Primary focus | Distribution |
|--------------------------|------------|---------------|--------------|
| Focus on forms           | Structural | Form          | Intensive    |
| Planned focus on form    | Task-based | Meaning       | Intensive    |
| Incidental focus on form | Task-based | Meaning       | Extensive    |

---

### 2.3.2. Incidental Focus on Form

Incidental focus on form entails the use of unfocused tasks which are tasks that are designed to elicit general samples of language. Larsen-Freeman and Anderson (2011) provide an example of an unfocused task in which students have to plan an itinerary for a train trip. Larsen-Freeman and Anderson (2011) maintain that to fulfil such a task, students

need to consult their linguistic abilities. Ellis, Basturkmen and Loewen (2002) indicate that in such tasks, there may be no focus on form if there is no need; however, it is also possible to refer to various structures incidentally if there is a need. It is noted that, in planned focus on form the attention to form will be intensive, which means that a certain form is addressed intensively; whereas in incidental focus on form, there will be an extensive attention to form in that various forms may be addressed briefly within a task (Ellis, Basturkmen, & Loewen, 2002). The advantage of incidental focus on form is that it covers a wide range of structures within a lesson; however, limited attention to various structures within a lesson may not be enough for learners to acquire the forms.

**2.3.2.1. Reactive focus on form.** Ellis, Basturkmen and Loewen (2002) have proposed several options to incorporate form into a meaning-based context, which are reactive focus on form and pre-emptive focus on form. Reactive focus on form is described as a response to a learner's error during a communicative activity. The response can occur through *negotiation* or *feedback*. When the response happens through negotiation, it has a conversational nature in which the teacher or student fails to understand the student and respond to the error spontaneously. It contains '*negotiation of meaning*'. Negotiation can also be didactic in which the response is given although there is no communication breakdown and it contains '*negotiation of form*'. When the response is in the form of feedback, the feedback may be given implicitly and explicitly. The feedback is implicit if an error of a learner is responded without overtly stating that an error has occurred such as using recast. The feedback is explicit if an error of a learner is directly corrected such as using metalanguage.

**2.3.2.2. Pre-emptive focus on form.** Pre-emptive focus on form occurs when the teacher wants to have learners focus on a target structure that arise incidentally or a student asks a question to the teacher even though no error has occurred. It can be initiated by the teacher or a student. Pre-emptive focus on form can be in the form of conversational or didactic. A student's question may initiate pre-emptive focus on form. In this case, the teacher may sometimes direct the question to other students in the classroom rather than responding to check whether there will be someone answering the question. The teacher may also decline to answer a question of a student as it may break the flow of the communication. Teacher initiated pre-emptive focus on form takes place when the teacher feels there is a need to draw attention to a structure that comes up during the lesson.

## 2.4. Methodological Options for FFI

Ellis has provided his own framework of options (Ellis, 2012) involved in FFI consisting of four macro-options which are input-based options, explicit options, production options and corrective feedback options. Table 2.4 demonstrates all-the macro options:

Table 2.4. *Focus on Form and Focus on Forms Types of Instruction (Ellis, 2012)*

| Macro-option         | Focus-on -forms  | Focus-on-form   |
|----------------------|--|---|
| Input-based          | Any input-based option can be used; learners are directed to pay attention to the target form.                               | Any input based option that centres on form-meaning mapping; learners are not told what the target form is, so any attention to it is incidental. |
| Explicit instruction | Typically direct explicit instruction but also indirect instruction by means of consciousness-raising tasks.                 | No explicit instruction of any kind is provided.  |
| Output-based         | A variety of text-manipulation and text creation options. Also, both error-avoiding and error-inducing options are possible. | Only text creation options with no attempt made to either avoid or induce errors.   |
| Corrective feedback  | Typically explicit types of feedback.  | Typically implicit types of feedback.   |

### 2.4.1. Input-based Options

Input-based options cover the type of instruction in which the input is manipulated in such a way to make it easier for learners to process. Ellis (2012) examines input-based FFI under two categories which are enriched input and processing instruction. Enriched input can occur both in the form of *input flooding* which is “input that contains many examples of the target structure” (p. 869); and *enhanced input* which is “input with the target feature made salient to the learners” (p. 869) such as underlining, boldfacing, italicizing, capitalizing, color coding, etc. Processing instruction can be realized through *structured input* which is “input that has been contrived to induce processing of the target feature” (p. 869). Structured input is different from enriched input in the sense that in structured input activities the learners are provided with input within a context and they are asked to show that they understand the form through verbal or non-verbal responses. Lee and VanPatten (2003) define structured input as “input that is manipulated in particular ways to push learners to become dependent on form and structure to get meaning” (p. 142).

### 2.4.2. Explicit Options

Explicit options involve the instruction which is designed to provide learners with the structural features of L2. Explicit options can be applied deductively or inductively. *Direct explicit instruction* involves the teaching of target features deductively through metalinguistic explanations and *indirect explicit instruction* involves inductive teaching of forms through providing learners with target language samples and asking them to come up with a rule (Ellis, 2012). In indirect explicit instruction, *consciousness-raising* tasks which involve data with many exemplars of the target language feature are employed to help learners identify the rules.

### 2.4.3. Production Options

Production options are described as the instruction which is planned to have the learners use the language. Production options can take the form of *text manipulation* such as filling in the blanks in a given sentence or paragraph or *text-creation* such as focused tasks. Another distinction may be done based on the type of instruction as being error-avoiding such as controlled writing exercises or error-inducing such as activities that encourages free use of the target structures (Ellis, 2012).

Structured output activities give learners the opportunity to produce language fluently and accurately (Lee & VanPatten, 2003). Lee and VanPatten (2003) contend that structured output is a construct that may be used in designing activities to help learners produce output by making use of the forms they learn.

*Dictogloss* is a production option that involves a process in which a text is read by the teacher, and learners listen to the text and take notes. After that, the learners try to reconstruct the text by working in pairs or groups. This follows learners' comparing their texts with the original text. *Garden path* is the most explicit technique in which a teacher explains a grammatical rule basically without referring to its exceptions and then encourages the learners to overgeneralize the rule to make them notice the form better. After that, the teacher corrects learners' errors and explains the rule with its exceptions (Tomasello & Herron, 1988).

### 2.4.4. Corrective Feedback

Corrective feedback may be implicit which can be realized through recasts or explicit which can be operationalized through different ways such as simply indicating that an error has been done or providing metalinguistic knowledge. Another key difference in corrective feedback is done on the basis of whether it is input-providing such as *recasts* or output-

prompting such as *elicitations, requests of clarification and metalinguistic clues* (Ellis, 2012).

**2.4.4.1. Types of corrective feedback.** The types of corrective feedback involve recast, clarification request, metalinguistic feedback, elicitation, explicit correction, and repetition (Brown, 2014). Recast is explained as reformulation of an ill-formed utterance. Clarification request involves signalling that the utterance is not understood. Metalinguistic feedback involves providing comments and information about a learner's utterance. Elicitation is another type of corrective feedback in which the learners is directed to correct his/her own mistake. Explicit correction involves indicating the incorrectness of a structure directly to a student. Repetition involves teacher's repetition of the incorrect usage through generally a change in intonation.

**2.4.4.2. Learner responses to feedback.** The types of responses to feedback involve uptake, repair, and repetition (Brown, 2014). Uptake refers to "a student utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta, 1997, p. 49). Repair involves a learner's response to the feedback through self-repair or peer repair. Repetition involves learner's repetition of the form as a response to teacher feedback.

## 2.5. The Noticing Hypothesis

The Noticing Hypothesis which is defined by Schmidt (2010) as "an hypothesis that input does not become intake for language learning unless it is noticed, that is, consciously registered" (p. 1) has significant pedagogical implications for SLA. The Noticing Hypothesis originates from two case studies. The first case study was on an adult naturalistic learner of English that Schmidt (Schmidt, 1993, 1994, as cited in Schmidt 2010) called "Wes" and involved the documentation of Wes's acquisition process of English over a course of a few years. Schmidt (2010) indicated that Wes was very good at language learning in terms of pronunciation, listening comprehension, lexical developmental, conversational ability, pragmatic appropriateness, and specifically strategic competence. However, Schmidt (2010) argued that Wes's development in grammar involving morphology and syntax was not at a desired level. The reason behind this may be that Wes did not care about little details in grammar or he simply did not notice them. Schmidt (2010) specifies two main possibilities that caused Wes persistent problems with grammar, which are lack of aptitude and using an



implicit learning strategy. Wes's language learning process involved interaction in which he gave little attention to form and reflected little about the language consciously. By taking the case of Wes, Schmidt (2010) argues that for adults it may not be possible to learn a language through completely unconscious ways. The other case study involved Schmidt's (Schmidt & Frota, 1986) experience in learning Portuguese in which he took Portuguese lessons for five weeks and outside the courses he interacted with native speakers for a period of five months. With this study, it was observed that the classroom instruction was effective; however, communicative input was more effective. Schmidt (2010) notes that "the claim that learner must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning" (p. 4) was the origin of the Noticing Hypothesis. Moreover, Schmidt (2010) mentions that the correction of his mistakes while interacting with native speakers was not effective in many cases as he did not realize these corrections. This situation resulted in the hypothesis "noticing the gap" that is explained as "the idea that in order to overcome errors, learners must make conscious comparisons between their own output and target language input." (Schmidt, 2010, p. 4).

Schmidt (2010) investigates the concept of Noticing under three topics which are consciousness as intention, consciousness as attention and consciousness as awareness (p. 4). Consciousness as intention is explained by referring to the distinction between *incidental* and *intentional* (goal-directed) learning. While it is possible to learn vocabulary incidentally through reading, there are some cases that paying attention is required such as some grammatical forms that are not salient or the ones that are different from the L1. Consciousness as attention is explained as "subjective awareness of the objects of focal attention." (Schmidt, 1994, p. 16). Schmidt notes that "attention is necessary for the conversion of input to intake (Schmidt, 1994, p.17). Learning, memory, skills, and routines require consciousness as attention. In terms of consciousness as awareness, Schmidt (1990) states that there are degrees of awareness which are perception, noticing, and understanding. It is maintained in Schmidt (1990) that "perceptions are not necessarily conscious, and subliminal perception is possible" (p. 132). A distinction was made between "noticing" as a technical term referring to "the conscious registration of attended specific instances of language" and "understanding" as "a higher level of awareness that includes generalizations across instances" (Schmidt, 2010, p. 4). Therefore, Schmidt (2010) proposes that "noticing is necessary for SLA; however, understanding is facilitative but not required." Regarding the issue of noticing in SLA, Ellis (2016) indicates that:

There is now sufficient evidence to show that purely implicit learning is possible (see J. Williams, 2009). However, there is also evidence to suggest that when the focus on form leads to learners consciously attending to linguistic forms they are more likely to learn what they have attended to (Mackey, 2006). Whether noticing of form is needed is likely to depend on the salience of the linguistic feature. Features that are salient and communicatively functional in context (e.g. lexical items or grammatical features such as plural-s) may be acquired implicitly whereas features that are non-salient and communicatively redundant (e.g. 3rd person-s) may only be acquired if they are explicitly noticed (Ellis 2016, p. 8).

## **2.6. Studies on Focus on Form**

### **2.6.1. Studies Worldwide**

Norris and Ortega (2000) investigated the effectiveness of L2 instruction through carrying out a meta-analysis of experimental and quasi-experimental studies. The meta-analysis revealed that explicit instruction is superior to implicit instruction and that L2 instruction has durable effects. However, the meta-analysis also indicated the effectiveness of both focus on form and focus on forms. Ellis (2012) argues that there are problems with Norris and Ortega's comparison of focus on form and focus on forms. According to Ellis (2012), there is a problem with the assessment in this meta-analysis in that the assessment methods in the studies investigated favoured treatments that involved explicit instruction. Sheen (2003) also criticizes Norris and Ortega's meta-analysis (2000) by maintaining that the criteria they used excluded all comparative studies carried out before 1980 and some publications after that date as well. Therefore, Sheen (2003) claims that the conclusion of the meta-analysis indicating that '...focus on form and focus on forms are equally effective' (Norris & Ortega, 2000, p. 501) should be suspected. Sheen (2003) further claims that the results of the meta-analysis would indicate the superiority of focus on forms if Long's criteria were used for describing focus on form and all related studies were included.

Sheen (2001) conducted a comparative research study investigating focus on form and focus on forms with young learners in an elementary school in Quebec. The study was carried out with two sixth grade classes that received focus on form for two years at the beginning of the study. The two classes were taught by the same teacher who adopted a task-based syllabus, used English all the time in the class hour, and did not teach any systematic grammar. The control group was exposed to focus on form approach and corrective feedback was given on interrogative forms. The experimental group was also exposed to a similar course design by the same teacher except that the learners were exposed to focus on

forms for about an hour a week by the researcher. Pre-test was applied through an aural comprehension test and an oral interview and the results indicated that both were similar in that their comprehension skills were good but their productive skills in making correct question forms were on average 10%. The treatment involved the teaching of question forms in different tenses to the experimental group using focus on forms. The post-test results indicated that the control group showed no change; however, the experimental group achieved a success rate of 75%. After six weeks of break, a delayed post-test was applied on question forms and a pre-test was applied on frequency adverbs. The delayed post-test results indicated that the control group's performance did not change while the experimental group's performance dropped to an average of 50%. The pre-test results regarding adverbs indicated that both groups were at the same level in terms of adverbs. The question forms were revised and the adverb position was taught in the scope of the treatment. Then, oral interviews were carried out. According to the results, the success rate of the control group did not change; however, the experimental group improved its performance by increasing their average to 77% on question forms and 74% on adverb position.

Sheen (2001) indicated that focus on forms was effective for the students in the experimental group in the learning of the two target forms; however, the control group who was exposed to focus on form did not make any progress and continued to produce mostly incorrect forms. It was a disadvantage for the control group that the testing did not measure global ability in that the aim of the task based approach was to improve global ability of learners. But it is apparent that, the focus on form was not effective in having the students produce accurate language orally after two years of learning.

Doughty and Varela (1998) examined the acquisition of English tenses among high school ESL learners. In the study, reactive focus on form was provided to teach past tense verbs through providing corrective feedback to oral and written science reports produced by learners. One group of students received corrective recasts in which the teacher repeated a student's error, highlighted the error by making emphasis on the erroneous part and expected the student to correct his/her own error. If the learner did not do self-correction, then the teacher recast the utterance using the correct form of the verb. The control group received teacher-led instruction through lectures. The results show that the group that received corrective recasts performed significantly better on post-tests than the other group.

Williams and Evans (1998) made a comparison between two groups of intermediate-level learners to investigate their use of the passive voice and adjectival participles. The experimental group was exposed to input flooding and the control group was taught through

the regular instruction. The results indicated that the experimental group's performance was superior to the control group regarding the passive voice; however, the two groups' performance in terms of using adjectival participles did not yield any significant difference.

Lyster (2004) carried out a comparative analysis of five-quasi-experimental studies in 49 French immersion classrooms in Canada. The analysis aimed at investigating the effects of form-focused instruction on grammatical features that young Anglophone learners of French (between ages of 7-14) experience difficulty: past tense, conditional mood, second-person pronouns and grammatical gender. It was found that form focused instruction proved effective in immersion classrooms in which the learners were equally engaged in activities that involved noticing, language awareness and controlled practice with feedback. The treatment types that were less effective involved activities which overemphasized negotiation of meaning in oral tasks in which learners did not have to use the target forms as they could complete the task by using their communicative strategies.

Shamsudin and Karim (2012) examined the uptake occurrences in Focus on Form Episodes (FFE) of learners attending a language school in Iran. The study aimed at providing an understanding of uptake which is described as learners' response to formal instruction. The subjects of the study included four English teachers and students between the ages of 17 and 25. The research method involved a process of audio-recording of all interactions in the classroom, transcription of the data, and identification of FFEs. FFE is described as the point where the attention is directed from the communicative interaction to linguistic form (Ellis et al., 2001a). By analysing the FFEs in class interaction transcripts, the uptake occurrences -immediate versus delayed uptakes- were found. The results revealed that the total number of FFEs was 325 and the total number of uptake was 95. The percentage of uptakes that took place in pre-emptive FFEs was 32 and the percentage of uptakes that occurred in reactive FFEs was 68, which indicated that students' correction could be effective in their formal instruction. The percentage of immediate uptake occurrences was more than 80, and the rest was delayed. Both immediate and delayed uptakes were regarded successful as they showed students' ability to correct their mistakes and use the correct form either immediately or after a time. The results demonstrated the importance of teachers' role in encouraging uptake instances in that students mostly corrected their errors as a result of reactive FFEs by the teacher.

Nourdad and Aghayi (2014) examined the effectiveness of focus on form and focus on forms in the learning of passive voice. The participants were 56 adult learners in Iran. As a pre-test, a multiple choice recognition test that was prepared for the study was used. A

parallel test was designed for the post-test. The materials used for teaching involved course books of two publishing houses for both groups. One group received focus on form instruction, and the other group received focus on forms in which the grammar parts were taught deductively. The treatment consisted of 20 sessions of 90 minutes for two months. The results indicated that the group receiving focus on form performed better than the group receiving focus on forms. The study demonstrated that focus on form was helpful for learners in mastering passive voice.

Othman and Ismail (2008) conducted a study investigating the effects of focus on form on Malaysian learners of English. The study investigated the accuracy of learners in producing the simple past and the past perfect tenses and examined the features of focus on form episodes (FFE) resulting in uptake. The data were gathered from two ESL classes in a local high school. One of the classes received focus on form, while the other class received standard practices. The process included the application of pre-test, treatment and the application of a post-test. The pre-test was in the form of a jigsaw reading activity. The process involved the audio-recording of FFEs, transcription, and coding of FFEs to determine the features of FFEs that resulted in uptake. The results of the study revealed that experimental group's performance was significantly better than the control group in producing the past simple tense and past perfect accurately. The characteristics of FFEs that influenced uptake and its successfulness were linguistic focus, complexity, type of feedback, source and directness of FFEs.

Bakshiri and Mohammadi (2014) compared proactive and reactive focus on form on a group of Iranian learners. The pretest involved writing essays. The intervention involved teaching one group of learners using reactive FonF and the other group using proactive FonF. After the treatment, a post-test was applied at the end of the term with the aim of comparing essays of the participants and a delayed post-test was applied four months later. The results revealed that both reactive and proactive FonF were effective for learners in improving their writing skills. However, the group receiving the proactive FonF was significantly superior to the other group. In addition to that, the students receiving reactive FonF could not achieve the same performance in the delayed post-test. Therefore, it could be maintained that proactive FonF produced better results in improving learners' writing skills.

Alcon (2007) explored how incidental focus on form affects vocabulary learning of Spanish learners of English. The methodology of the study involved a process in which seventeen 45-minute teacher-led conversations were audio-recorded, 204 learners' diaries

(17 sessions x 12 learners) were analyzed, 204 post-tests and 204 delayed post-tests were translated. In the research process, incidental lexically oriented FFEs were identified; types of FFEs were coded as reactive, pre-emptive, teacher initiated, student initiated; the the impact of teacher initiated focus on form was measured; and learning outcomes were measured. The results of the study indicated that teacher initiated pre-emptive FFEs were proved to be effective in enabling learners to notice the words and helping them use the vocabulary items. As to teacher reactive FFEs, they were not effective in facilitating noticing; however, they were effective in terms of facilitating vocabulary learning.

### **2.6.2. Studies on Focus on Form in Turkey**

Üstünbaş (2016) replicated the study of Valeo and Spada (2015) on Form-focused Instruction. The study aimed at exploring the timing of teaching grammar. The study involved an investigation of the preferences of teachers and students regarding isolated and integrated form-focused instruction. The participants of the study were 651 university students and 42 English instructors. The data collection was carried out using two questionnaires developed by Valeo and Spada (2015). As the questionnaires involved items on ESL learners and teachers, they were adapted and translated into Turkish. The result of the statistical analyses indicated that both learners' and instructors' preferences were integrated form-focused instruction; however, they considered isolated form-focused instruction as important as well. The result of the study also indicated that the proficiency levels of learners did not yield a significant difference in terms of their FFI preferences. However, it was revealed that A2 level learners showed a preference for integrated FFI twice more than isolated FFI; and B2 level learners preferred isolated FFI more than integrated FFI. Therefore, it was concluded that high proficiency learners had a preference for a more grammar based instruction.

Elgün-Gündüz, Akcan and Bayyurt (2012) investigated the effectiveness of isolated form-focused instruction and integrated form focused instruction on young learners in an EFL context. In the study, a comparison was made between integrated and isolated FFI in term of students' language development on vocabulary, grammar and writing skill. In addition, students' attitudes to integrated and isolated FFI were explored. The research was conducted with 120 sixth grade students in two private schools in Turkey. The pre-test involved the application of the key English test (KET) and the post-test involved the application of the same test after eight months. Two essays were also used for collecting data, the first of which was carried out after 32 hours of observation in both schools and the

second one was carried out four months later than the first essay. The Turkish version of the questionnaire developed by Spada, Barkaoui, Peters, So, and Valoe (2009) was used for collecting data regarding students' attitudes to isolated and integrated FFI. In addition to that, interviews were carried out with learners to express their attitudes. The result of the study indicated that the group that was instructed through integrated FFI outperformed the group instructed through isolated FFI. Moreover, the students' showed a greater preference for integrated FFI.

Uysal and Bardakçı (2014) conducted a study to find out Turkish EFL teachers' beliefs regarding grammar teaching, their applications in the classrooms and the rationale behind their beliefs and behaviours. The data collection tools were Zucker's (2007) questionnaire that was adapted for the study and a focus-group interview. The questionnaire was administered to 108 teachers teaching English in state primary schools in Ankara. The findings revealed that the teachers' behaviours in terms of teaching English is mostly composed of doing workbook or worksheet, providing explanations of grammatical subjects, carrying out quizzes on grammatical subjects and repetition drills. These behaviour patterns of teachers represent the traditional grammar instruction. The results indicated that communicative activities only follow these traditional practices. In addition to that, findings demonstrated that 70% of the teachers used a deductive approach. The beliefs of teachers were also parallel to traditional approaches. The focus- group interview helped to understand the beliefs of teachers more deeply in that among 10 teachers, eight of them believed in the effectiveness of explicit grammar teaching. The two teachers who supported CLT also maintained that they also provided grammatical explanation as they believed it helped learners in establishing better sentences. The three most important reasons behind teachers' beliefs and behaviours were the curriculum, the expectations of the learners and the course book. Other factors that followed these were the English learning experiences of the teachers, in-service professional development opportunities, and research-based readings. Apart from that, the results indicated that the effects of pre-service teacher-preparation courses on teacher behaviours were just 3%. Therefore, it can be implied that teachers' behaviours and beliefs reflect a focus on forms approach, which indicates a mismatch between the beliefs and practices of teachers and the current issues in SLA research.

Gezmiş (2011) explored the effectiveness of a language teaching model designed in line with the principles of planned focus on form in the learning of target structures by eighth grade learners in a state school. The effects of planned focus on form on linguistic accuracy and fluency were investigated. The English teaching programme and the textbook were

evaluated as to whether they gave place to planned focus on form. Additionally, teachers' use planned focus on form in their courses was examined through semi-structured interviews. The process involved pre-test, post-test, and a delayed post-test. The treatment group was provided planned focus on form while the control group was provided the teaching practice offered by the textbook. Comparisons were made between the two groups in terms of their success in grammar, reading skills, and writing skills. The results pointed out that planned focus on form proved effective in all measures involving the learning of the grammatical subjects, improving the reading and writing skills of the learners, and the durability of the learned information.

Eş and Çekiç (2006) examined the effectiveness of three focus on form treatments in the learning of target forms. The participants were 65 intermediate level learners attending the preparatory class of a university. The focus on form treatments involved input flood, input+output, or input+output+feedback. With the aim of identifying which treatment worked better; three intact classes received three different treatments. The first group was provided only input flood, the next group was provided input flood and output instruction, and the last group was provided input flood, output and corrective feedback instruction. The treatment lasted for six hours for two weeks. The treatments were carried out in the writing classes. For the first group, the activities were designed in a way to help them comprehend the meaning of target forms. Therefore, six contextualized one paragraph-length texts were made use of to provide input to the learners. For the second group, the same texts that were given to the first group were used but this time with the purpose of having participants produce the target form. Dictogloss activities were chosen for this purpose. As for the third group, the same focused production texts were used with the second group; however, the difference was that, the third group was also provided corrective feedback regarding their use of the target forms. The pre-test and post-test were the same and they consisted of four different subcategories: a production test, a grammaticality judgement test, a multiple choice recognition test, and a comprehension test. The results indicated that the input flood was not useful alone; however, input+output and input+output+feedback treatments were significantly efficient in the learning the target forms.

Kırkgöz, Babanoğlu and Ağçam (2015) conducted a study on corrective feedback, which aimed at finding out the types of corrective feedback that were employed by EFL teachers in Turkey while responding to spoken errors of L2 students and the corrective feedback (CF) types that were effective on L2 processing. 36 EFL teachers from 20 different state primary schools in Adana participated in the study. The process involved video



recording of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders for two hours a week during 8 weeks, transcription of data, identification of error types, identification of corrective feedback types resulting in uptake, and crosscheck of transcribed sections by the second and third researchers. The results indicated that the teachers preferred explicit correction the most. The other most preferred types involved clarification requests, elicitation, and metalinguistic feedback. The least preferred CF type was peer correction. The corrective feedback types that resulted in most learner uptake were identified as clarification request, metalinguistic feedback and paralinguistic feedback. It was noted that explicit correction resulted in relatively less self-repair; however, it was the type most frequently employed by the teachers. Another finding was that corrective feedback types that lead to successful uptake varied across grades in that for 4<sup>th</sup> graders it was metalinguistic feedback, for 5<sup>th</sup> graders it was clarification request, for 6<sup>th</sup> graders it was elicitation and clarification request, and for the 7<sup>th</sup> graders it was clarification request and metalinguistic feedback. It is worth noting that paralinguistic signal appeared to be the most effective type compared to other CF types used in primary EFL classes.

There has been a substantial amount of research on form-focused instruction; however, less attention has been paid to the effectiveness of Planned Focus on Form in teaching English to young learners. The previous studies evaluated the effectiveness of various types of form-focused instruction on learners from various age groups; however, it is not clear whether the use of planned focus on form yields positive results in teaching English to young learners. Therefore, this study was carried out in an attempt to explore the effectiveness of planned focus on form in the learning of the target forms for 5<sup>th</sup> grade learners studying at a state school.

## **CHAPTER III : METHODOLOGY**

This study has a quasi-experimental research design (Thyer, 2011) in which a pretest was applied to the two intact classes to make sure that both groups had equal knowledge regarding the target forms. Then, the experimental group received planned focus on form and the control group received the teaching model in the textbook. To check the progress of the learners, progress achievement tests were administered after teaching each unit objective. The unit objectives were ‘naming common illnesses, expressing illnesses, expressing feeling and needs and making simple suggestions’. Then, a post-test was applied to both groups at the end of the treatment.

This study aims to investigate the effects of planned focus on form and the teaching model in the textbook on gaining the objectives of the unit ‘Health’. To reach this aim, the unit objectives and the grammatical forms which involve should/shouldn’t, have/has, object pronouns, possessive adjectives and imperatives were taught using various focus on form techniques such as input flood, input enhancement, structured input, corrective feedback, consciousness raising tasks, text manipulation, and structured output within the scope of planned focus on form (Ellis, 2012). As to the control group, the activities in the textbook were made use of such as games, matching activities, puzzles, and picture story. The unit objectives and the grammatical forms were taught through explicit grammar rules, presentation, practice, production (PPP) and explicit language instruction.

More specifically, this study attempts to investigate whether there will be a difference between the two types of instruction -planned focus on form and the teaching model in the textbook- in terms of teaching grammar of the target language to Turkish learners. Therefore, the study compares the effects of planned focus on form and the teaching model in the textbook by conducting a pre-test and post-test design.

### **3.1. Setting and Subjects**

The study was carried out with the 5<sup>th</sup> grade students in a state school in Milas in the district of Muğla province in the spring semester of the academic year 2018-2019. The participants of the study were 60 5<sup>th</sup> grade students. The students’ native language was Turkish. All of the participants had been exposed to English since they were second graders.

Two intact 5th grade classes, which the researcher teaches English, were selected for the study; therefore, it was convenience sampling. Convenience sampling is the choice of the participants based on their proximity to a researcher (Etikan & Musa & Alkassim 2016).

Etikan, Musa and Alkassim (2016) maintain that “convenience sampling is easy, affordable and the subjects are readily available” (p. 2).

Both of the classes had three hours of English a week. The classes were randomly assigned as experimental group (EG) (30 students) and control group (CG) (30 students). The experimental group received planned focus on form, and the control group received the teaching model in the textbook for five weeks. The textbook adopted an eclectic mix of instructional techniques based on an action oriented approach. The students who did not take part in pre-test were dropped out of the population of the groups. Therefore, the remaining students were considered as the participants of the study.

### 3.2. Target Forms

The choice of the target forms in this study was carried out based on the curriculum of the MoNE (2018).

Table 3.1. *The Functions of the Unit ‘Health’ (MoNE, 2018)*

| Functions                                | Useful Language                      | Target forms                  | Target vocabulary  |
|--|--------------------------------------|-------------------------------|--|
| Expressing illnesses, needs and feelings | I feel cold.                         | Third person -s (have/has,    | Body parts   |
|  | I have the flu.                      | feel/feels, need/needs)       | -stomach   |
|  | I have a fever.                      | Object pronouns               | -tooth   |
|  | S/he feels cold and                  | (him/her/you)                 | -head  |
|  | tired.                               | Possessive adjectives         | -leg, etc.   |
|  | S/he needs pills.                    | (his/her/your)                | Common illnesses   |
|  | What is the matter with you/him/her? |                               | -stomachache   |
| Making simple suggestions                | What’s your/her/his problem?         |                               | -toothache   |
|  |                                      |                               | -headache  |
|  |                                      |                               | -broken arm  |
|  |                                      |                               | -fever   |
|  | You should stay in bed.              | should/shouldn’t              | -flu, etc.   |
|  | — Have a rest.                       | Imperatives (Do’s and Don’ts) | Feelings and basic needs   |
|  | — Stay in bed.                       |                               | -sick, terrible, tired, hot, cold, water, hot water bottle, plaster, medicine, tissue, syrup, etc. |
| — Visit a doctor.                        |                                      |                               |  |
| — Take your pills.                       |                                      |                               |  |
| Don’t carry heavy things.                |                                      |                               |  |
| Don’t drink cold water.                  |                                      |                               |  |

As the researcher was the teacher of the groups at the same time, the data collection process was carried out during the class hours in which the curriculum was followed. According to the curriculum, the unit that needed to be covered was ‘Health’ which involved the following functions ‘expressing illnesses, needs and feelings, and making simple suggestions’ (See Table 3.1). However, as these two functions were too comprehensive, it was considered that dividing them into four functions ‘naming common illnesses, expressing illnesses, expressing feeling and needs, and making simple suggestions’ would be more practical (see Table 3.2).

It is stated in the English Language Curriculum (MoNE, 2008, p. 5) that “a foreign language program based on CEFR is framed in terms of language skills which stand for objectives for each unit, linguistic realizations of those language skills by referring to grade and language proficiency and pedagogic dimensions, such as suggested contexts and tasks as well as sample assignments shaped by specific language strategy”. In line with this statement, in the development of this unit plan, the language skills and objectives given in the curriculum for this unit were taken as a basis. The target forms and the target vocabulary played a central role as linguistic realizations of these language skills. Pedagogic dimensions such as a meaningful context for learning, tasks that promote interaction and assignments were also considered in the planning of this unit.

The language skills specified in the curriculum (MoNE, 2018) related to unit ‘Health’ is given below:

- **Listening**-Students will be able to identify common illnesses and understand some of the suggestions made.
  - Students will be able to understand simple suggestions concerning illnesses.
- **Speaking**-Students will be able to name the common illnesses in a simple way.
  - Students will be able to express basic needs and feelings about illnesses.
- **Reading**-Students will be able to understand short and simple texts about illnesses, needs, and feelings.

Table 3.2. *The Functions of the Unit 'Health' Redesigned for the Study (Adapted from MoNE, 2018)*

| Functions                     | Useful Language                             | Target forms                                      | Target vocabulary   |
|-------------------------------|---|---|---|
| Naming common illnesses       | He has a stomach-ache.                      | Third person singular<br>"have/has"               | Body parts<br>-leg<br>-mouth<br>-head   |
| Expressing illnesses          | What is the matter with him/her/you?        | Object pronouns<br>"him/her/you"                  | Common illnesses<br>-headache<br>-runny nose  |
|                               | What is your/his/her problem?               | Possessive adjectives<br>"his/her/your"           |   |
| Expressing feelings and needs | She needs a thermometer.<br>She feels sick. | Third person singular<br>"feel/feels, need/needs" | Feelings and needs<br>-blanket<br>-mint and lemon tea<br>-medicine<br>-tired          |
| Making simple suggestions     | Don't eat fast food.                        | Imperatives<br>"Do's and Don'ts"                  | Chunks<br>-Take some medicine.<br>-Put a plaster on it.<br>-Don't carry heavy things. |
|                               | You should drink mint and lemon tea.        | Suggestions<br>"should/shouldn't"                 |   |

### 3.3. Treatment

With the aim of comparing the effectiveness of two types of instruction, the experimental group received planned focus on form, and the control group received the teaching model in the textbook. The textbook adopted an eclectic mix of instructional techniques based on an action oriented approach in order to foster the communicative skills of the learners in the target language. However, as the textbook did not focus on the formal elements of the language such as vocabulary and grammatical forms; the vocabulary was taught using flashcards and the grammatical forms were taught deductively. The data collection process lasted for 5 weeks including pre-test, quiz and post-test. As both classes had three hours of English in a week, the data collection process lasted for 15 hours in total.

The treatment design for the study (see Figure 3.1) involved the application of the pre-test, the application of the progress achievement tests after each function, and the application of the post-test.

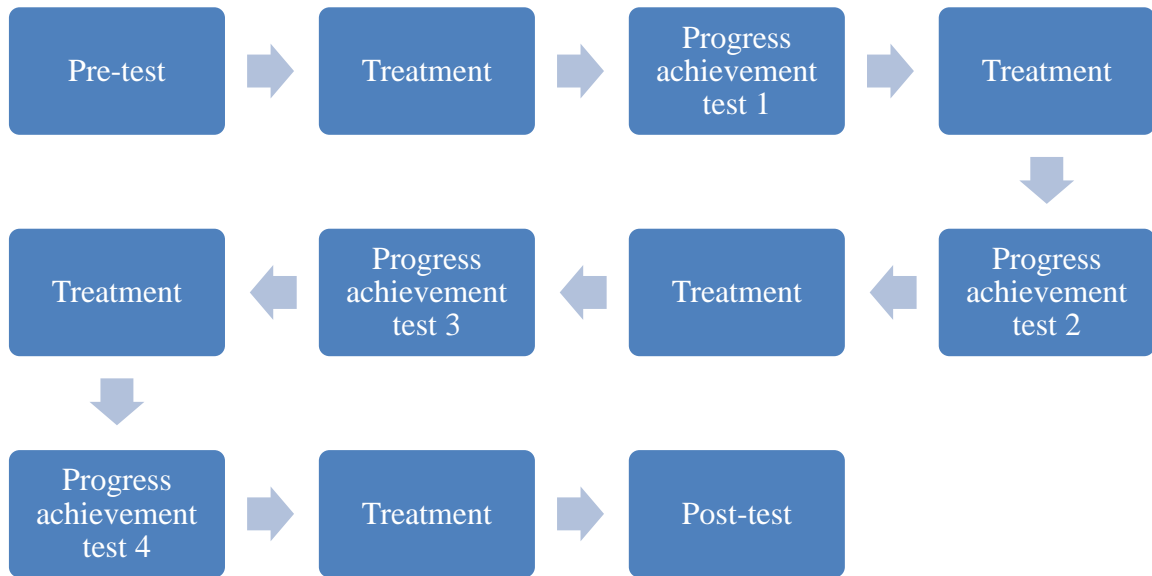


Figure 3.1. Outline of the study

### 3.4. Treatment Package

A treatment package was prepared for the experimental group. The treatment package for the experimental group involved handouts (Appendix A) in which there were activities designed by the researcher using focus on form techniques; a PowerPoint presentation (Appendix E) which involved all the activities in the handout to reflect in the class and also flashcards to teach vocabulary and also to teach imperatives; a unit plan (Appendix B) that was prepared by the researcher based on the objectives of the unit; songs that were found from the net and downloaded; videos that were chosen related to the unit and downloaded from the net, and a short story which was chosen by the researcher. The treatment package for the control group involved flashcards, controlled grammar exercises, a unit plan (Appendix C) prepared by the researcher and the course book. In both of the groups, the teacher provided corrective feedback to the learners' errors.

The theme of the unit, duration and the unit objectives both for the experimental group and the control group are presented below:

**Unit Theme:** Health

**Duration:** 15 class hours

**Unit objectives:** In this teaching model, it is aimed that the students will be able to express their illnesses, express their feelings and needs, and make simple suggestions. The following objectives are targeted in the activities designed in this unit plan:

- Naming common illnesses
- Expressing illnesses

- Expressing feeling and needs
- Making simple suggestions

### **3.4.1. Treatment Package for the EG**

The treatment process in the experimental group was planned within the framework of planned focus on form. The treatment process involved the presentation of the target forms and focusing on the grammatical features within a meaningful context; noticing activities such as consciousness raising activities, structuralizing activities such as grammar exercises and proceduralizing activities such as performing activities related to skills. The treatment package for the experimental group involved handouts (Appendix A), a PowerPoint presentation (Appendix E), a unit plan (Appendix B), a song, a video, flashcards (Mee Too Publishing, 2019), a short story (Kurmay Publishing Group, 2018) and cue cards.

First of all, a unit plan (Appendix B) was prepared within the treatment package of the experimental group. The unit plan was designed to cover all the functions that needed to be taught within the unit. The unit plan started with the topic of body parts; therefore, the first lesson plan involved the following functions; identifying the body parts, identifying common illnesses and expressing illnesses. Secondly, handouts (Appendix A) that involved exercises such as matching, ordering, and fill-in-the-blanks were prepared by the researcher that the students would complete based on the activities. Next, a PowerPoint Presentation (Appendix E) which involved all the activities in the handouts such as dialogues between a doctor and her patients; the flashcards (Mee Too Publishing, 2019) and visuals to teach the target subjects were prepared by the researcher. In addition to that, a song and a video which were appropriate for the learners' levels and for the functions were chosen by the researcher. Moreover, flashcards (Mee Too Publishing, 2019) which involved common illnesses, feelings and needs were downloaded from the net; and flashcards which involved imperatives were designed by the researcher to provide visual input to learners. A graded reader named "Kim is at Mrs. Betty's Clinic" (Kurmay Publishing Group, 2018) was chosen and downloaded from the net and handouts were prepared in line with the story. Lastly, the cue cards were prepared for a communicative activity. Table 3.3 demonstrates the activities that were developed for the treatment in the experimental group and the learning outcomes of those activities.

*Table 3.3. The Activities and the Learning Outcomes for the Experimental Group*

| Activity                      | Learning outcomes   |
|-------------------------------|---|
| Warm up (Mind map)            | Checks his/her prior knowledge.<br>Refreshes his/her knowledge of the topic.  |
| Input flood                   | Realizes the target vocabulary by being exposed to visual and auditory input.   |
| Touch game                    | Does the actions that the teacher tells them to do. In order to do the actions, the learner needs to activate his/her schemata related to the target vocabulary.  |
| Guessing game                 | Mimes an illness.<br>Practices the target structure by doing actions.<br>Guesses the illness by looking at his/her friends' actions.  |
| Input enhancement             | Notices the target structure that is written in bold letters or in different colours.   |
| Structured Input              | Reads the dialogues and matches the illnesses with the people.<br>Looks at the pictures, and fills in the blanks with appropriate words.  |
| Consciousness Raising Task    | Realizes the features of the target form by answering the teacher' guiding questions.<br>Explores the grammatical structure of the target form.   |
| Structured output             | Underlines the illnesses, feelings, and needs in the reading text and completes the table with this information.  |
| Text manipulation             | By looking at the pictures of children, the learners complete the text.   |
| Vocabulary game               | Points to the word that he/she hears with a stick.  |
| Table completion              | Places the flashcards that Teacher shows under the related category in the table (illness, feeling, need).  |
| Song                          | Revises the target vocabulary through having fun.   |
| Video activity                | Watches the video that involves a song about body parts and does the actions in the video such as "Open your mouth" or "Touch your nose".<br>Watches the video about health problems and learns the common illnesses. |
| Information transfer activity | Reads the dialogue and write the imperatives under the categories "do's" or "don'ts".<br>Reads the text and complete the table with the information in the text.  |

(continue on next page)



Table 3.3. *The Activities and the Learning Outcomes for the Experimental Group*  
(continued)

| Activity  | Learning outcomes  |
|-----------|--|
| Role play | Works in pairs and acts out the dialogues through reading and taking turns.  |
| Reading   | Reads the dialogue and categorizes illnesses, feelings, and needs.<br>Reads the graded reader and answers the comprehension questions.                                   |
| Listening | Listens to the story and ticks the illnesses he/she hears.   |
| Speaking  | Asks and answers questions using the target structures in order to find the illness that matches with his/her cue card.<br>Retells the story by looking at the pictures. |

**3.4.1.1. Teaching methods and techniques.** The activities that were prepared for the experimental group involved many techniques of focus on form such as input flood, input enhancement, structured input, consciousness raising tasks, structured output, text manipulation, role play, video activity, table completion and language skills such reading, listening and speaking.

*Input flood*

The dialogues that were prepared using PowerPoint slides were intended to be the source of input flood; therefore, they were designed in such a way to involve many exemplars of the target structures. The students volunteered to read the dialogues on the PPT slides aloud and the researcher assigned roles to the volunteering students such as doctor and patient; therefore it was in the form of a role play. Hence, students were exposed to rich input and meaning was open to them as the dialogues involved visuals (Appendix A).

*Input enhancement*

The dialogues that were prepared to provide input to the learners involved various input enhancement techniques such as colour-coding, underlining, and boldfacing in order to make the target feature salient to the learners. While learners were reading their parts in the dialogues, their attention was subconsciously directed to the parts that were boldfaced or colour-coded. Therefore, it became easier for the learners to process the target features (Appendix A).

*Structured input*

After all the functions were given to the learners within the unit plan, as a last step it was considered that using a graded reader would provide learners with a chance to revise all the target features that they learned and also to see the pieces of the puzzle together in a meaningful context. With the aim of checking student's comprehension of the input that they took, structured input activity was used in which students were asked to tick the illnesses they heard while listening to the short story. This way, the students demonstrated their comprehension of the input non-verbally. Structured input activity was also used in the comprehension questions and true/false parts at the end of the short story (Appendix A).

#### *Consciousness raising (CR) tasks*

Willis and Willis (1996) stated that "CR...can be seen as guided problem solving. Learners are encouraged to notice particular features of the language, to draw conclusions from what they notice and to organize their view of language...." (p. 64). As it was put forward by Willis and Willis (1996), the aim of consciousness raising tasks is to help the learners discover the rules of the target language themselves. In this study, in order to encourage the learners to notice the target structures, colourful words and boldfaced words were used. The teacher asked the students to focus on the letters in red (have/has) and asked some guiding questions such as 'Why is this word written in red? When do we use have? When do we use has? What is the difference between have and has?' to help students find out the use, meaning and form of the target form. Then, the students were asked to look at the sample sentences involving have/has written in bold letters in their handouts. After that, the students were asked to complete the sentences with have/has. The aim of this activity was to have students develop a hypothesis as to the use of have/has and to test that hypothesis while checking their answers (Appendix A).

#### *Structured output*

As it is stated by Lee and VanPatten (2003), the structured output activities involve the exchange of a target structure that is not known before and they require learners to process the target structure to communicate. In the structured output activity, the learners were expected to communicate with each other to be able to match with their peers in that half of the students had illnesses on their cue cards and the other half had "do's and don'ts" related to those illnesses. The students tried to match with each other correctly by asking and answering questions and exchanging information (Appendix A).

Another structured output activity that was designed for the study involved reading a dialogue among four children, defining and underlining the illnesses, feelings and needs

mentioned in the dialogue, and then completing the table with the children's illness, feelings or needs (Appendix A).

#### *Text manipulation*

Text manipulation activities are designed so as to elicit the target structure from the learners. The text manipulation activities in this study involved pictures of four children with different illnesses, feelings and needs in the handouts distributed to them. The students were asked to guess their illnesses, feelings and their needs by looking at these kids' pictures, and then they were asked to fill in the blanks with appropriate words (Appendix A).

#### *Role play*

The role play activity used with the experimental group entailed learners to read the dialogues aloud by taking turns. The roles were assigned by the teacher as doctor and patients to the learners and they read their parts by looking at the dialogues in the PPT slide. As the dialogues involved many exemplars of the target structures and also pictures, learners were exposed to rich visual and auditory input (Appendix A).

#### *Video activity*

The first video activity that was prepared for the experimental group involved a song about the body parts. The song had a video clip; therefore, the learners listen to the song and watch the video at the same time. The first time they watched, they were asked to listen to the song and focus on the body parts. The second time they watched the video, they were asked to do the actions in the video such as 'Open your mouth' or 'Touch your hands'.

The second video activity was about the health problems. The video was used in order to introduce the health problems to students. Therefore, the learners were first asked to watch the video. The video contained doctor patient dialogues and it involved common illnesses and doctor's suggestions to the patients. After watching the video for the second time, the teacher asked the learners to put the illnesses given in the handout in order (Appendix A).

#### *Information transfer activity*

In the information transfer activity, learners are required to put spoken or written data into another form, such as chart, table or picture. In the information transfer activity in this study, learners were asked to read the text and complete the table with the information in the text (Appendix A).

#### *Table completion*

In the table completion activity, a table was drawn on the board and divided into three categories; illnesses, feelings and needs. Then, the learners were shown flashcards

about illnesses, feelings and needs. After that, the flashcards were shown to the learners one by one and the learners were asked to tell under which category the flashcards should be placed. This activity aimed at having learners revise the target vocabulary related to the unit (Appendix A).

### *Reading*

Cunningsworth (1984) indicates that “in the actual language use, one skill is rarely used in isolation... Numerous communicative situations in real life involve integrating two or more skills” (Cunningsworth, 1984, p. 86). As it is put forward by Cunningsworth (1984), four skills (listening, reading, speaking, and writing) are used in integration and simultaneously in daily life. Richards and Schmidt (2002) maintain that in integrated approach language skills of reading, writing, listening and speaking are taught linked with each other in that the activities in a lesson are designed to link listening and speaking to reading and writing. Therefore, giving learners the chance to use the language skills in integration is considered to be more effective and natural.

The short story “Kim is at Mrs. Betty’s Clinic” (Kurmay Publishing Group, 2018) was used with the purpose of integrating the language skills. The story was planned to integrate the language skills of listening, reading and speaking. It was first used to integrate the listening and reading skills in that the learners first listened to the story twice from the smart board application, then they read the story that was distributed to them silently. The story was also used as a speaking activity in that the learners acted out the story by reading their roles and also by retelling the story from the pictures.

### *Listening*

In the study, listening was mainly carried out through using videos, a song, and a short story. These techniques were chosen in order to make the learning fun for learners, to present them language in a context and to integrate the language skills. The short story “Kim is at Mrs. Betty’s Clinic” (Kurmay Publishing Group, 2018) met all these purposes in that it made learning fun for them, presented language in a meaningful context, integrated language skills, and also gave the learners the chance to see all the target structures that they learned in the unit in one text.

The learners listened to the story two times from the smart board application. The first time they listened, they were asked to focus on the story and to try to grasp the meaning. The second time they listened to the story, they were asked to tick the illnesses they heard. By asking the learners to tick the illnesses they heard, it was aimed that learners had a purpose to listen. When learners had a purpose to listen, they became active in the listening

process. After the listening process, the learners read the story silently. The story was effective in integrating the two skills (Appendix A).

### *Speaking*

In this study, with the aim of improving the learners' speaking skill, two different activities were used. In the first activity, cue cards that were prepared according to the number of students in the class were used. Half of the cue cards involved illnesses, and the other half involved 'do's and don'ts' related to the illnesses. The cue cards were randomly distributed to the learners. The learners who had 'do's and don'ts' cards became doctors, and the learners who had the illness cards became patients. The doctors sat in desks, and the patients visited doctors and told their illnesses. The patients visited different doctors until they found the right suggestion for their illnesses. A disadvantage of this activity was that some suggestions were not specific and they were suitable for more than one illness. Therefore, some students experienced confusion and the researcher interrupted in such cases (Appendix A).

The second speaking activity was related to the story. After the listening, reading and role play activities, the learners retold the story by looking at the pictures. First, they ordered the pictures that were mixed in their handouts. Then, they were told to retell the story by looking at the pictures.

### **3.4.2. Treatment Package for the CG**

The instructional treatment for the control group is comprised of the units that involve the target features in the course book provided by MoNE. The treatment process involved the presentation of the target forms, teaching the related vocabulary in the unit, and the application of the activities provided in the course book. The grammatical forms were basically taught in the form of Presentation-Practice-Production. A unit plan (Appendix C) was prepared to plan when to teach each function, in what order, and to decide which activities to use in the course book. In addition to the unit plan, the flashcards that were prepared for the experimental group were also used with the control group to support the course book. Table 3.4 presents the activities and the learning outcomes.

Table 3.4. *The Activities and the Learning Outcomes for the Control Group*

| Activity                             | Learning outcomes  |
|--------------------------------------|--|
| Warm up & motivation<br>(Simon Says) | By doing the commands that the leader orders, the learner revises the body parts and learns to be attentive  |
| Guessing game                        | By miming the illnesses and guessing an illness, the learner learns by doing   |
| Matching                             | By matching the pictures with the words, the learner practices the vocabulary and gets prepared for the speaking activity that follows.<br>By matching the health problems with the suggestions, the learner practices the language. |
| Activity                             | Learning outcomes  |
| Quiz                                 | Evaluates his/her learning   |
| Picture story                        | Prepares a picture story about his/her feelings and needs when s/he is ill.  |
| Puzzle                               | Completes the puzzle and revises his/her prior knowledge   |
| Text completion                      | Practices the target vocabulary by completing the text through looking at the pictures given   |
| Table completion                     | Reads the text and categorizes the imperatives in the text as do's and don'ts  |
| Dialogue completion                  | Reads the dialogue and completes the dialogue with the given sentences   |
| Role play                            | Works in pairs and acts out the story by reading the speech bubbles.   |
| Rewriting                            | Rewrites the given sentences that are written in imperative forms using should/shouldn't   |
| Reading                              | Reads the story/dialogue and answers true/false questions.   |
| Listening                            | Listens to the track and matches the children with their health problems.<br>Listens to the track and completes the speech bubbles.  |
| Speaking                             | Works in pairs and makes short dialogues by looking at the pictures.   |

**3.4.2.1. Teaching methods and techniques.** The activities that were used for the control group were taken from the course book provided by MoNE (2018). The course book involved many different techniques and activities such as games, song, matching activity, picture story, puzzle, text completion, table completion, dialogue completion, role play,

rewriting exercise, and activities that involve language skills such as reading, writing, and listening.

### *Games*

The course book gives a place for games in the unit by providing two games, one of which is ‘Simon says’ and the other one is ‘guessing game’. ‘Simon says’ is a game that is commonly used in foreign language teaching. It involves a process in which a leader (Simon) is chosen, Simon goes in front of the class and gives orders that starts with ‘Simon says...’ and the other children are required to do the actions that are told. However, when the leader gives his/her command without saying ‘Simon says...’, then the other children should not do the action.

The other game provided in the course book is the ‘guessing game’. The game involved a process in which a volunteer comes in front of the class, mimes an illness and the other students try to guess his/her illness. The game involved many imperatives such as ‘Shrug your shoulders!’ and ‘Bend your neck!’ that learners did not know. Therefore, the imperatives in the game were taught before the game. However, as there were so many unknown vocabulary; the learners could not remember all of them during the game even if the teacher taught them beforehand. Moreover, as the learners were not familiar with the game either, the game did not proceed smoothly and it was not effective.

### *Matching*

The course book provided two matching activities, one of which entailed the matching of the pictures with the words. The other matching activity in course book entailed the matching of the health problems with the suggestions provided. The matching activities provided the learners with the chance to practice the vocabulary that was learned before and they were also used as pre-reading, pre-listening or pre-speaking activities.

### *Quiz*

The course book provided a quiz section in which there were eight multiple choice questions. The quiz aimed at evaluating the knowledge of the learners in terms of vocabulary and grammar related to the unit. It contained questions mostly related to making suggestions and needs.

### *Picture story*

The activity entailed the learners to prepare picture story about their feelings and needs when they are ill. It also required learners to show their picture story to their friends and talk about their illness, feelings and needs and ask their friends for suggestions.

### *Puzzle*

The puzzle activity entailed learners to complete the puzzle by looking at the pictures. It required that the learner had to know the English of what was shown in the picture. Hence, it was a good way of revising the vocabulary.

*Text completion*

The activity required learners to complete the text by looking at the pictures given before each blank. The learners used the pictures as cue to guess with which word they would fill in the blanks. It was a good way of revising vocabulary and it was also easy for learners to get the meaning with the help of the pictures.

*Table completion*

The activity involved two categories which were 'DO'S' and 'DON'TS'. In this activity, the learners needed to complete the text completion activity mentioned above, find 'DO'S' and 'DON'TS' in the text and then write these imperatives under the correct category.

*Dialogue completion*

This activity entailed learners to complete the dialogue with the given sentences. The learners liked the activities in the form of a dialogue as they liked acting out the dialogue in pairs. However, the learners could not get the meaning out of the reading texts and dialogues themselves. Most students could complete the dialogue by looking at some clues or key words but there were students who could not even do it. The researcher helped the learners who could not complete the activity themselves.

*Role play*

The role play activity entailed learners to work in pairs and act out the story. Similar to the dialogues and reading texts, the learners volunteered to act out the story and they liked it so much. The problem with these kinds of activities is that the learners only read the story but they do not understand the story. This is observed through activities such true/false or comprehension questions. The learners cannot complete such activities without the assistance of someone. Therefore, a vocabulary activity was required before reading the story; however, the textbook did not involve it. Another problem was that as most of the learners' pronunciation was not good and they read very slowly, the other students got bored and did not listen.

*Rewriting*

The rewriting activity required learners to work in groups and rewrite the sentences given in imperative forms with should/shouldn't. The sentences given in imperative forms



involved 'Wash our hands' and 'Play outside on cold days'. The learner needed to understand the meaning of the sentence and decide which one to use 'should' or 'shouldn't'.

### *Reading*

Reading is one of the four skills of language learning. Almost every activity requires a piece of reading automatically; however, reading is also an activity itself such as reading a story, a text or a dialogue. The reading activity provided in the course book required learners to read the story and then answer true/false questions. The story involved target structures such as 'What's the matter with you?', 'You have the flu.' and 'You should take this medicine'. Therefore, it is considered that the activity aimed to have learners practice the target structures and see the target structures in a context.

### *Listening*

Listening is one of the four skills of language learning and it exists in almost every aspect of a language course. To illustrate, while the learners listen to the teacher, they answer a question in English, or read a dialogue aloud so, they are involved in listening. However, listening is also an activity such as listening to a story and putting a tick to the illnesses heard. The listening activity provided in the course book required learners to listen to the story and complete the speech bubbles with the words given. The text that was used for reading above was also used for listening activity in the book. First, the learners listened to the story and completed the speech bubbles, and then they read the story and completed true/false section.

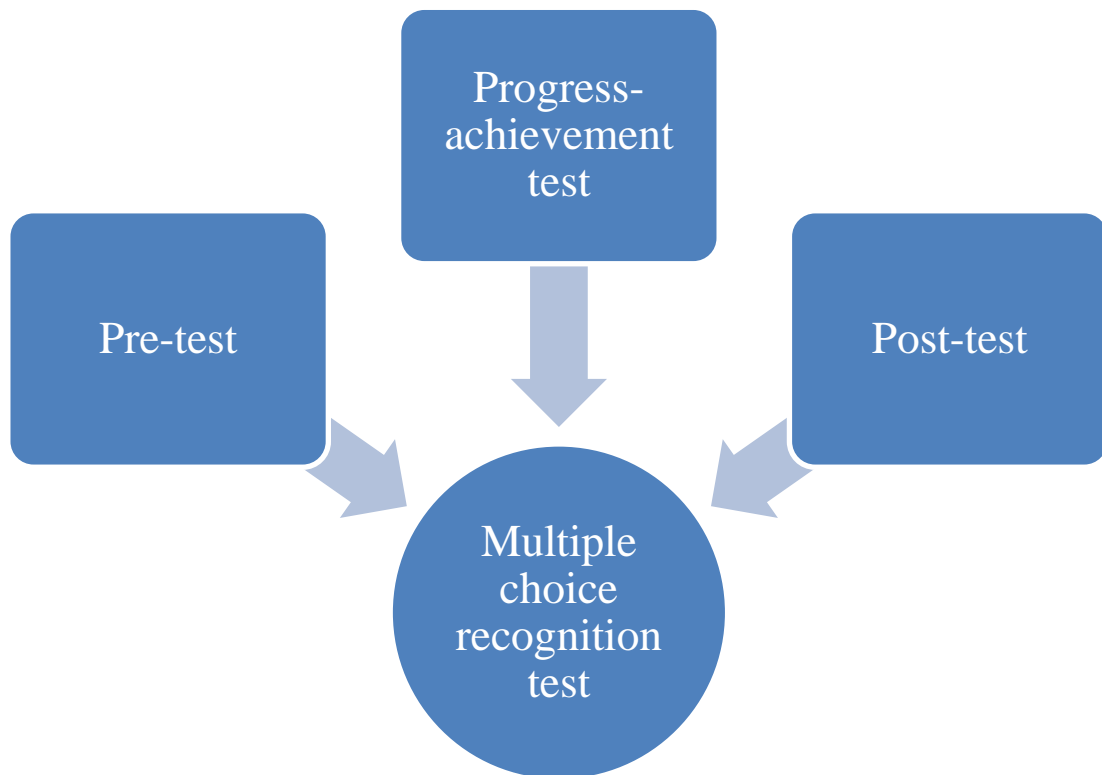
### *Speaking*

Speaking is one of the four skills of language learning such as reading and listening. Therefore, it naturally exists in every aspect of language learning. However, speaking is also an activity that is commonly used in foreign language teaching as pair work or group work. The speaking activity provided in the course book entailed learners to work in pairs and make short dialogues by looking at the pictures using the key words given. An example dialogue was provided for learners to show them how to do it. The learners in the control group experienced problems in this activity when they were asked to write a dialogue. Some students did not do anything and only waited; therefore, they were told to imitate the example dialogue and write a similar one by replacing the words.

### 3.5. Testing Instruments

#### 3.5.1. Pretest, Progress Achievement Test, and Posttest

With the aim of measuring the effects of both types of treatment on the learning of health problems, pre-test-post-test design was used. The pre-test, the progress achievement tests, and the post-test (Appendix D) were the same tests in the multiple choice format and prepared by the researcher. The pre-test was applied before the treatment to both of the groups, the progress achievement tests were applied after each function was taught in order to observe the learning process of the learners, and the post-test was applied after the instructional treatment.



*Figure 3.2.* The testing instrument used in the study

**3.5.1.1. Multiple-choice recognition test.** The multiple-choice recognition test (Appendix D) that was used as pre-test, the progress achievement test, and post-test in the study consisted of 50 questions which were prepared through selecting questions from common bank of questions within an online application of a publishing house (<http://www.isleronline.com>). The questions were chosen from an online question pool based on their functions of the related unit by the researcher.

The multiple-choice recognition test was composed of four functions which were ‘naming common illnesses, expressing illnesses, expressing feelings and needs, and making suggestions’. Therefore, the test was composed of four parts based on these functions. Each part of the test was applied as the progress achievement test to the learners in order to follow their learning process. After the last progress achievement tests, the scores of each progress achievement test were summed up and the total score was used for the analysis.

### **3.5.2. Pilot Study**

The multiple choice recognition test (Appendix D) that was used as pre-test, progress achievement test and post-test was piloted before it reached its final version. Each question and its answer were examined in terms of intelligibility and clarity by the researcher before its application. In addition, it was also examined by the researcher and three experts to understand which item tested which function and whether the options were clear and consistent. Then, the final version was piloted before it was used in the study. The test was piloted on the 5<sup>th</sup> grade students studying at a different class in the same school. The group consisted of 33 students. The class that was used in the pilot study was not involved in the actual study; they were only involved in the piloting of the study. As a result of the piloting, it was realized that the items 11 and 39 were same in the test; therefore, the item 11 was changed and replaced with another question from the online question pool.

### **3.5.3. Reliability**

Hughes (2003) indicates that in order to obtain reliable scores, it is crucial to compose, conduct and score tests in a way that the scores attained from a test are parallel to the ones when conducted to the learners with the same ability but at another time (Hughes, 2003). In order to investigate the reliability of the multiple choice recognition test used as pre-test, progress achievement test, and post-test in the study, it was piloted on another 5<sup>th</sup> grade students studying at a different class in the same school. The scores of the test were subjected to Kuder-Richardson 20 (KR20) through SPSS.17 in order to calculate the reliability coefficients. The KR-20 is a reliability calculation method which indicates the consistency of the items in the test (Şen, 2017). The KR-20 reliability coefficient is used in cases where the items in the test can be coded as 1-0 (Şen, 2017). The reliability coefficient reliability analysis (see Table 3.5.) indicated that the internal consistency of the items is at an acceptable level to be used in the actual study (Cronbach’s Alpha .765).

Table 3.5. *Reliability Statistics*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,765             | ,839   | 44         |

### 3.5.4. Validity

Hughes (2003) asserts that “a test is said to be valid if it measures accurately what it is intended to measure” (Hughes, 2003, p.26). Şen (2017) maintained that expert opinions are gathered in order to determine the content validity of a test. Based on this, the test was examined by three experts one of whom is an associate professor of English Language Teaching at Pamukkale University, and two of them are English teachers who have more than ten years of experience. The experts agreed that the multiple choice recognition test was applicable to be used as pre-test, progress achievement test and post-test and it was compatible with the content. Thus, the multiple choice recognition test was considered appropriate to be employed in the actual study. Şen (2017) indicates that another common method of testing the content validity of a test is to prepare table of specifications as shown in Table 3.6.

Table 3.6. *Table of Specifications of the Multiple Choice Recognition Test*

| Unit objectives                 | Number of questions |
|---------------------------------|---------------------|
| 1. Naming common illnesses      | 11                  |
| 2. Expressing illnesses         | 9                   |
| 3. Expressing feeling and needs | 14                  |
| 4. Making simple suggestions    | 16                  |
| TOTAL                           | 50                  |

### 3.5.5. Statistical Analysis

Pre-test-post-test design was used with the aim of measuring the effects of planned focus on form and the teaching model in the textbook within the scope of the study. The data obtained from the pre-test, the progress achievement tests, and post-test were statistically analysed through SPSS 17.0 in order to measure the effectiveness of the two instructional treatments.

First, independent samples t-test was conducted between the pre-test scores of the two groups with the aim of analyzing whether there was a statistically significant difference between the two groups at the beginning of the study.

Next, between group comparisons were carried out through independent samples t test between the progress achievement test scores of the participants in order to analyse

whether there was statistically significant differences between their progress achievement test scores. The between group comparisons of the progress achievement test scores revealed which instructional treatment was more effective on the learning of the target forms in the process of the instruction.

The between group comparisons of the post-test scores were also carried out through independent samples t-test in order to analyze whether there was a statistically significant difference between the scores of the subjects. The independents samples t-test of the post-test scores revealed which instructional treatment was more effective on the learning of the target forms at the end of the treatment process.

Then, within group comparisons were conducted through Repeated Measures ANOVA within the mean scores of each group's pre-test, the progress achievement test, and post-test to measure the effects of the treatment in time. The within group comparisons revealed each group's level before, during and after the treatment.

## CHAPTER IV : RESULTS

### 4.1. Introduction

This study aimed at investigating which type of instructional treatment is more effective on the learning of target forms. In line with this aim, the following research questions were asked.

1. Do learners who receive planned focus on form show more improvement in learning the target forms during the treatment, in comparison with another group receiving the teaching model in the textbook?

2. Do learners who receive planned focus on form show more improvement in learning the target forms at the end of the treatment, in comparison with another group receiving the teaching model in the textbook?

3. Is there a statistically significant difference in the learners' scores as a result of receiving planned focus on form and the teaching model in the textbook?

The data obtained from pre-test, the progress achievement tests, and post-test were analysed with the aim of answering these research questions and the results were presented in the following tables.

### 4.2. Data Analysis

Before the treatment process, the pre-test scores of the two groups were compared in order to detect the prior knowledge and level of the learners as to the target forms. As a result of the analysis of the pre-test scores of the participants through independent samples t-test, it is observed that there is no a statistically significant difference between the pre-test scores of the learners in experimental and control groups ( $t(0.62)$ ,  $p=0.53$ ) prior to the treatment (see Table 4.1). Therefore, it was understood that the prior knowledge of the learners in the experimental and the control group was at a similar level.

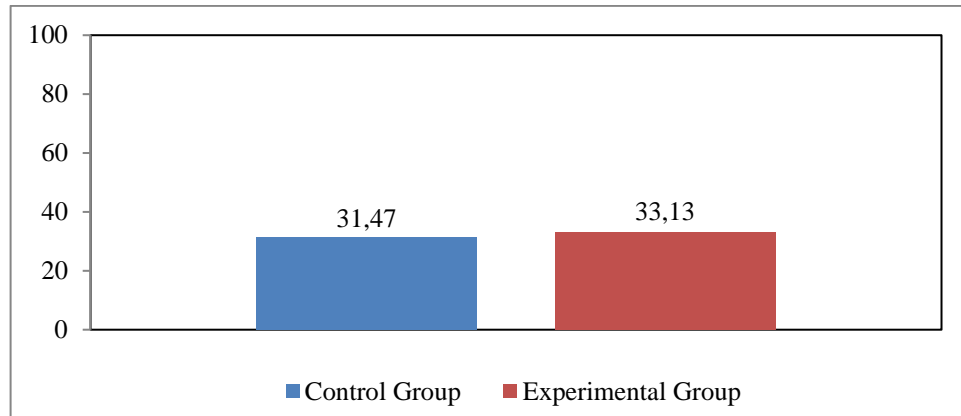
Table 4.1. *Results of Independent Samples t-test for the Pre-test Scores*

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|                 |                    | N  | Mean | S     | df | t     | p    |
|-----------------|--------------------|----|------|-------|----|-------|------|
| Pre-test scores | Control group      | 30 | 31.4 | 10.58 | 58 | -.629 | .532 |
|                 | Experimental group | 30 | 33.1 | 9.93  |    |       |      |

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The independent samples t-test was conducted in order to explore whether the learners' prior knowledge as to the target forms was similar or different. The results show that there is no statistically significant difference between the control group and the experimental group prior to the treatment.



*Figure 4. 1.* The pre-test scores of the control group and the experimental group

The total score of the pre-test is 100. The results indicate that the mean score of the control group is 31.4 and the mean score of the experimental group is 33.1 (see Figure 4.1). Therefore, it was concluded that the prior knowledge of the groups was at a similar level as to the target forms.

#### **4.2.1. Within Group Comparisons in Terms of Pre-Test, Progress Achievement Test, and Post-Test**

In order to investigate the effectiveness of the two models; pre-test, progress achievement tests and post-test scores of each group were compared within the groups (see Table 4.2). First, with the aim of investigating the effectiveness of each type of treatment, the pre-test, the progress achievement test and the post-test scores of the two groups were submitted to Repeated Measures Analysis of Variance. A one way repeated measures ANOVA was conducted as the same group of learners' scores are measured at different time periods. Then, a statistically significant difference was found, and Bonferroni post hoc test was carried out to investigate which pairs of conditions were significantly different from each other.

**4.2.1.1. Control group comparisons.** In order to investigate whether the treatment in the control group resulted in a significant difference, within group comparisons were carried out. The descriptive statistics of the pre-test, progress achievement test and the post-test is provided in Table 4.2, and Figure 4.2 indicates the increase in the scores of the learners throughout the treatment.

Table 4.2. *Descriptive Statistics for the Control Group*

|                           | Mean    | Std. Deviation | N  |
|---------------------------|---------|----------------|----|
| Pre-test                  | 31.4667 | 10.58214       | 30 |
| Progress achievement test | 52.3333 | 20.45067       | 30 |
| Post-test                 | 55.0667 | 19.04429       | 30 |

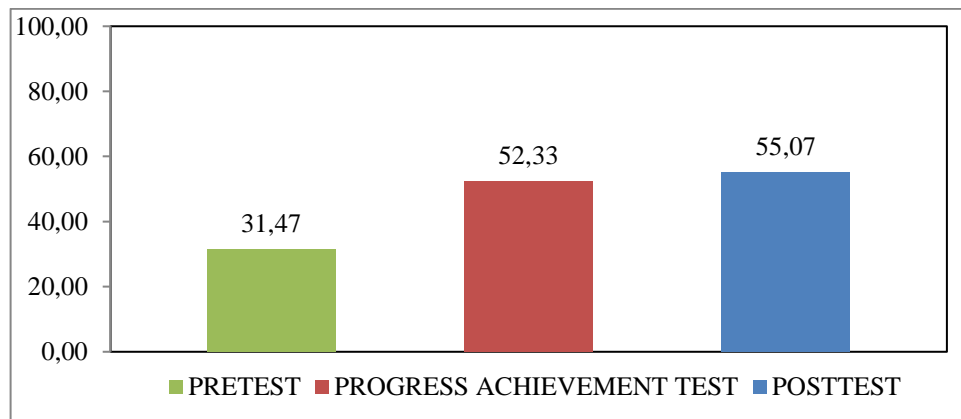


Figure 4. 2. The mean scores of the control group in pretest, progress achievement test, and posttest

The results of the one-way repeated measures ANOVA indicate that there is a significant main effect of the treatment process on the test scores of the control group [F(2.28=33; P<01]. As the Mauchly's test of sphericity was not assumed (p<.05), Multivariate results were used (see Table 4.3).

Table 4.3. *The Results of One-Way ANOVA for the Control Group*

| Effect               | Value | F                   | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|----------------------|-------|---------------------|---------------|----------|------|---------------------|
| Zaman Pillai's Trace | .703  | 33.090 <sup>a</sup> | 2.000         | 28.000   | .000 | .703                |
| Wilks' Lambda        | .297  | 33.090 <sup>a</sup> | 2.000         | 28.000   | .000 | .703                |
| Hotelling's Trace    | 2.364 | 33.090 <sup>a</sup> | 2.000         | 28.000   | .000 | .703                |
| Roy's Largest Root   | 2.364 | 33.090 <sup>a</sup> | 2.000         | 28.000   | .000 | .703                |

a. Exact statistic

b. Design: Intercept

Within Subjects Design: Zaman



As the results indicate a significant difference among the test scores, three paired samples t-tests were used to make post hoc comparisons between the conditions. Table 4.4 indicates the results of the pairwise comparisons.

Table 4.4. *Pairwise Comparisons for the Control Group*

| (I) Zaman | (J) Zaman | Mean Difference (I-J) | Std. Error | Sig. <sup>a</sup> | 95% Confidence Interval for Difference <sup>a</sup> |             |
|-----------|-----------|-----------------------|------------|-------------------|---|-------------|
|           |           |                       |            |                   | Lower Bound   | Upper Bound |
| 1         | 2         | -20.867*              | 3.312      | .000              | -29.281   | -12.452     |
|           | 3         | -23.600*              | 2.916      | .000              | -31.008   | -16.192     |
| 2         | 1         | 20.867*               | 3.312      | .000              | 12.452  | 29.281      |
|           | 3         | -.733                 | 1.571      | .278              | -6.726  | 1.259       |
| 3         | 1         | 23.600*               | 2.916      | .000              | 16.192  | 31.008      |
|           | 2         | 2.733                 | 1.571      | .278              | -1.259  | 6.726       |

Based on estimated marginal means

\*The mean difference is significant at the .05 level.

A first paired samples t-test indicates that there is a significant difference in the scores for the pre-test ( $M=31.4$ ,  $SD=10.5$ ) and quiz ( $M=52.3$ ,  $SD=20.4$ ;  $p=.000$ ). A second paired samples t-test indicates that there is a significant difference in the scores of pre-test ( $M=31.4$ ,  $SD=10.5$ ) and post-test ( $M=55$ ,  $SD=19$ ;  $p=.000$ ). A third paired samples t-test indicates that there was no significant difference in the scores for progress achievement test ( $M=52.3$ ,  $SD=20.4$ ) and post-test ( $M=55$ ,  $SD=19$ ;  $p=.278$ ) for the control group.

**4.2.1.2. Experimental group comparisons.** In order to measure the effectiveness of the treatment in the experimental group, within group comparisons were conducted. Table 4.5 provides the descriptive statistics for the pre-test, the progress achievement test and the post-test scores of the experimental group. Figure 4.5 provides the change in the scores of the learners in the experimental group as a result of the treatment.

Table 4.5. *Descriptive Statistics for the Experimental Group*

|                           | Mean    | Std. Deviation | N  |
|---------------------------|---------|----------------|----|
| Pre-test                  | 33.1333 | 9.93334        | 30 |
| Progress achievement test | 67.0000 | 20.03273       | 30 |
| Post-test                 | 60.8667 | 23.20929       | 30 |

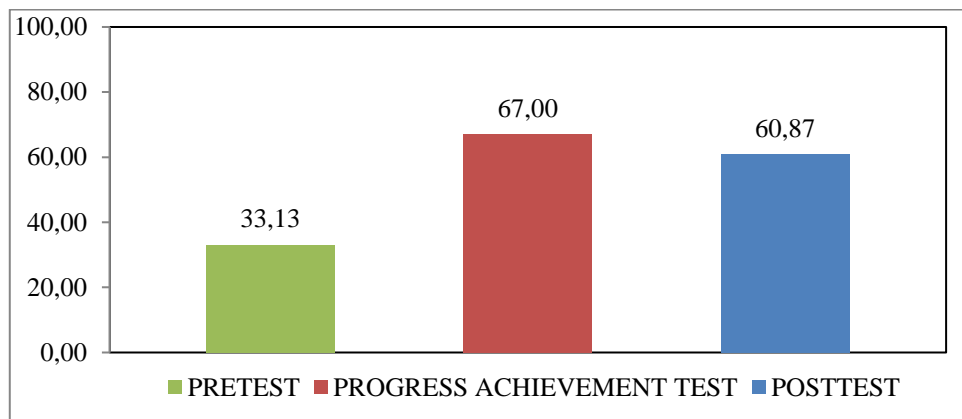


Figure 4. 3. The mean scores of experimental group in pretest, progress achievement test and posttest.

The results of the one-way repeated measures ANOVA indicate that there is a significant main effect of the treatment process on the test scores of the experimental group [ $F(2.28=39; P<01)$ ] as shown in Table 4.6. As the Mauchly's test of sphericity was not assumed ( $p<.05$ ), Multivariate results were used.

Table 4.6. *The Results of One-Way ANOVA for the Experimental Group*

| Effect               | Value | F                   | Hypothesis df | Error df | Sig. | Partial Eta Squared |
|----------------------|-------|---------------------|---------------|----------|------|---------------------|
| Zaman Pillai's Trace | .740  | 39.880 <sup>a</sup> | 2.000         | 28.000   | .000 | .740                |
| Wilks' Lambda        | .260  | 39.880 <sup>a</sup> | 2.000         | 28.000   | .000 | .740                |
| Hotelling's Trace    | 2.849 | 39.880 <sup>a</sup> | 2.000         | 28.000   | .000 | .740                |
| Roy's Largest Root   | 2.849 | 39.880 <sup>a</sup> | 2.000         | 28.000   | .000 | .740                |

a. Exact statistic

b. Design: Intercept

Within Subjects Design: Zaman

In order to understand which test caused the significant difference among the tests, Bonferroni post hoc tests were applied (see Table 4.7).

Table 4.7. *Pairwise Comparisons for the Experimental Group*

| (I) Zaman | (J) Zaman | Mean Difference (I-J) | Std. Error | Sig. <sup>a</sup> | 95% Confidence Interval for Difference <sup>a</sup> |             |
|-----------|-----------|-----------------------|------------|-------------------|---|-------------|
|           |           |                       |            |                   | Lower Bound   | Upper Bound |
| 1         | 2         | -33.867*              | 3.726      | .000              | -43.335   | -24.399     |
|           | 3         | -27.733*              | 3.891      | .000              | -37.621   | -17.846     |
| 2         | 1         | 33.867*               | 3.726      | .000              | 24.399  | 43.335      |
|           | 3         | 6.133                 | 2.497      | .061              | -.211   | 12.477      |
| 3         | 1         | 27.733*               | 3.891      | .000              | 17.846  | 37.621      |
|           | 2         | -6.133                | 2.497      | .061              | -12.477   | .211        |

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

The post hoc Bonferroni test reveals that the students' improvement in the experimental group is significant within the time interval between the pre-test ( $M=33.1$ ,  $SD=9.93$ ) and the progress achievement test ( $M=67$ ,  $SD=20.03$ ;  $P=.000$ ). A second paired samples t-test reveals that there is significant difference between the scores of pre-test ( $M=33.1$ ,  $SD=9.93$ ) and post-test ( $M=60.86$ ,  $SD=23.20$ ;  $p=.000$ ). However, progress achievement test-post-test comparison did not indicate any significant difference for the experimental group.

The descriptive statistics indicate that there is a decrease in the post-test scores of the subjects in the experimental group compared to their progress achievement test scores. Although the pairwise comparisons between the progress achievement test and the post-test indicate that this decrease is not statistically significant, it can be maintained that the learners could not maintain their gains at the end of the study.

In conclusion, within group comparisons through repeated measures ANOVA and Bonferroni post hoc test were carried out for each group to investigate the effectiveness of the Planned Focus on Form and the teaching model in the textbook. The results of the repeated measures ANOVA indicate that both treatment types were effective for the improvement of learners in the learning of the target forms. There is an increase in the mean

scores of both groups from pre-test to post-test; however, the increase for the experimental group is higher than the control group.

#### 4.2.2. Between Group Comparisons in terms of the Progress Achievement Test

This study aims to investigate the effectiveness of the two different types of instructional treatments for the learning of the target forms in the 5<sup>th</sup> grade level. In line with this aim, the scores obtained from the post-test of the experimental and control groups were examined by using independent samples t-test. As a result of this analysis, a significant difference was found between the progress achievement test scores of the two groups [ $t(58) = 2.67$ ;  $p = 0.010$ ] as shown in Table 4.8.

Table 4.8. Results of Independent Samples t-test for the Progress Achievement Test Scores

|                                  |                    | N  | Mean | S     | df | t | p    |
|----------------------------------|--------------------|----|------|-------|----|---|------|
| Progress achievement test scores | Control group      | 30 | 53.2 | 19.96 | 58 | - | .010 |
|                                  | Experimental group | 30 | 67   | 20.03 |    |   |      |

The results suggest that the instructional model performed in the experimental group was more effective in the learning of the target forms compared to the instructional method performed in the control group. Specifically, the results suggest that planned focus on form yielded significantly better results in the learning of the target forms within the process of the instructional treatment as Figure 4.4 indicates.

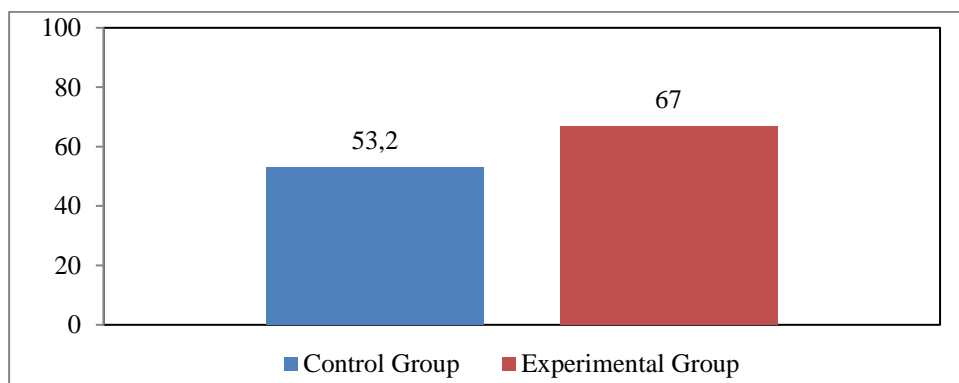


Figure 4. 4. The mean scores of the control group and the experimental group in the progress achievement test

### 4.2.3. Between Group Comparisons in terms of the Post-Test

The post-test scores of the two groups were compared through independent samples t- test so as to see which treatment was more effective. The results are shown in Table 4.9.

The results of the independent samples t-test indicate that no significant difference is observable between the post-test scores of the two groups ( $p > .05$ ).

Table 4.9. *Results of Independent Samples t-test for the Post-test Scores*

|                  |                    | N  | Mean  | S     | df | t      | p    |
|------------------|--------------------|----|-------|-------|----|--------|------|
| Post-test scores | Control group      | 30 | 55.06 | 19.04 | 58 | -1.058 | .294 |
|                  | Experimental group | 30 | 60.86 | 23.20 |    |        |      |

Although the mean score of the experimental group ( $M=60.86$ ) is higher than the mean score of the control group ( $M=55.86$ ) (see Figure 4.5), the difference is not statistically significant. Therefore, based on the results of the post-test, it can be claimed that planned focus on form and the teaching model in the textbook are not superior to one another.

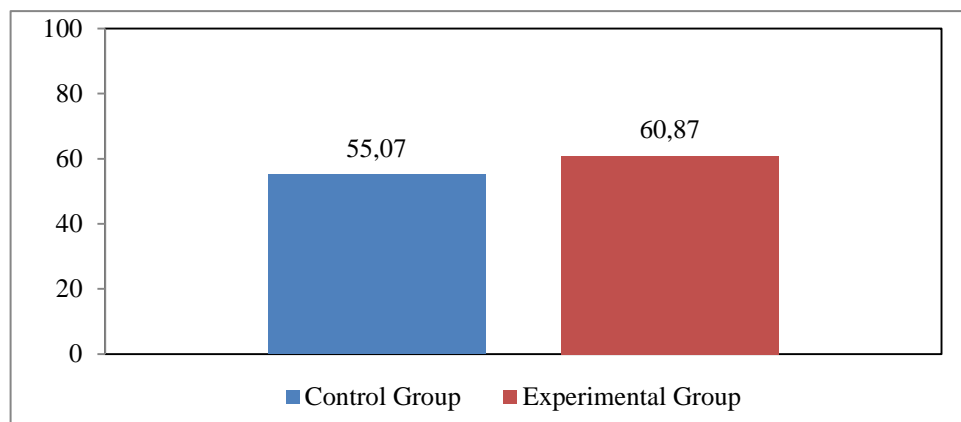


Figure 4. 5. The mean scores of the control group and the experimental group in the posttest

## CHAPTER V : DISCUSSION, CONCLUSION AND SUGGESTIONS

### 5.1. Summary of the Study

This study aimed at investigating the effectiveness of planned focus on form in teaching English as a foreign language to the 5<sup>th</sup> graders in a state school in Turkish EFL context. Based on the review of literature and the current situation in the language classes, it was observed that there are contradictory findings and ideas between theory and practice. Therefore, the following questions and null hypotheses were proposed.

1. Do learners who receive planned focus on form show more improvement in learning the target forms during the treatment, in comparison with another group receiving the teaching model in the textbook?
2. Do learners who receive planned focus on form show more improvement in learning the target forms at the end of the treatment, in comparison with another group receiving the teaching model in the textbook?
3. Is there a statistically significant difference in the learners' scores as a result of receiving planned focus on form and the teaching model in the textbook?

The hypothetical answers to these questions are:

1. The learners who receive planned focus on form do not show more improvement in learning the target forms during the treatment, in comparison with another group receiving the teaching model in the textbook.
2. The learners who receive planned focus on form do not show greater improvement in learning the target forms at the end of the treatment, in comparison with another group receiving the teaching model in the textbook.
3. There is not a statistically significant difference in the learners' scores as a result of receiving planned focus on form and the teaching model in the textbook.

In order to test these null hypotheses, 60 participants who were 5<sup>th</sup> grade students at a state secondary school were involved in the study. These participants were pre-tested with a multiple choice test in order to check whether the two groups were similar in the very beginning. While the teaching model developed according to planned focus on form principles for the target forms in the unit 'Health' was applied in the experimental group, the teaching process that was provided by the existing course book was applied in the control group. The treatment period lasted for 15 hours in a five-week period. In order to evaluate the effectiveness of the two teaching models and to observe learners' progress throughout

the process, progress achievement tests were conducted after each objective was taught. In order to evaluate the effectiveness of the teaching models at the end of the treatment, the post-test was conducted.

The data gathered from the pre-test, the progress achievement test, and the post-test were analysed through independent samples t-test to make between group comparisons. The pre-test results indicated that the groups were similar at the beginning of the study.

In order to compare the two groups' performance throughout the treatment, the progress achievement test scores were analysed through independent samples t-test. By doing so, the first null hypothesis was rejected because the experimental group outperformed the comparison group in progress achievement test scores significantly.

With the aim of comparing the two groups' performance at the end of the treatment, the post-test scores were analysed through independent samples t-test. The analysis demonstrated that the difference between the post-test scores of the two groups were not statistically significant. The findings from the post-test results indicated that the experimental group's performance in the post-test was better than the control group; however, the difference between the post-test scores of the two groups was not statistically significant.

Within group comparisons were carried out through repeated measures ANOVA. As a result of the analysis of the data obtained from these tests, the third null hypothesis was also rejected because the results indicated there was a statistically significant increase in the learners' scores as a result of receiving planned focus on form and the teaching model in the textbook.

## **5.2. Restatement of the Problem**

The present study originated from the need to find a better alternative to the common tradition of teaching grammar in English classes in state schools by taking into account what research findings indicate and by taking into consideration the classroom conditions. Long (1997) argued that focus on forms involves textbook dialogues and classroom language that is artificial and the classroom input that is restricted. The fifth graders' book was examined in order to check the textbook dialogues and it was observed that the textbook dialogues involved samples from daily language usage. However; when taking into consideration the classroom practices usually carried out such as reading dialogues and listening to texts, it was understood that the learners were mainly exposed to very limited input.

Another concern was that as it was stated by Long (1997), focus on forms did not take into account the language learning processes that learners go through while learning a new language. Furthermore, the syntactic syllabi used in focus on forms did not take into account what research findings showed including learning new vocabulary and grammar and also that learning a language had developmental stages that learners went through.

As the review of literature indicated, another option which was focus on meaning was not considered as a solution to the problems experienced in the teaching of English either in that the evaluations of Canadian French immersion programs indicated that although the learners were exposed to L2 for years, their productive skills especially in terms of grammar remained far from native like. The lack of salience and negative feedback resulted in failure to produce language accurately (Long, 1997).

Therefore, an alternative option, focus on form was considered to meet the needs of the learners in that Focus on Form entails a language teaching process in which the learners are engaged in communicative activities; and the attention is shifted to forms when the need arises. Ellis (2016, p. 7) maintains that “Focus on form occurs in activities where meaning is primary but attempts are made to attract attention to form.”

As opposed to focus on forms, focus on form aims at providing learners with samples from real language through videos, stories, and role plays. In addition to that, focus on form provides rich input to learners by making use of techniques such as input flood in that the material that is used involves many exemplars of the target form. As opposed to focus on forms in which a *one-size-fits-all-approach* is used, Focus on form is a learner centered approach and it takes into account individual differences and the developmental stages that learners go through in the learning process.

Compared to the drawbacks of focus on meaning such as lack of salience and negative feedback, focus on form provides learners with the chance to notice the target forms through techniques such as input enhancement in which target forms are written in bold or highlighted. Negative feedback is also provided to learners through corrective feedback. Ellis (2016) maintains that “Focus on form may be pre-planned and thus address a predetermined linguistic feature(s)” (p 7). Based on this idea, focus on form is considered to be suitable for the context of the state schools in that predetermined linguistic features that are involved in the curriculum can be presented to the learners within a communicative context.



### 5.3. Assessment of the Study

This study aimed at obtaining answers to three main questions. The first question asked whether the learners who receive planned focus on form show greater improvement in learning the target forms during the treatment, in comparison with another group receiving the teaching model in the textbook. The second question asked whether the learners who receive planned focus on form show greater improvement at the end of the treatment, in comparison with another group receiving the teaching model in the textbook. The third question asked whether there is a statistically significant difference in the learners' scores as a result of receiving planned focus on form and the teaching model in the textbook.

The findings from the progress achievement test that was applied after each objective during the study indicated that the experimental group outperformed the control group in the learning of the target forms. Therefore, based on this finding, it can be maintained that planned focus on form is significantly more effective in terms of developing the grammar of the learners [ $t(58)=2.67$ ;  $p=0.010$ ]. Given that both groups' pre-test results were similar at the beginning of the study, it can be considered that the significant difference in the progress achievement test results is due to the teaching model realized in the experimental group.

The findings from the progress achievement test are parallel with the following research findings in the SLA literature related to focus on form. The studies which were carried out in different parts of the world by Lyster (2004), Nourdad and Aghayı (2014), Bakshiri and Mohammadi (2014), and Othman and Ismail (2008) indicated that the learners who received focus on form were superior to the learners who did not receive focus on form. Similarly, the studies carried out in Turkey by Gezmiř (2011) and Elgün-Gündüz, Akcan and Bayyurt (2012) indicated that the learners receiving focus on form performed better than those who did not.

First of all, the first finding of the current study were in line with the findings of Lyster's (2004) study which revealed that form focused instruction was effective in immersion classrooms in which the instruction provided learners balanced opportunities for noticing, language awareness and controlled practice with feedback rather than instruction that overemphasized negotiation of meaning in oral tasks.

The first finding of the current study was also supported by Nourdad and Aghayı's (2014) study, which indicated that focus on form was more effective than focus on forms in teaching passive voice of different tenses. Likewise, Othman and Ismail (2008) conducted a study which examined the effectiveness of focus on form in the learning of the simple past tense and the past perfect tense. The findings of the study indicated that focus on form helped

the learners in the treatment group produce a significantly higher frequency of accurate simple past tense and past perfect tense than the control group.

The first finding of the study was further supported by Bakshiri and Mohammadi (2014) who found that proactive focus on form were more effective than reactive focus on form in improving the grammar of Iranian EFL learners. The findings of Gezmiş's (2011) study bore a resemblance to the findings of the current study in that in both studies the effectiveness of planned focus on form was measured and it was found to be more effective. The findings from Doughty and Varela's (1998) study in which reactive focus on form proved superior to teacher-led instruction were in line with the findings of this study, as well.

The first finding of the study was in line with the findings of Elgün-Gündüz, Akcan and Bayyurt's (2012) study, which compared the isolated form-focused instruction and integrated form-focused instruction in terms of students' language development on vocabulary, grammar and writing demonstrated that integrated FFI proved more effective in all measures compared to the isolated FFI. However, as the integrated FFI in Elgün-Gündüz, Akcan and Bayyurt's (2012) study stands for Content-Based Instruction, and the isolated FFI stands for the form-focused instruction, the treatment processes of that study and the present study are quite different from each other. Therefore, it is not possible to make a direct comparison; however, the findings can be evaluated based on their own context. To illustrate, while in a private school context Content-Based Instruction provided better results compared to form-focused instruction; in a state school context focus on form provided better results compared to the regular instruction.

The second research question asked whether the learners who received Planned Focus on Form showed greater improvement in learning the target forms at the end of the treatment, in comparison with another group receiving the regular instruction. The findings from the post-test that was applied at the end of the treatment indicated that the experimental group outperformed the control group; however, the difference between the post-test scores of the two groups was not statistically significant [ $t(58)=-1.058$ ;  $p=0.294$ ]. In other words, the group who received planned focus on form got higher scores from the post-test compared to the control group, yet there was not a meaningful difference between the two groups' post-test scores.

One reason behind this finding may be that there were some similar activities in the treatment process of the two groups such as guessing game and text manipulation activity. The researcher decided to incorporate the guessing game activity in the treatment process

of the experimental group as it is an effective game to revise the vocabulary of the unit. The text manipulation activity in the experimental group and the text completion activity in the control group were similar; however, they were not the same. The activities designed for the experimental group were planned based on focus on form techniques; therefore, they were aimed at fostering communication and also drawing attention to formal aspects of the language. The activities in the textbook were mostly designed to foster communication; however, there were also some activities to draw attention to form. The similarities in the activities of both groups were not paid attention to in the planning phase of the study as their numbers were not high; however, they may have had an effect on the results.

The findings of William and Evan's study are similar to the second finding of the present study in that in the study of William and Evan (1998) the experimental group who received input flooding outperformed the control group who received the regular instruction in using passive voice. However, there was not a significant difference between the two groups in terms of using adjectival participles. It may be inferred from the results of the study of William and Evan's (1998) study that the effectiveness of Focus on Form may vary depending on the target structure.

The third research question asked whether there was an increase in the learners' scores as a result of receiving planned focus on form and the regular instruction. The findings indicated that both instructional types were effective in helping learners increase their performance across three time periods of assessment. The findings further demonstrated that the experimental group made higher gains from pre-test to progress achievement test compared to the control group. In addition to that, the experimental group showed greater performance from pre-test to post-test in comparison with the control group.

This finding of the study corroborated the findings of Gezmiş's (2011) study which indicated that both planned focus on form and the regular instruction were effective in helping learners improve their performance as a result of the treatment. Furthermore, this finding of the study is similar to the findings of Eş's (2015) study in which the effectiveness of three focus on form treatment types which are input flood, input+output and input+output+feedback in the learning of target forms were investigated. It was observed that both input+output and input+output+feedback treatments were effective in the learning of target forms, except for the input flood treatment.

Unlike previous studies, Sheen's (2001) study produced different results from the present study. Sheen's (2001) study put forth that focus on forms that was applied in the experimental group proved more effective than focus on form that was applied in the control

group. What is more, it was maintained that while the experimental group made a solid progress as a result of focus on forms, the control group did not make any progress and continued to produce incorrect forms.

When a comparison was made between the two groups' performance during the treatment and at the end of the treatment in this study, it was observed that the experimental group's performance decreased from the progress achievement test to post-test while the control group's performance increased. Based on the research findings, it could be claimed that the learners in the experimental group could not maintain their gains at the end of the treatment. On the contrary, the learners in the control group showed a consistent improvement in their performance from the progress achievement test to post-test although they failed to reach the level of the experimental group.

The reason behind the decrease in the experimental group's performance from progress achievement to post-test may be that the learners in the experimental group could not remember what they learned throughout the process at the end of the treatment. Another reason might be that using the graded reader did not help the learners in the experimental group improve their level of attainment. The learners liked listening to the short story during the lesson; however, they could not comprehend the story within the limited time of the lesson. Therefore, the teacher assigned the learners to read the story at home again, look up the words they did not know and to answer the comprehension questions. However, most of the learners did not do their homework and the short story did not prove effective as it was intended. Therefore, the short story may not have resulted in an increase in the learners' performance and the learners may have forgotten their prior learning in this process.

The reason behind the consistent improvement of the control group may be that they were taught vocabulary using flashcards in addition to the text book. Although the treatment process for the control group was intended to involve only the textbook, extra exercises and flashcards were also incorporated into the treatment process of the control group. As the researcher was the teacher of both groups at the same time, she felt the responsibility to teach the target unit to the learners as best as she could. The researcher/teacher did not want the control group to fall behind the experimental group just because of the research purposes. Therefore, extra materials were used for the control group to support their learning. In this case, there was not a statistically significant difference between the two groups' performances in the post-test.

## **5.4. Conclusion**

This study attempted to examine which type of treatment would yield better results in terms of teaching grammar to 5<sup>th</sup> grade Turkish EFL learners. To measure the effectiveness of the unit plan developed in line with the principles of planned focus on form, progress achievement tests were conducted during the treatment and post-test was conducted after the treatment. The findings of the study demonstrated that both treatment types helped learners increase their scores from pre-test to progress achievement test and from pre-test to post-test. Planned focus on form is proved to be significantly superior to the teaching model in the textbook based on the progress achievement tests conducted during the study. Although there was no statistically significant difference between the two groups based on the post-test conducted at the end of the study, the experimental group performed better than the control group in the post-test. Hence, it can be concluded that planned focus on form can be used as an effective model in order to teach grammar to EFL learners at the state secondary schools.

## **5.5. Suggestions**

The suggestions, which are formed based on the results of this research, are presented below with regard to implementation and possible future studies in this area.

### **5.5.1. Pedagogical Implications**

As this research originated from the need to meet theory and practice in terms of teaching grammar, it may have some implications to improve language learning in EFL settings. The treatment process carried out in the experimental group involved some techniques to provide a meaningful context to learners such as videos, songs, role-plays, short story, and games; and also the techniques to focus on the formal structures of the language such as consciousness raising tasks, input enhancement, structured input and text manipulation. As the findings indicated, the use of these techniques proved effective especially in the treatment process.

In terms of the techniques used in the experimental group, it can be asserted that the use of techniques such as videos, songs, role-plays, short story and games provided rich input to the learners, and provided them with a learning environment which was both fun and meaningful. In addition, the techniques that were used to focus on form provided learners the chance to notice the target structures in the input and to practice the target forms. Hence, the use of planned focus on form can be suggested for teaching English to Turkish secondary school learners at state schools. As the study was conducted with young learners,

it was observed that young learners enjoyed games, songs, videos and the short story. Therefore, it is considered that creating a learning environment which is fun and stress-free is important for young learners. In addition, focusing on the formal aspects of the language is considered to be important to help learners notice some basic aspects of the target language.

When it comes to the treatment used in the control group, it mainly involved the application of the activities provided in the textbook. As the textbook did not involve any explanations regarding the target vocabulary or structures, the target vocabulary were taught through flashcards prepared by the researcher and the target forms were taught explicitly. The textbook provided activities to create a meaningful context for the learners such as games, picture story, and role-play; and also activities to practice the formal elements of the language such as rewriting, quiz, and matching. However, the findings demonstrated that the textbook itself was inadequate to help learners improve their language compared to the experimental group. The textbook was designed in such a way as if the learners knew all the vocabulary and all the structures related to the unit and provided activities only to practice the structures and vocabulary. Therefore, the teacher felt the need to provide the grammatical explanations and to teach vocabulary to support the textbook. The textbook could be designed to involve some grammatical explanations in the mother tongue so that the learners can understand by reading on their own. In addition, flashcards could be prepared for each unit and sent to schools to teach vocabulary.

The findings of this study may shed a light on the development of curriculum or programs in terms of providing a sample from the field. It goes without saying that each context is different and each learning environment is unique; however, the context of this study in terms of the subjects, the learning environment, and the class hours is considered to represent a typical English classroom in a state school in Turkey. Therefore, the results of this study may be taken into account by program developers, policy makers, course designers, and authors of teaching material while preparing the curriculum, courses, and the textbooks.

In the light of the results of this study, it is considered that the quality of the English lessons could be increased by making use of the techniques of planned focus on form and also by increasing the quality of the textbooks. The textbook could be designed in line with the principles of planned focus on form and teachers could be provided with extra materials in addition to the textbook. While the textbooks are being prepared, extra materials such as flashcards and smart board application of the book involving grammar topics, songs, videos,

and short stories could also be prepared and send to schools. The extra materials could also be provided through ‘Educational Informatics Network’ (EBA) to learners and teachers.

### **5.5.2. Suggestions for Further Studies**

To begin with, this study may be replicated with 5<sup>th</sup> grade students studying at different schools and cities to see whether the treatment would yield similar or different results. As to the knowledge of the researcher, the study is the first in Turkey to examine the effectiveness of focus on form on 5<sup>th</sup> grade students in a state school. Further studies could be carried out to obtain more comprehensive findings.

In addition, the study may be conducted with higher number of participants and by randomly assigning learners to experimental and control groups rather than using intact classes as in this study. In addition, this study may be carried out with 5<sup>th</sup> grade students in the intensive English language teaching programs which are applied in some state schools optionally in order to observe whether the intensive English language teaching program would create a significant difference compared to the regular English teaching in state schools.

Another implication for further studies is that the testing instrument used in this study may be improved in that only one instrument which was in the multiple choice format was used in this study. As the multiple choice technique only tests recognition knowledge, the productive use of the language is not tested. As it is stated by Hughes (2003, p. 76) “If there is lack of fit between at least some candidates’ productive and receptive skills, then performance on a multiple choice test may give a quite inaccurate picture of those candidate’s ability.” Therefore, a testing instrument that will test the productive skills of the learners may be useful for further studies.

Furthermore, qualitative data may be gathered along with the quantitative data in order to support the findings through field notes, observation checklists or structured interviews. The researcher may take field notes about the course after the lesson. Moreover, the researcher may ask a colleague to observe his/her course and fill in the observation checklist. Structured interviews may also be carried out with the learners in order to learn their preferences as to learning English. Apart from that, surveys may also be used for the purpose of learning students’ preferences regarding English learning.

### **5.6. Limitations**

First of all, the current study was carried out within a limited setting in that only two intact 5<sup>th</sup> grade classes in the same school were involved in the study. Therefore, the findings

of the study represent a small sample within a limited context. Secondly, the data collection period lasted for five weeks including the pre-test, progress achievement tests, and the post-test because of the time restriction in that the time separated for the unit in the annual plan was limited.

Another constraint of the study is that the study was limited to a unit from the curriculum. In addition to that, the target forms could not be chosen specifically for the study as there were curricular constraints. As the researcher was the teacher of the two groups, the treatment period took place in the actual class hours. Therefore, it was necessary to follow the curriculum. Next, the learning of the target forms and vocabulary were only tested with multiple choice items. Therefore, the results reflect the learners' recognition ability, not productive skills.

Finally, the data gathered within the scope of the study was limited to quantitative data. The quantitative data provided statistical data; however, it did not provide information regarding the treatment process or learners' preferences. By taking these limitations into account, it may be suggested that the findings of this study provides implications for teaching English; however, the results of this study may not be generalized to EFL contexts in general.



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APPENDICES

Appendix A: Handouts for the Experimental Group

1. Watch the video and order the illnesses.

|              |               |               |         |
|--------------|---------------|---------------|---------|
| Toothache__  | Stomachache__ | Sore throat__ | Fever__ |
| Cut__        | Runny nose__  | Cough__       | Cold__  |
| Broken arm__ | Headache__    |               |         |

2. Write the sentences under the pictures.

- He has a broken arm.
- She has a headache.
- He has a sore throat.
- He has a fever.
- He has a toothache.
- He has a stomachache.
- He has a cough.
- She feels cold.
- He has a backache.

What's the matter with him?



What's wrong with him?



What's the matter with him?



What's wrong with her?



What's the matter with him?



What's the matter with him?



What's the matter with him?



What's the matter with him?



What's the matter with her?



### 3. Fill in the blanks with the words given below.

stomachache- toothache – backache- sorethroat- cold- the measles- temperature- headache



I have got a headache.



She has got a \_\_\_\_\_.



He has got \_\_\_\_\_.



She has got a \_\_\_\_\_.



He has got a \_\_\_\_\_.



She has got a \_\_\_\_\_.



He has got a \_\_\_\_\_.



He has got a \_\_\_\_\_.

### 4. Read the sentences below.

- I **have** a pain in my leg.
- She **has** a pain in her eyes.
- Ali **has** a fever.
- Cansu **has** a sore throat.
- He **has** a cold.
- Burak and Kerem **have** stomachache.
- You **have** a temperature.
- I and my friend **have** a runny nose.
- The dog **has** a broken leg.

#### a. Put “have/has” under the related category in the chart.

|      |  |                     |
|------|--|---------------------|
| I    |  | a headache.         |
| You  |  | a stomachache.      |
| We   |  | a backache.         |
| They |  | earache.            |
| He   |  | a pain in his hand. |
| She  |  | a cough.            |
| It   |  | a broken leg.       |



5. Answer the questions below using “have/has”. Choose the appropriate illness from the box.

**broken arm- broken leg- headache-cold-backache-fever-flu-stomachache-toothache-toothache-measles-runny nose**

1.A: What is the matter with him?

B: He \_\_\_\_\_



6. A: What is the matter with her?

B: She \_\_\_\_\_



2.A: What is the matter with her?

B: She \_\_\_\_\_



7.A: What is the matter with him?

B: He \_\_\_\_\_



3.A: What is the matter with him?

B: He \_\_\_\_\_



8.A: What is the matter with him?

B: He \_\_\_\_\_



4.A: What is the matter with you?

B: I \_\_\_\_\_



9.A: What's the matter with her?

B: She \_\_\_\_\_



5.A: What is the matter with you?

B: I \_\_\_\_\_



10. A: What's the matter with him?

B: \_\_\_\_\_

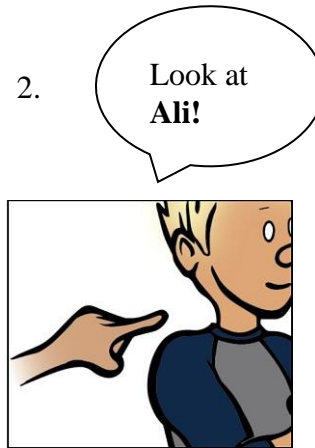


6. Look at the speech bubbles below (1-5). Then, match the speech bubbles with the sentences that have the same meaning (a-e).

1.



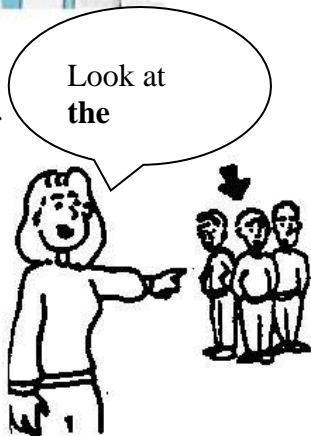
2.



3.



4.

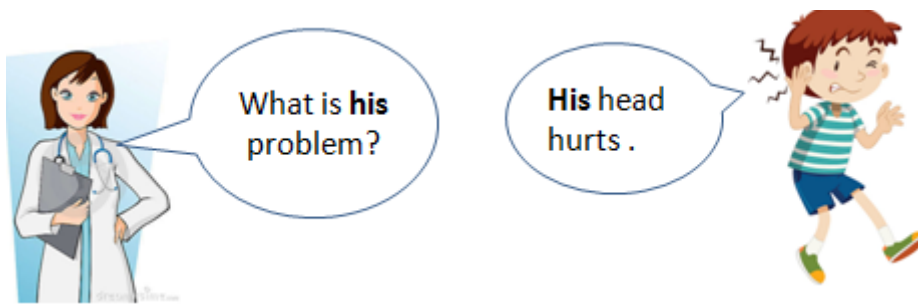
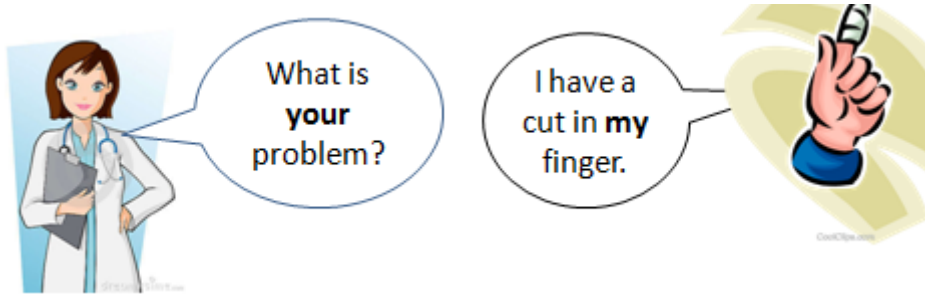
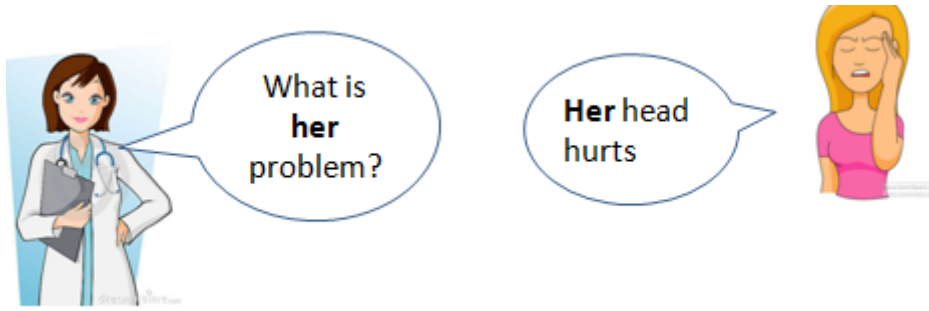


5.



- a. What's the matter with **her**? \_\_\_\_
- b. What's the matter with **him**? \_\_\_\_
- c. Look at **him**! \_\_\_\_
- d. Look at **them**! \_\_\_\_
- e. Help **her**! \_\_\_\_

7. Look at the examples below. Some words are written in bold in the speech bubbles. Try to guess their meanings from the dialogues.



By looking at the examples above, complete the missing parts.

|  |   |   |  |
|--|---|---|--|
| <p>a)</p>  | <p>b)</p>   | <p>c)</p>   | <p>d)</p>  |
| <p>A: What is ____ problem?<br/>B: ____ leg hurts.</p> | <p>A: What is ____ problem?<br/>B: ____ neck hurts.</p> | <p>A: What is its problem?<br/>B: ____ ears hurt.</p> | <p>Doctor: What is ____ problem?<br/>Patient: ____ head hurts.</p> |

**8. Read the dialogue.**



**Alex:** Are you OK?  
**Emily:** No, I am not. I **feel** terrible.  
**Alex:** What's wrong with you?  
**Emily:** I can't eat anything. I **have** a sore throat  
**Alex:** You **need** to drink warm herbal tea.  
**Emily:** Okay.  
**Alex:** Get well soon.  
**Emily:** Thank you.



**a) Answer the questions according to the dialogue.**

1. How does Emily feel?  
\_\_\_\_\_
2. What is wrong with Emily?  
\_\_\_\_\_
3. What does Emily need?  
\_\_\_\_\_

**b) Complete the missing parts according to the dialogue.**



- She **has** a \_\_\_\_\_.
- She **feels** \_\_\_\_\_
- She **needs** to \_\_\_\_\_

**9. Read the text and complete the table.**


Mike, Ali, Tim and Jane are friends and they play games together at the park every day. But today they are ill and they cannot play together. Mike cannot join the game today because he has a flu and he feels bad. He needs mint and lemon tea. Tim has a fever and he feels hot. He needs to take a shower. Ali has a terrible cough and he feels awful. He needs a cough syrup. Jane has a cut in her hand and she feels terrible. She needs a plaster.

|          | Illness | Feeling | Need |
|----------|---------|---------|------|
| 1. Mike. |         |         |      |
| 2. Tim   |         |         |      |
| 3. Ali   |         |         |      |
| 4. Jane  |         |         |      |


10. Complete the missing parts by looking at the table above.

1.  Mike

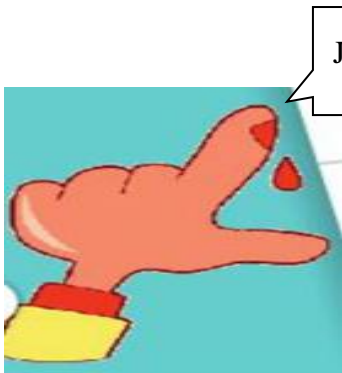
- Mike has a \_\_\_\_\_.
- He feels \_\_\_\_\_.
- He needs a \_\_\_\_\_.

2.  Tim

- Tim \_\_\_\_\_
- He \_\_\_\_\_
- He \_\_\_\_\_

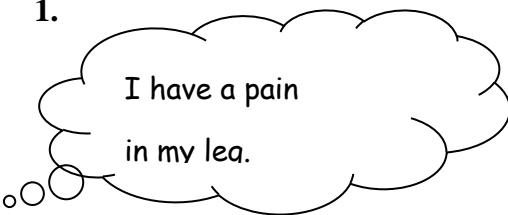

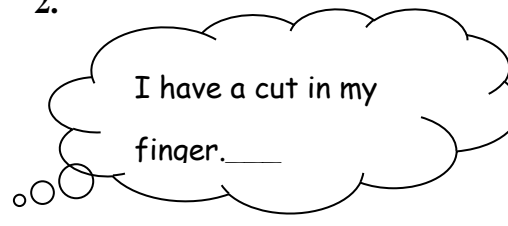

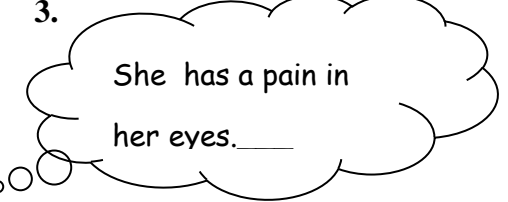

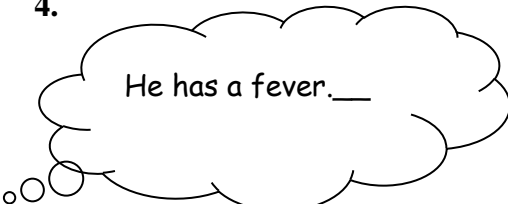

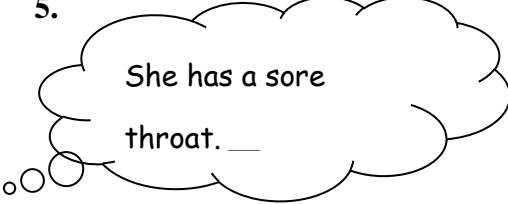

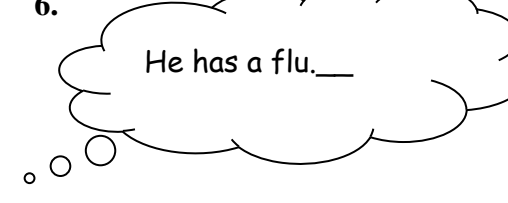

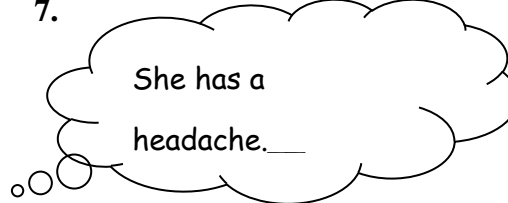
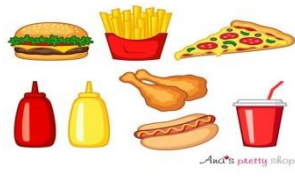
3.  Ali

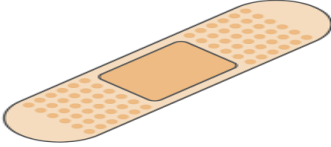

- Ali \_\_\_\_\_.
- He \_\_\_\_\_.
- He \_\_\_\_\_.

4.  Jane

- Jane \_\_\_\_\_.
- She \_\_\_\_\_.
- She \_\_\_\_\_.

**11. Match the illnesses with “Do’s and Don’ts”**

|  |   |
|--|---|
| <p>1.</p>  <p>I have a pain in my leg.</p>        | <p>a. Don't listen to loud music.</p>   |
| <p>2.</p>  <p>I have a cut in my finger. ___</p>  | <p>b. Take some pills.</p>  <p><small>©Ron Leishman - IllustrationsOf.com/1047434</small></p> |
| <p>3.</p>  <p>She has a pain in her eyes. ___</p> | <p>c. Don't watch too much TV.</p>    |
| <p>4.</p>  <p>He has a fever. ___</p>            | <p>d. Take a shower.</p>  <p><small>shutterstock</small></p>                                 |
| <p>5.</p>  <p>She has a sore throat. ___</p>    | <p>e. Buy some tissues.</p>   |
| <p>6.</p>  <p>He has a flu. ___</p>             | <p>f. Stay in bed.</p>    |
| <p>7.</p>  <p>She has a headache. ___</p>       | <p>g. Don't eat fast food.</p>  <p><small>And's pretty okay</small></p>                     |

|   |  |
|---|--|
| <p>8.</p> <p>He has an<br/>stomachache.</p> | <p>h. Put a plaster on it.</p>       |
| <p>9.</p> <p>He has an<br/>earache.</p>     | <p>i. Drink mint and lemon tea.</p>  |

**12. Write do's and don'ts given above in the table under the related category.**

| Do's   | Don'ts  |
|--|---|
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |

**13. Rewrite the sentences below with should/shouldn't.**

- a) Take a painkiller.  
- You should take a painkiller.
- b) Sleep regularly.  
- \_\_\_\_\_
- c) Take some medicine.  
- \_\_\_\_\_
- d) Don't drink cold water.  
- \_\_\_\_\_
- e) Have a rest.  
- \_\_\_\_\_
- f) Don't eat junk food.  
- \_\_\_\_\_

## STORY: Kim is at Mrs. Betty's Clinic

### I. Learn the words and expressions.

| Vocabulary       | Meaning | Chunks                             | Meaning |
|------------------|---------|------------------------------------|---------|
| Child doctor     |         | Are you ill?                       |         |
| Kind             |         | Can I help you?                    |         |
| Clinic           |         | Can I be your assistant?           |         |
| Want             |         | It's not a problem                 |         |
| Mrs              |         | Do you have a cough?               |         |
| Hard             |         | I'm sorry for you                  |         |
| Patient          |         | What about your throat?            |         |
| Write            |         | You are right.                     |         |
| Certainly        |         | It's very exciting                 |         |
| Autumn           |         | It's very easy                     |         |
| Common cold      |         | You look very bad                  |         |
| (am/is/are) back |         | I don't know                       |         |
| Season           |         | Don't forget to take your medicine |         |
| Better           |         | Don't worry!                       |         |
| Chicken soup     |         |                                    |         |
| Everybody        |         |                                    |         |

### II. Tick the illnesses you hear.

|             |           |                   |
|-------------|-----------|-------------------|
| Stomachache | Fever     | Headache          |
| Runny nose  | Flu       | Backache          |
| Broken leg  | Toothache | Cold              |
| Sore throat | Cough     | Cut on the finger |

### III. Write True or False

1. It's winter. \_\_\_\_
2. Mrs. Betty is a teacher. \_\_\_\_
3. Kim likes helping Mrs. Betty. \_\_\_\_
4. Mrs. Betty helps her patients. \_\_\_\_
5. We shouldn't eat fruit and vegetables. \_\_\_\_

### IV. Answer the questions

1. Where does Mrs. Betty work?  
\_\_\_\_\_
2. What is the matter with Derek?  
\_\_\_\_\_
3. What is the matter with Timoti?  
\_\_\_\_\_
4. What is the matter with Sandy?  
\_\_\_\_\_
5. Who is Mrs. Betty's secretary?  
\_\_\_\_\_
6. Who should stay in bed for a week?  
\_\_\_\_\_



## HOMEWORK

### V. Find the words in the puzzle.

winter  
autumn  
fever  
stomachache  
cough  
headache  
runny nose  
sore throat  
flu



### VI. Answer the questions

1. What is Mrs. Betty's job?  
.....
2. How old is Kim?  
.....
3. What does Kim want to be?  
.....
4. How can Kim help Mrs. Betty?  
.....
5. What is the matter with Timoti?  
.....
6. Sandy has a cold. What should she do?  
.....

VII. Order the pictures and retell the story.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_



## Appendix B: Unit Plan (Experimental Group)

### PLANNED FOCUS ON FORM

#### UNIT PLAN

|                       |   |
|-----------------------|---|
| <b>School</b>         | : Secondary School  |
| <b>Subject</b>        | : English   |
| <b>Grade</b>          | : 5 <sup>th</sup> Grade   |
| <b>Theme</b>          | : Health  |
| <b>Language focus</b> | : have/has, possessive adjectives, object pronouns, should, imperatives |

#### LESSON 1

##### **Objectives:**

- Students will be able to name **the body parts** (head, stomach, ....)
- Students will be able to name **common illnesses**(headache, stomachache, ..)
- Students will be able to express **illnesses** ( I have a headache...)

##### **Language Focus:**

Vocabulary

Grammar

Pronunciation (vowels and consonants, falling intonation, stress on words)

**Focus on Form Techniques:** input flood, input enhancement, structured input, corrective feedback

**Materials and Resources / Preparations:** handouts, PowerPoint Presentation, song, flashcards

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

##### **Warm up and motivation (5 min)**

T draws a big human body on the board and T asks ss which body parts they know. T asks ss to come to the board and name the body parts by showing it on the body.

##### **Input flood and TPR (5 min)**

After checking ss' prior knowledge related to body parts, T announces that they are going to watch a video (English Singing, 2016) about body parts. As they watch the video, they will do the actions in the video such as "Open your mouth, Touch your nose"

##### **TPR/Touch game (5)**

T tells ss that they are going to play a game called "TOUCH"  
For example: "Touch your nose, touch your ears!"

##### **Input flood (10)**

T asks the question "**How are you today?**" after receiving answers from the students, T tells the class that **s/he is not OK today because s/he is ill.**

T introduces a kid by showing a picture of a kid using PowerPoint Presentation (PPT) to the students by indicating that **the kid is also ill and he/she does not feel good as well.** T asks ss what comes to their minds about illnesses or health. T draws a mind map and writes ss' answers on it. T announces that they are going to watch a video to learn how to express

illnesses. Then T introduces the illnesses to the students through a video (English Singing, 2018) about illnesses.

**“Listen and do” (5 min)**

T distributes handouts to ss and announces that as they watch the video, they need to order the illnesses (Appendix A).

After watching the video, T teaches **the vocabulary** related to illnesses using flashcards and by miming the illnesses.

**Guessing game (10)**

T tells students that they are going to play a guessing game in which a volunteer will come to the board and mime an illness, and the class will try to guess the illness. The students who makes the right guess will be the next player.

**Homework**

T asks ss to do the exercises 2 and 3 in the handout (Appendix A).

## LESSON 2

**Objectives:**

- Students will be able to understand short and simple texts about illnesses
- Students will be able to express **illnesses** ( What’s the matter with you? I have a headache...)

**Language Focus:**

- Vocabulary
- Grammar
- Pronunciation

**Focus on Form Techniques:** input flood, input enhancement, structured input, corrective feedback

**Materials and Resources / Preparations:** handouts, and PowerPoint Presentation

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

**Input flood (10 min)**

T introduces **dialogues** about illnesses through PowerPoint presentation. The presentation involves doctor and patient dialogues. T assigns roles to students as patient and doctor and ss read the dialogues in pairs. The dialogue involves many examples of **“What’s the matter with you?/ What’s wrong with you?, and “have/has”**.

**Input enhancement**

T uses input enhancement technique in the dialogues such as color-coding so that the students can notice the target structure.

**Structured Input (15)**

After this, T asks some comprehension questions such as “What are the dialogues about?” and “Where are these people?” Then, T asks ss to do the matching activity in the handout (**Appendix A**).

**Consciousness raising task (15)**

T asks ss to focus on the bold written words (**have/has**) to make them notice have/has and asks some questions such as “Why are ‘have/has’ written in bold?” to raise students’ consciousness about the use, meaning and form of “have/has”. Then T asks ss to

look at the sample sentences from the dialogues in the handouts involving **have/has** written in **bold letters**. Then T draws ss' attention to the use of have/has through some guiding questions and makes a brief explanation if need arises.

Then, T asks them to do the activity in the handout (Appendix A).

### **Homework**

Practice the dialogues at home with a family member or yourself.

### **Progress Achievement Test**

T announces that they will have a small test and distributes progress achievement tests to ss. (If the class hour is not enough, the test will be carried out the following lesson)

## **LESSON 3**

### **Objectives:**

- Students will be able to use **object pronouns and possessives (him/her/his/her/your)**
- Students will be able to ask questions about illnesses

**Focus on Form Techniques:** input flood, input enhancement, consciousness raising tasks, structured output, corrective feedback

**Materials and Resources / Preparations:** handouts, and PowerPoint Presentation, cuecards, ring

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

### **Warm up (5 min)**

T shows the **PowerPoint presentation** involving the dialogues and asks ss whether they practiced the dialogues at home. Then, T tells volunteers to come and practice the dialogues in front of the class.

### **Consciousness Raising Task (10)**

Then, T draws ss' attention to the colourful words (object pronouns) in the PPT presentation and asks why some letters are written in red.

After that, T asks ss to focus on the letters written in red as in "What's the matter with **him/her**? and asks why they are in a different colour. T invites three ss to the board and gives cuecards to ss in which there are illnesses. T asks the student opposite her "What's the matter with **you**? And elicits student's answer. Then, by pointing to the male student on the board, T asks the class "What's the matter with **him**? If the ss make a mistake, T gives corrective feedback. Then, T asks "What's the matter with **her**?" by pointing to the female student and elicit the ss' answers.

### **Matching activity (5 min)**

T distributes **handouts** to ss which involve matching activities in which ss will read the sentences given above and find the sentence that has the same meaning with the sentence below and match them (Appendix A).

### **Consciousness raising activity (10 min)**

Next, T aims to make learners notice the **possessive adjectives** in the dialogues as in "What is **your/his/her** problem?". First, T gives examples of **possessive adjectives** by showing her/his body parts such as "This is **my** head, this is **my** nose, these are **my** hands" etc. Then, T calls students to the board, gives examples such as "This is **her** head, this is **her** nose" etc. T **stresses** the possessive adjectives while giving examples in order to make

learners notice them. Then, T asks ss to look at the dialogues such as “What’s **your** problem?/My leg hurts” in the PPT and read them silently.

**Exercise (10 min)**

T distributes handouts and tells ss to do the exercise individually. Ss are asked to complete the missing parts in the dialogues by looking at the examples (Appendix A).

**Progress Achievement Test**

T announces that they will have a small test and distributes progress achievement tests to ss. (If the class hour is not enough, the test will be carried out the following lesson)

**LESSON 4**

**Objectives:**

- Students will be able to identify the vocabulary related to **feelings and basic needs**
- Students will be able to express feelings and **basic needs**

**Focus on Form Techniques:** input flood, structured input, structured output, text manipulation, corrective feedback

**Materials and Resources / Preparations:** handouts, and PowerPoint Presentation, flashcards, two sticks

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

**Input flood (10 min)**

T asks students how they feel when they are ill and what they need. T asks ss to read the dialogues on the PowerPoint slide. After that, T draws three circles and write **illnesses, feelings and needs** in the circles. After that, T shows the flashcards about feelings and needs. T asks the class to repeat after her and then puts the flashcards under the related circle.

**Vocabulary game (10 min)**

T attaches flashcards about illnesses, feelings and needs on the board and announces that they are going to play a vocabulary game in pairs. A pair of students come to the board, T gives each student a stick and pronounces a word (a feeling, a need, an illness) and the ss will try to find the picture of that word on the board and point to that word with their sticks. The first student to point to the word will win.

**Structured input (10 min)**

T distributes handouts to ss which involve a dialogue related to illnesses, feelings, and needs. T asks ss to read the dialogue in pair. After that, T asks ss to answer the questions in exercise B and then complete the missing parts in exercise C (Appendix A).

**Information transfer activity (5 min)**

T asks ss to read the text in exercise D and complete the table with the information in the text (Appendix A).

**Structured output (5 min)**

T asks ss to look at the pictures of the four children mentioned in the reading text and make sentences about their illnesses, feelings and needs by looking at the table (Appendix A).

## Progress Achievement Test

T announces that they will have a small test and distributes progress achievement tests to ss.

### LESSON 5

#### Objectives:

- Students will be able to use **imperatives**
- Students will be able to **make suggestions**

**Focus on Form Techniques:** input flood, input enhancement, structured input, consciousness raising task, structured output, corrective feedback

**Materials and Resources / Preparations:** handouts, and PowerPoint Presentation, flashcard, puppet, graded reader

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

#### Imperatives

##### Input flood (5 min)

T asks ss to look at the dialogues in the PPT that they previously read. T shows the dialogues in which s/he added imperatives (Do's and don't's) such as "Have a rest, Take a painkiller, etc."

##### Matching activity (7 min)

After reading the dialogues in pairs, T asks ss to match the illnesses with do's and don'ts on their handouts (Appendix A).

##### Information transfer activity (5 min)

T asks ss to write the imperatives in the previous activity under the categories "**do's**" or "**don'ts**" in the related part in their handouts (Appendix A).

#### Making suggestions

##### Input flood (5)

After the imperatives, T shows the presentation involving "should/shouldn't". In the presentation, the same dialogues as in imperatives were used. T asks ss to read the dialogues in pairs. T asks ss the difference between these sentences and the previous sentences in imperatives. Then, T gives a brief explanation about the meaning of should/shouldn't.

##### Structured input (paraphrase) (7 min)

T tells ss to look at the exercise in which there are sentences in the imperative form. T asks ss to paraphrase them and rewrite with **should/shouldn't** (Appendix A).

##### Structured output (11 min)

T distributes cards, some of which involve illnesses and some of which involve "sentences with should/shouldn't" to students randomly. Then T asks the students with the cards involving "should/shouldn't" to go and find the illness that matches with their cards. T instructs that the ss need to ask questions such as "**What's the matter with you?**", "**What's your problem?**" and "**What's wrong with you?**" in order to find their match. The first pair that matches runs and rings the bell.

### Progress Achievement Test

T announces that they will have a small test and distributes progress achievement tests to ss.

## LESSON 6

### Objectives:

- Students will be able to **read a story** about health problems
- Students will be able to **review vocabulary related to health**
- Students will be able to review **previously learned structures**

**Focus on Form Techniques:** input flood, input enhancement, structured input, consciousness raising task, structured output, corrective feedback

**Materials and Resources / Preparations:** handouts, and PowerPoint Presentation, flashcard, puppet, graded reader

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

### WARM-UP

#### Before storytelling activities (2 min)

Capturing students' attention (T performs a **small dialog between** a patient and a doctor by using puppets/flashcards)

Then T shows the story book to the class and announces that they are going to read a story today.

#### Reviewing language learned before (5 min)

T looks through the pages of the storybook and says "I see that the doctor has many patients in the story. Which illnesses do you think the patients have?"

T makes a health problems/illness map using flashcards to review the illnesses. When the children name an illness, the teacher puts the flashcard on the board in the web. Then T asks students about do's and don'ts related to the illnesses on the board to review what they learned in the previous lesson.

#### Pre-teaching of the vocabulary or expressions in the story (8 min)

(assistant/autumn/clinic/want/visit/come in/ at the door/common cold/back/get better/well)

- Are you ill?
- Can I help you?
- Do you have a \_\_\_\_\_?
- I have a pain in my \_\_\_\_\_.
- What about \_your throat\_?
- Don't forget to \_\_\_\_\_.
- Don't worry.

#### Give students a purpose for listening

By pointing the illnesses on the board, T says "Let's listen to the story and see which illnesses the patients have."

### PRESENTATION

#### During storytelling activities (12 min)

#### Listening to the story via smartboard application

Students listen to the story "Kim is at Mrs. Betty's Clinic" (Kurmay Publishing Group, 2018) through the smartboard application of the story book.

#### Listen and respond/TPR

1. First storytelling:



“Put a tick to the illness you hear.”

Ss will put a tick to the illness on the handout distributed by the teacher.

2. Second storytelling

“Put the pictures of the story into order.”

Ss will order the pictures of the story while listening to the story.

**PRACTICE (13 min)**

**After-storytelling activities**

1. Answering true/false questions in pairs.
2. Answering comprehension questions in pairs
3. Retelling the story by looking at the pictures

**HOMEWORK**

1. Finding the words on the puzzle.
2. Matching words with pictures.

## Appendix C: Unit Plan (Control Group)

### TEXTBOOK UNIT PLAN LESSON 1

**Objectives:**

- Students will be able to name **the body parts (head, stomach, ...)**
- Students will be able to name **common illnesses(headache, stomachache, ...)**
- Students will be able to **express illnesses ( I have a headache...)**

**Language Focus:**

Vocabulary

Grammar

Pronunciation (vowels and consonants, falling intonation, stress on words)

**Techniques:** PPP (Presentation-Practice-Production)

**Materials and Resources / Preparations:** Coursebook, Flashcards

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

### PRESENTATION

T announces that they are going to learn the body parts today. T writes the vocabulary related to body parts on the board and the Turkish translations of the words. T says “Repeat after me” and ss repeat the words after the teacher. Then, T reviews the body parts using flashcards.

### PRACTICE

#### SIMON SAYS

T announces that they are going to play the game “Simon Says”. T chooses a leader Simon for the group. Simon goes in front of the group and gives commands. Simon starts his command with “Simon says...”. The other children do the action. When Simon doesn’t say “Simon says...” at the beginning of the sentence, the other children don’t do the action. The commands below are used:

|                       |                      |                     |
|-----------------------|----------------------|---------------------|
| Touch your knees!     | Point to your eyes!  | Hold up your arms!  |
| Touch your toes!      | Touch your head!     | Touch your stomach! |
| Point to your nose!   | Point to your mouth! | Point to your ears! |
| Shrug your shoulders! | Clap your hands!     | Bend your neck!     |

### LESSON 2

**Objectives:**

- Students will be able to understand short and simple texts about illnesses
- Students will be able to **express illnesses ( What’s the matter with you? I have a headache...)**

**Language Focus:**

Vocabulary

Grammar

Pronunciation (vowels and consonants, falling intonation, stress on words)

**Techniques:** PPP (Presentation-Practice-Production)**Materials and Resources / Preparations:** Coursebook, flashcards**Grade:** 5**Number of the Students:** 30**Estimated time of the lesson:** 40 minutes.**PRESENTATION**

T makes a revision of the previous lesson through asking questions about body parts and health problems. T announces that they are going to learn the health problems. T writes the vocabulary related to health problems on the board and the Turkish translations of the words. T says “Repeat after me” and ss repeat the words after the teacher. Then, T reviews the illnesses using flashcards.

Then, T teaches how to express illnesses using “have/has”. T explicitly write the grammar rules on the board and after that writes examples on the board.

**PRACTICE****LISTENING**

T announces that they are going to do a listening activity now. T instructs that “Listen and match the children with their health problems.”

**PRODUCTION****MIMING GAME**

T tells that they are going to work in groups and play the miming game. T shows how to play the game by miming an illness and asking ss to guess it.

Student A: Mime an illness

Other students: Look at your friend and guess his/her illness.

**LESSON 3****Objectives:**

- Students will be able to use **object pronouns and possessives**
- Students will be able to ask questions about illnesses

**Language Focus:**

Vocabulary

Grammar

Pronunciation (vowels and consonants, falling intonation, stress on words)

**Techniques:** PPP (Presentation-Practice-Production)**Materials and Resources / Preparations:** Coursebook**Grade:****Number of the Students:** 30**Estimated time of the lesson:** 40 minutes.**WARM UP**

T asks vocabulary relate to health problems to check whether the ss remember what they covered in the previous lesson.

**PRESENTATION**

T asks ss to imagine that they have a health problem and then invites ss to mime their illnesses before the class. Then, T asks “What’s the matter with him/her?” to the class by

pointing to the student on the board. After this, T teaches how to use object pronouns “him/her/you” for asking one’s health problem. T writes the Turkish translations of the object pronouns “him/her/you” on the board and a few example sentences. After that, T asks ss to note down the topic. T teaches possessive adjectives “his/her/your/my” explicitly by providing their Turkish translations on the board and giving examples sentences such as “What is your problem?”

**PRACTICE**

T writes a grammar drill on the board and asks ss to do it.

**PRODUCTION**

T asks ss to write a dialogue about health problems using object pronouns and possessive adjectives, then act it out.

**LESSON 4**

**Objectives:**

- Students will be able to identify the vocabulary related to **feelings and basic needs**
- Students will be able to **express feelings and basic needs**

**Language Focus:**

Vocabulary

Grammar

Pronunciation (vowels and consonants, falling intonation, stress on words)

**Techniques:** PPP (Presentation-Practice-Production)

**Materials and Resources / Preparations:** Coursebook, flashcards

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

**PRESENTATION**

T teaches vocabulary related to feelings and needs using flashcards. After that, T writes some example sentences on the board to teach how to express feelings and needs.

**PRACTICE**

T tells that they are going to do a reading activity now. T asks ss to look at the picture given in the activity and answer the questions based on the picture. T chooses two students to read the text aloud on page 66 and then asks ss to do True/False activity individually. After that, T asks ss to do the matching activity in the same page.

**PRODUCTION**

**SPEAKING**

T announces that they are going to do a speaking activity now. First, T tells ss to match the pictures with the words. Then T tells ss to work in pairs. T instructs ss to look at the pictures and make short dialogues using the key words. After ss prepare their dialogues, they read their dialogues aloud and T gives corrective feedback.

**HOMEWORK**

T asks ss to do the activity 1 in Page 73.

**LESSON 5**

**Objectives:**

- Students will be able to use **imperatives**

**Techniques:** PPP (Presentation-Practice-Production), direct teaching, corrective feedback

**Materials and Resources / Preparations:** flashcard, course book

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

### **PRESENTATION**

T gives some commands to ss such as “Open the door” and “Clean the board”. Then, T tells that such sentences are called imperatives and teaches do’s and don’ts with flashcards. T shows the flashcards and asks ss to repeat after her. Then, T sticks the flashcards on the board one by one. Then, T writes “DO’s and DON’Ts” on the board and asks ss to take notes.

### **PRACTICE**

T asks ss to match the health problems with do’s and don’ts on page 74. Then, T asks ss to do the activity on page 75.

### **HOMEWORK**

T asks ss to prepare some visuals and bring to class about illnesses, suggestions, feelings and needs.

## **LESSON 6**

### **Objectives:**

- Students will be able to **make suggestions**

**Techniques:** PPP (Presentation-Practice-Production)

**Materials and Resources / Preparations:** flashcard, course book

**Grade:** 5

**Number of the Students:** 30

**Estimated time of the lesson:** 40 minutes.

### **PRESENTATION**

T writes “should” on the board and teaches how to use should and shouldn’t explicitly by giving the rules. Then, T provides some examples using should/shouldn’t.

### **PRACTICE**

#### **LISTENING (page 68)**

T instructs ss to listen to and complete the speech bubbles by choosing from the list below. Then T tells ss to work in pairs and act out the story. Next, ss will read the story and write “True” or “False”.

### **PRODUCTION**

#### **WRITING (Page 69)**

T instructs ss to work in groups and tell what should/shouldn’t we do to stay healthy. T shows the sentences in imperative forms and tells ss to rewrite them using should/shouldn’t. (Exercise 5B)

#### **SPEAKING (Page 70)**

T tells ss to look at the example dialogue given in the book and chooses two volunteering ss to read the dialogue. Then, T asks ss to work in pairs and make a dialogue and act it out. (Appendix D)

### **HOMEWORK**

T announces that as a homework, they need to complete the quiz given in the book on page 71 and to do the activities on page 76.

**Appendix D: Multiple Choice Recognition Test**

1.



Greg



Chris



Matt



Meg

**Who has got the measles?**

- A) Meg
- B) Matt
- C) Chris
- D) Greg

2.



**What is the matter with him?**

- A) He has a headache.
- B) He has a backache.
- C) He has a toothache.
- D) He has an earache.

3.



**What's the matter with her?**

- A) She has a fever.
- B) She has the measles.
- C) She has the mumps.
- D) She has the flu.

4.



**My tooth hurts. I have got a(n) - - - -.**

- A) toothache
- B) earache
- C) backache
- D) headache

5.

**He has got a - - - - leg.**

- A) back
- B) broken
- C) cold
- D) cut



6.

Lucy has a stomachache.

Bu cümleyi ifade eden görsel aşağıdakilerden hangisidir?



7.

I don't feel good.



What is the matter with him?

- A) He has a stomachache.
- B) He has a headache.
- C) He has a toothache.
- D) He has a backache.

8.



- A) He has got a flu.
- B) He has got a cold.
- C) He has got a sore throat.
- D) He has got a temperature.

9.



- A) a cut on the finger
- B) a broken finger
- C) a bruise
- D) a cough

10.



He has got - - - - .

- A) a temperature
- B) a backache
- C) a toothache
- D) an expensive jacket

11. I have a fever.

Bunu söyleyen kişiye aşağıdakilerden hangisi tavsiye edilmez.

- A) Take a shower
- B) Wear thick clothes
- C) Use a thermometer
- D) See a doctor

12.

A : ----  
 B : He sneezes.

- A) Do you go to the doctor?
- B) What time is it?
- C) I have a cold.
- D) What is the matter with him?

13.

**Alice** : What is the matter with you?

**Cem** : My tooth - - - a lot

- A) sleeps
- B) plays
- C) hurts
- D) sings

14.

**Sam** : ---- ?

**Betsy** : I have a terrible backache. I think I should stay in bed.

- A) What do you need
- B) Why do you go to school
- C) What is the matter with you
- D) How can I go to the hospital

15.

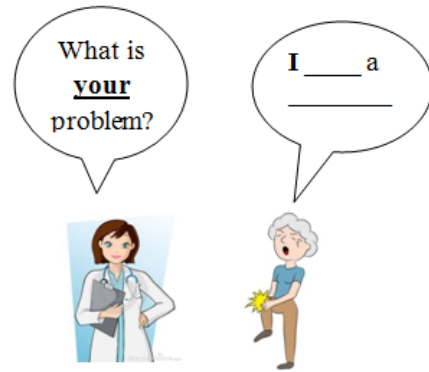


What is the matter with Jane?

She \_\_\_\_\_ a \_\_\_\_\_

- a) has – runny nose
- b) has – fever
- c) have- cough
- d) has- fever

16.



- a) have- pain in my leg
- b) have- headache
- c) has – pain in my leg
- d) has – headache

17.

Bill: Where is David?

Peter: He is at home. He feels bad.

Bill: \_\_\_\_\_ ?

Peter: He has a pain in his leg.

- a) What's the matter with her?
- b) What' her problem?
- c) What's the matter with him?
- d) What's the matter with you?

18.



A: \_\_\_\_\_ ?

B: She has a stomachache.

- a) What is wrong with him?
- b) What is his problem?
- c) What is your problem?
- d) What is her problem?



19.



What is Mert's problem?

Altı çizili sözcüğün yerine aşağıdakilerden hangisi getirilebilir?

- a) her
- b) his
- c) your
- d) my

20.



What's wrong with Mary?

Altı çizili sözcüğün yerine aşağıdakilerden hangisi gelebilir?

- a) him
- b) her
- c) you
- d) me

21.

**Needs**  
Blanket  
Tissue  
-----

**Yukarıdaki listede boşluğa gelen uygun kelime ya da ifadeyi işaretleyiniz.**

- A) Pills
- B) Cough
- C) Measles
- D) Headache

22.

- I. I hope he gets well soon.
- II. He needs to see a doctor at hospital.
- III. Matt feels bad; he has a pain in his ear.
- IV. I'm sorry to hear that. What does he need?

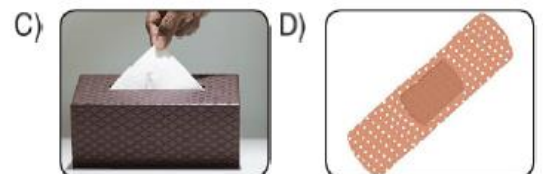
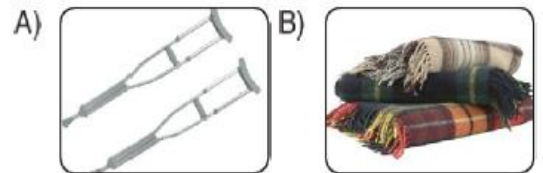
**Yukarıdaki cümleleri anlamlı bir bütün oluşturacak şekilde sıralayınız.**

- A) II-IV-I-II
- B) I-IV-II-III
- C) III-IV-II-I
- D) IV-II-I-III

23.

'Bill has got a cold.'

**What does he need?**



24.

**Ian** : I have a terrible temperature. I should stay in bed for a few days.

**Wendy** : Oh, Sorry for you. - - - - .

- A) Good for you
- B) Get well soon
- C) Happy birthday
- D) Go out for a walk

25.

**Tim** : Let's play soccer in the garden.

**Robert** : Oh! I am sorry. I have a cold - - - - .

- A) I feel happy
- B) I can go out now
- C) I feel very bad now
- D) I should go to the library

26.



**Clark has a runny nose; he needs some**  
- - - - .

- A) pills
- B) tissue
- C) blanket
- D) painkiller

27.



**I have got a cut on my finger. I need a**  
- - - - .

- A) veterinarian
- B) cake
- C) dentist
- D) plaster

28.

I need to - - - - .



- A) stay in bed
- B) study maths
- C) play basketball
- D) go shopping now

29.

**Josh needs a blanket, because he is ill and he feels** - - - - .

- A) well
- B) cold
- C) tired
- D) hungry

30.

**Adam** : You look so tired and ill. What's the problem?

**Carol** : - - - - . I need some tissues.

- A) I feel very good
- B) I have a runny nose
- C) I need some candies
- D) I should eat ice cream

31.

**Mert** : What is the matter with you?  
**Amy** : I have a headache.  
**Mert** : You need - - - - then.

- A) a tissue
- B) a plaster
- C) some pills
- D) a dentist



**They are - - - -**

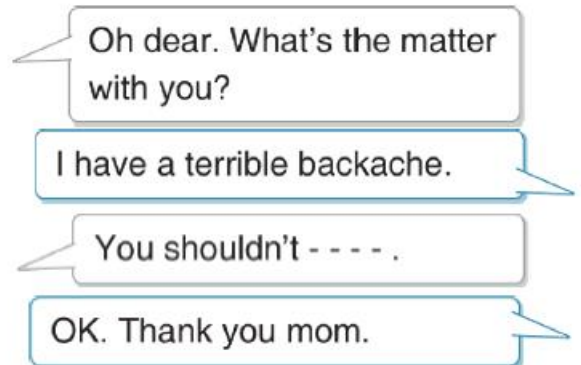
- A) toys
- B) candies
- C) food
- D) medicine

34.



- A) I have a cough.
- B) I have a sore throat
- C) I have fever
- D) I have a toothache

35.



- A) stay in bed
- B) drink cold drinks
- C) eat healthy food
- D) carry heavy things

36.

I. Toothache – see a dentist.  
 II. Cold – eat ice cream and drink cold  
 III. Backache – don't carry heavy things.  
 IV. Temperature - stay at home and have a rest

**Which matching is false?**

- A) I
- B) II
- C) III
- D) IV

37.

**Helen** : What is the matter with you?  
**Alvin** : I have a cold.  
**Helen** : You should - - - - .

- A) have a rest in bed
- B) play football with friends
- C) help your mom in the kitchen
- D) watch a film on TV

38.



**Bu görseli ifade eden cümle aşağıdakilerden hangisidir?**

- A) Have your meal regularly.
- B) Do sports every day.
- C) Wash your hands with soap and water.
- D) Brush your teeth twice a day.

39.

I have got the flu.

**Yukarıdaki cümleyi söyleyen kişiye hangisi tavsiye edilmez?**

- A) You should rest.
- B) You should see a doctor.
- C) You should take medicine.
- D) You should eat more junk food.

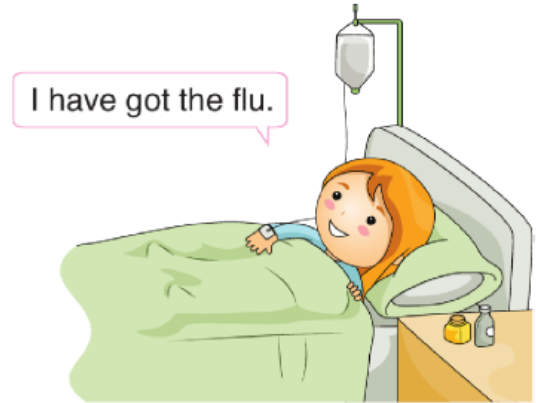
40.

**Mary:** I have a - - - - . What should I do?

**Pole:** You should take pain killers.

- A) headache
- B) runny nose
- C) temperature
- D) bleeding finger

41.



**What should I do?**

- A) You should open your book.
- B) You shouldn't speak in the library.
- C) You should rest for a while.
- D) You shouldn't cheat in the exams.

42.

I think I have got a cold.  
What should I do?



- A) I should wash the dishes.
- B) I should do my homework.
- C) I should see a doctor.
- D) I should help my sister.

43.

**Hardy's dad has a terrible toothache, he should - - - - .**

- A) stay in bed
- B) eat candies
- C) see a dentist
- D) drink cold water

44.

Susan can't go to school, she has the flu. She should - - - - .

- A) eat ice cream
- B) eat hamburger
- C) go out with friends
- D) drink mint and lemon tea

45.



I've got a cat. It is ill. I - - - - take it to the vet.

- A) shouldn't
- B) do
- C) should
- D) can't

46.



What should he do?

- A) He should run fast.
- B) He should have a rest
- C) He should clean the house.
- D) He should play in the garden.

47.

She is a fat girl. She - - - - eat junk food.

- A) should
- B) can
- C) shouldn't
- D) do

48.



What should she do?

- A) She should visit a doctor.
- B) She should meet his friends.
- C) She should have a holiday.
- D) She should brush his teeth.

49.



- A) You should do your homework.
- B) You should take medicine and rest.
- C) You should run in the park.
- D) You should drink cold water and eat ice-cream.

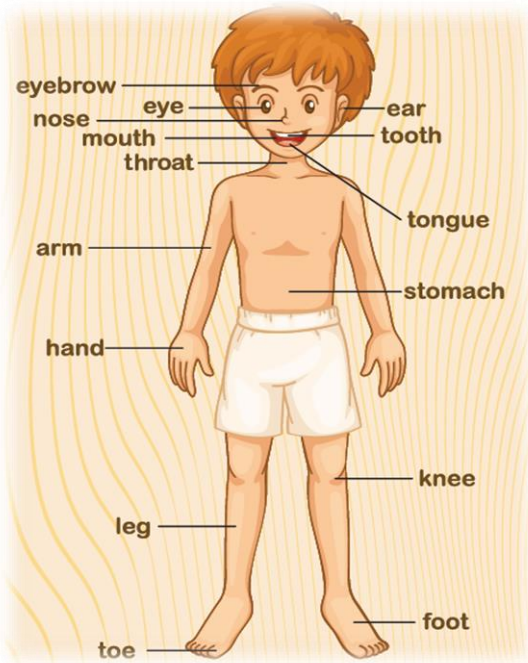
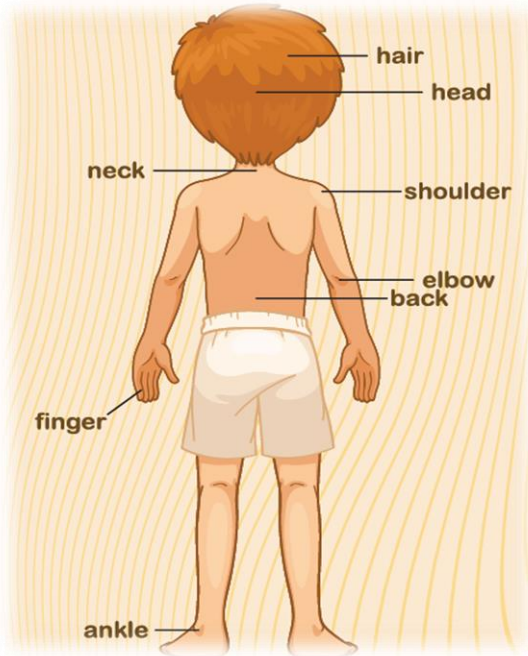
50.



- A) You should eat hot soup.
- B) You shouldn't wear sunglasses.
- C) You should drink water and wear a hat.
- D) You should wear a scarf and gloves.

Appendix E: PowerPoint Presentations

BODY PARTS



HEALTH PROBLEMS

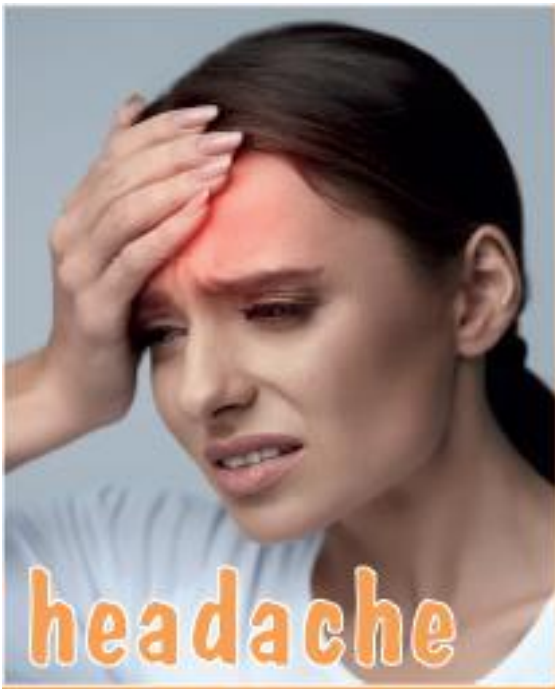
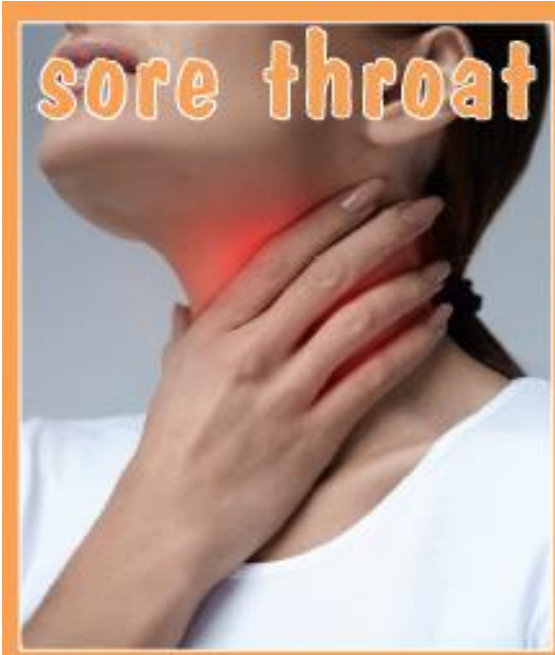


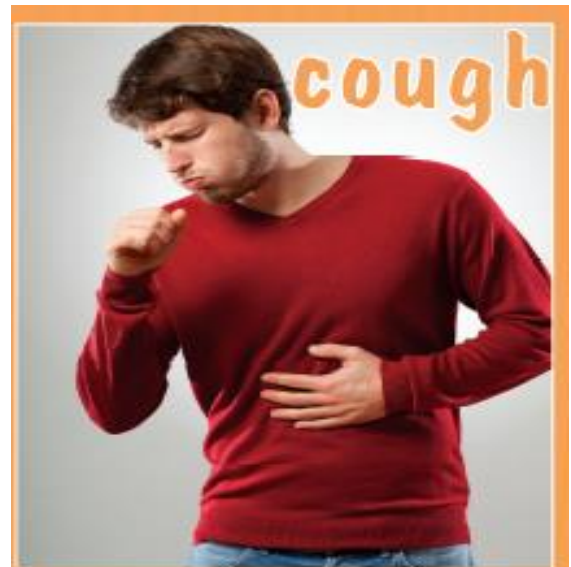
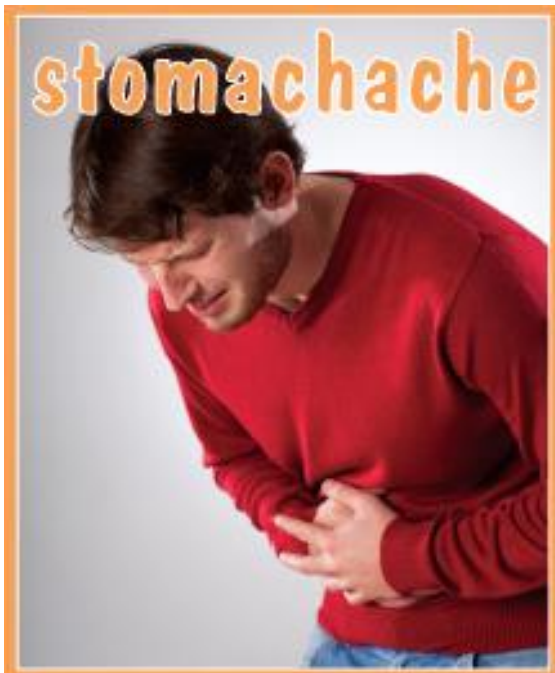
Listen and order the illnesses.

|              |               |               |         |              |
|--------------|---------------|---------------|---------|--------------|
| Toothache__  | Stomachache__ | Sore throat__ | Fever__ | Toothache__  |
| Cut__        | Runny nose__  | Cough__       | Cold__  | Cut__        |
| Broken arm__ | Headache__    |               |         | Broken arm__ |

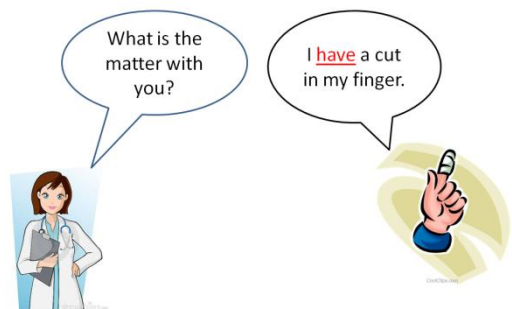
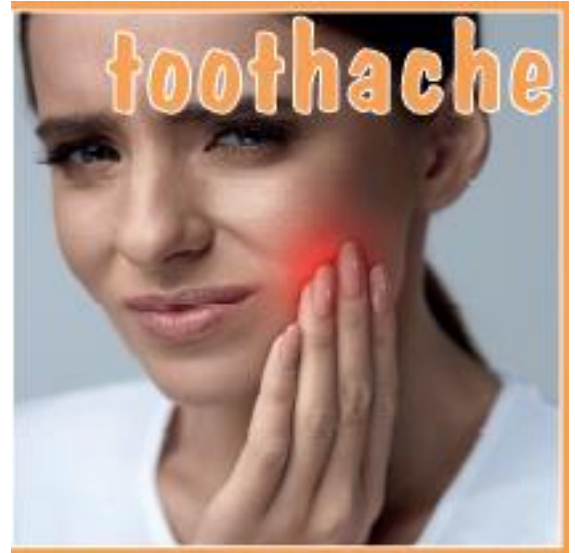
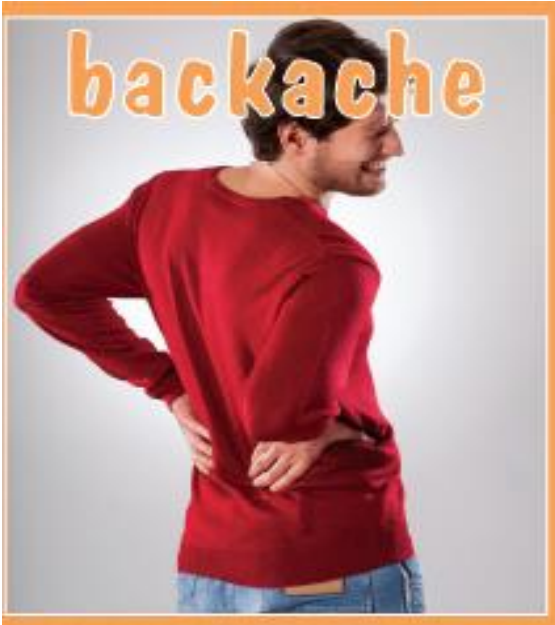
Health Problems  
Illnesses

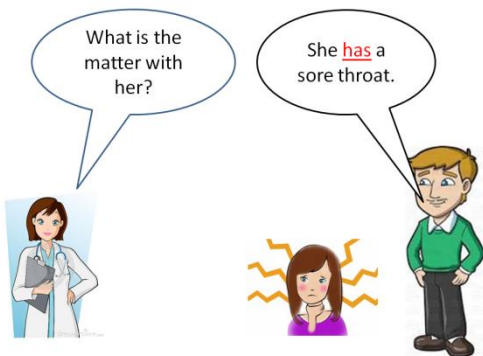
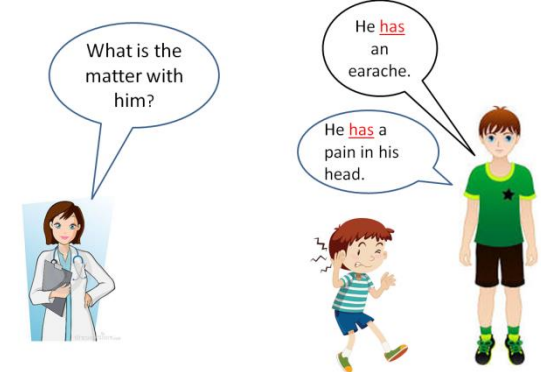
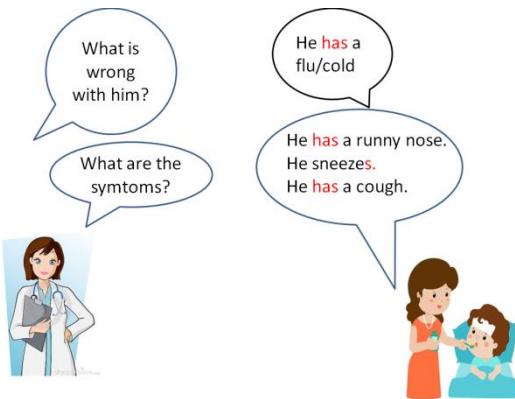
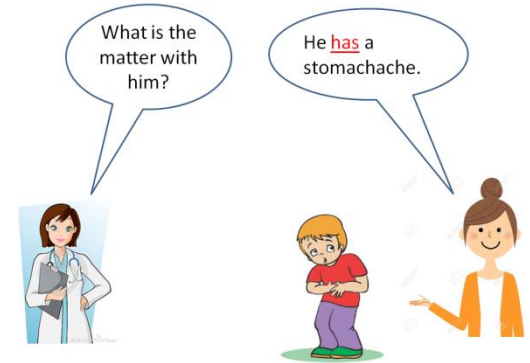
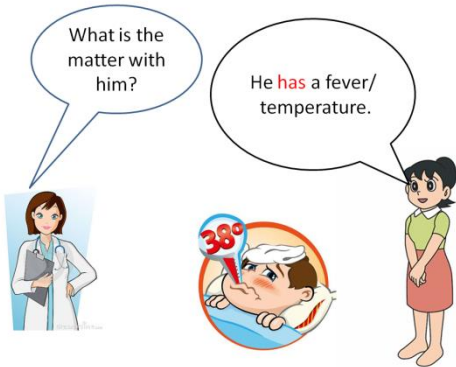
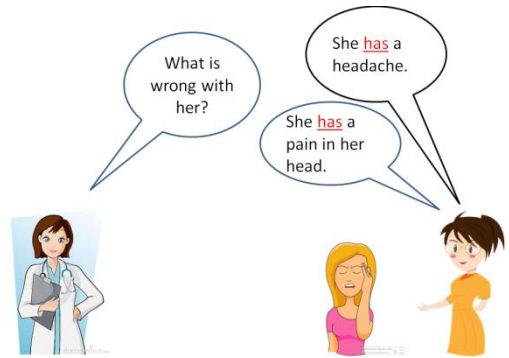
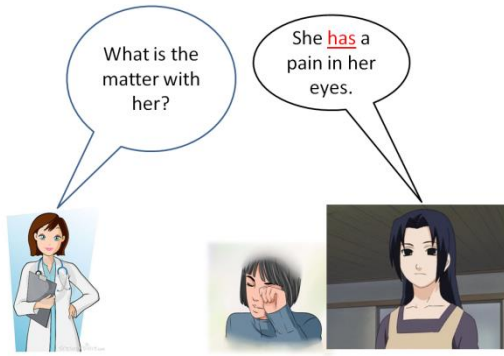












**Write the sentences under the pictures.**

What's the matter with him?

He has a broken arm.

She has a headache.

He has a sore throat.

He has a fever.

He has a toothache.

He has a stomachache.

He has a cough.

She feels cold.

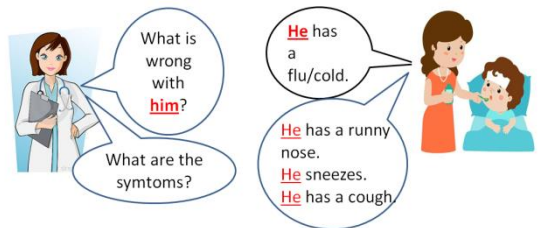
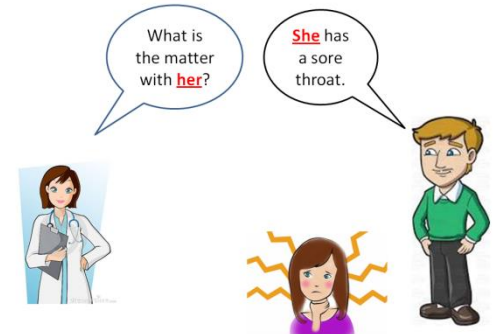
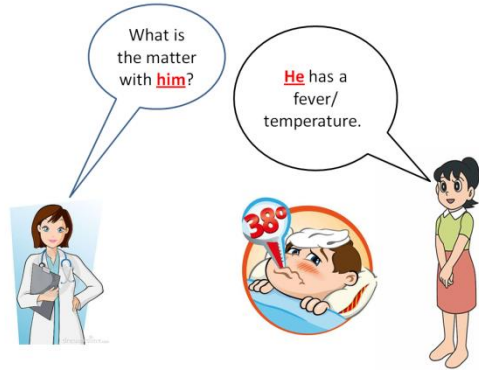
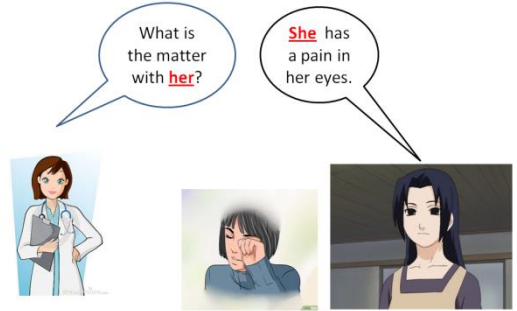
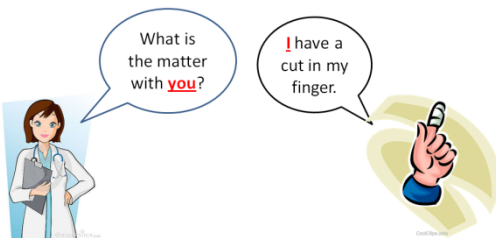
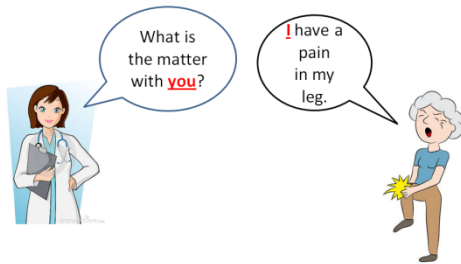
He has a backache.

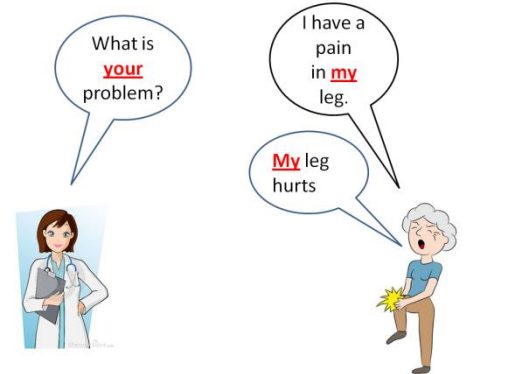
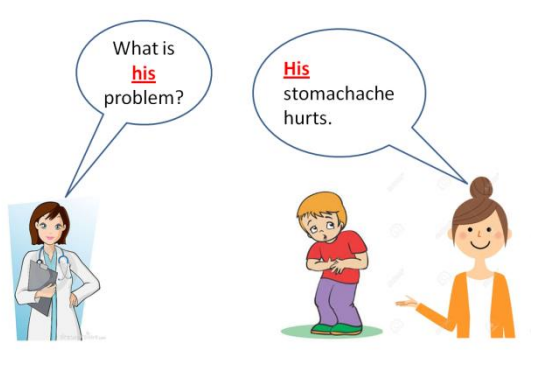
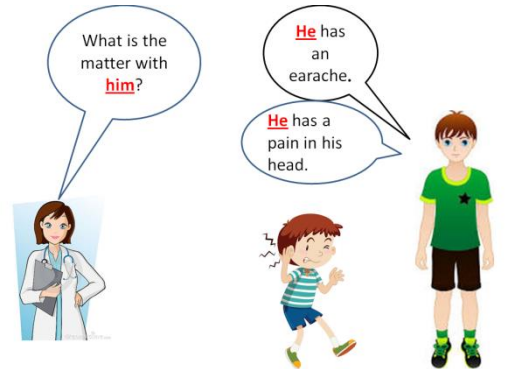
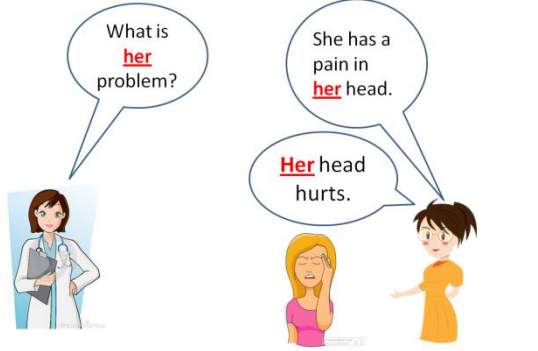
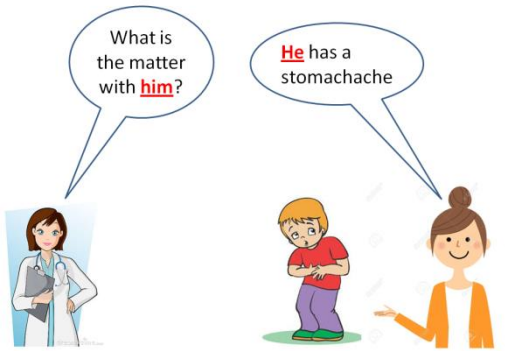
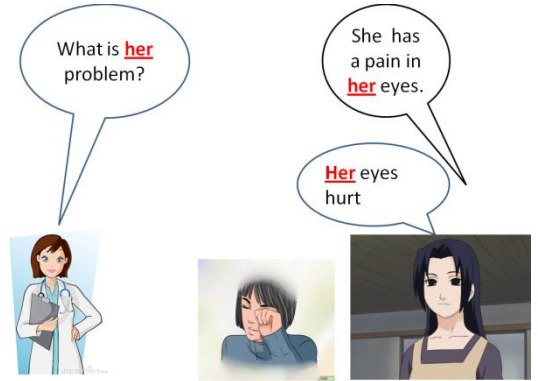
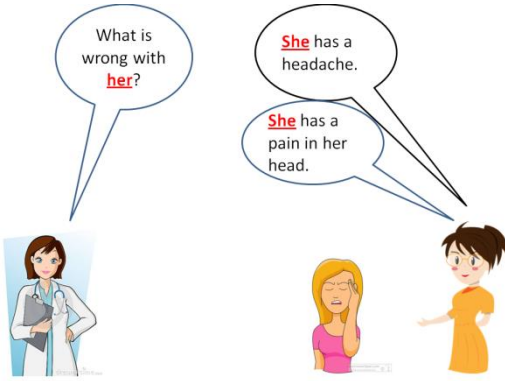
**Read the sentences below.**

- I **have** a pain in my leg.
- She **has** a pain in her eyes.
- Ali **has** a fever
- Cansu **has** a sore throat.
- He **has** a cold.
- Burak and Kerem **have** stomachache.
- You **have** a temperature.
- I and my friend **have** a runny nose.
- The dog **has** a broken leg.

Put "have/has" under the related category in the chart.

|      | have/has |                     |
|------|----------|---------------------|
| I    |          | a headache.         |
| You  |          | a stomachache.      |
| We   |          | a backache.         |
| They |          | earache.            |
| He   |          | a pain in his hand. |
| She  |          | a cough.            |
| It   |          | a broken leg.       |

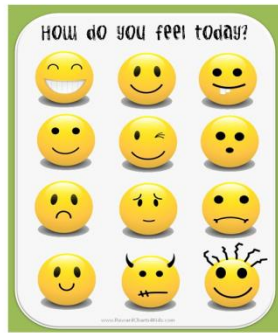




# FEELINGS



## Feel



## Tired



He feels tired

## Awful



He feels awful.

## Terrible



She feels terrible.

## Dizzy



She feels dizzy.

## Cold



He feels cold

## Sleepy



He feels sleepy.

## Ill/Sick



She feels ill.

Hot



He feels **s** hot.

Happy 😊



She feels **s** happy.

Sad ☹️



He feels **s** sad.

How are you?  
How do you feel?  
What's up?



I don't feel  
good. ☹️  
Not so good.  
Not very well.



## NEEDS

Blanket



Water



Food



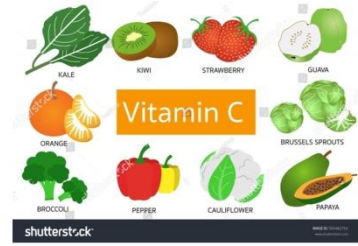
Medicine



Dentist



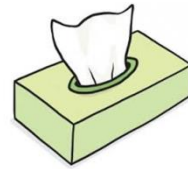
Vitamin C



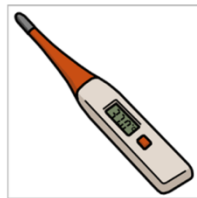
Pill



Tissue



Thermometer



I feel cold. I need a blanket



Mint and lemon tea



I'm hungry. I need food.



He feels thirsty. He needs water.



He is sick. He needs medicine.



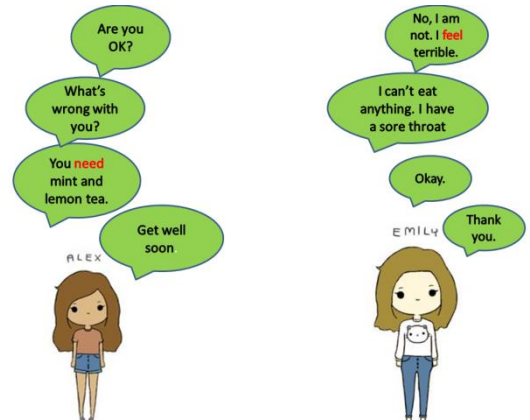
He has a runny nose. He needs tissue.



She has a fever. She needs thermometer.



She has a toothache. She needs dentist.



Read the dialogue and answer the questions.

1. How does Emily feel?  
\_\_\_\_\_
2. What is wrong with Emily?  
\_\_\_\_\_
3. What does Emily need?  
\_\_\_\_\_



Complete the missing parts.



- She has a \_\_\_\_\_.
- She feels \_\_\_\_\_
- She needs to \_\_\_\_\_



Read the text and complete the table

|         | Illness | Feeling | Need |
|---------|---------|---------|------|
| 1. Mike |         |         |      |
| 2. Tim  |         |         |      |
| 3. Ali  |         |         |      |
| 4. Jane |         |         |      |

Complete the missing parts.



- Mike **has** a \_\_\_\_\_.
- He **feels** \_\_\_\_\_.
- He **needs** a \_\_\_\_\_.

Complete the missing parts



- Tim **has** a \_\_\_\_\_.
- He **feels** \_\_\_\_\_.
- He **needs** to \_\_\_\_\_.

Complete the missing parts



- Ali **has** a \_\_\_\_\_.
- He **feels** \_\_\_\_\_.
- He **needs** \_\_\_\_\_.

Complete the missing parts



- Jane **has** a \_\_\_\_\_.
- She **feels** \_\_\_\_\_.
- She **needs** a \_\_\_\_\_.

## DO'S and DONT'S

## DO'S

Drink mint and lemon tea



Take vitamin C



Stay in bed



Wear warm clothes



Wash your hands with soap and water



Drink lots of water



Take some medicine



Take some pills



Take a shower



Take a painkiller



See/Visit a dentist



Buy some tissues



Wear a mask



Put a plaster on it



Take a cough syrup



Brush your teeth



Get rest/Have a rest



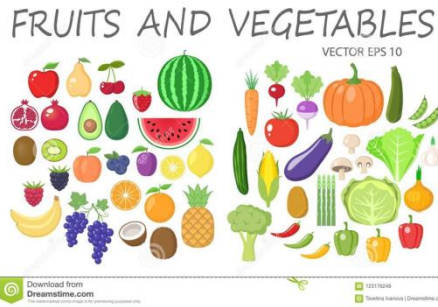
Sleep regularly



Do exercise/Exercise regularly



Eat fresh fruits and vegetables



# DON'TS

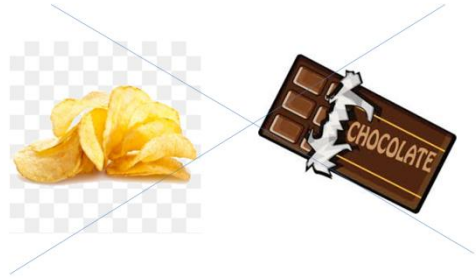
Don't smoke



Don't carry heavy things



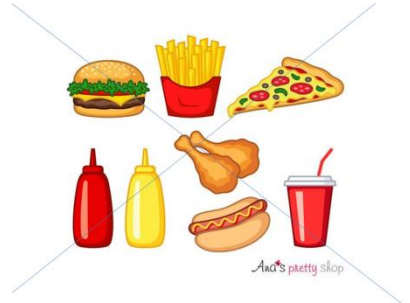
Don't eat chips and chocolate



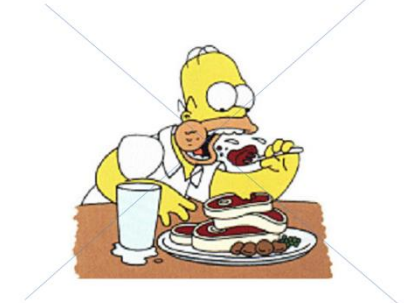
Don't eat junk food



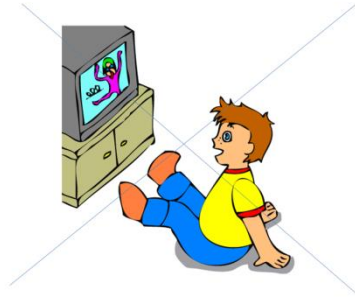
Don't eat fast food



Don't eat too much



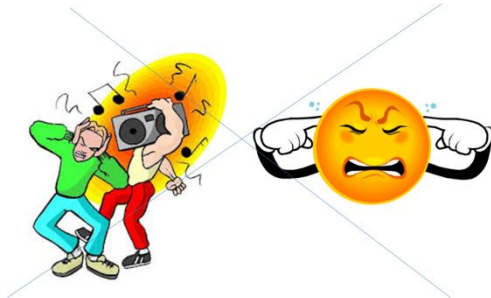
Don't watch too much TV



Don't drink cold water



Don't listen to loud music



|  |   |
|--|---|
| <p>What is the matter with you?</p> <p>Stay in bed. Take a painkiller.</p> <p>Get better soon!</p> | <p>I have a pain in my leg.</p> <p>Okay.</p> <p>Thank you</p> |
| <b>DO's</b>  | <b>DON'Ts</b>   |

|  |  |
|--|--|
| <p>What is your problem?</p> <p>Put a plaster on it.</p> <p>Get well soon!</p> | <p>I have a cut in my finger.</p> <p>Okay</p> <p>Thank you</p> |
| <b>DO's</b>  | <b>DON'Ts</b>  |

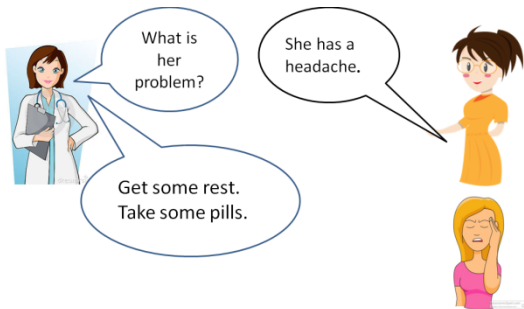
|  |                                    |
|--|------------------------------------|
| <p>What is the matter with her?</p> <p>Sleep regularly. Don't watch too much TV.</p> | <p>She has a pain in her eyes.</p> |
| <b>DO's</b>  | <b>DON'Ts</b>                      |

|   |                                    |
|---|------------------------------------|
| <p>What is the matter with him?</p> <p>Take a shower. Take some medicine.</p> | <p>He has a fever/temperature.</p> |
| <b>DO's</b>   |                                    |

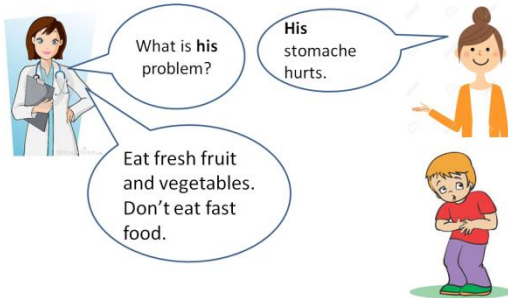
|   |                               |
|---|-------------------------------|
| <p>What is the matter with her?</p> <p>Drink mint and lemon tea. Don't drink cold water</p> | <p>She has a sore throat.</p> |
| <b>DO's</b>   | <b>DON'Ts</b>                 |



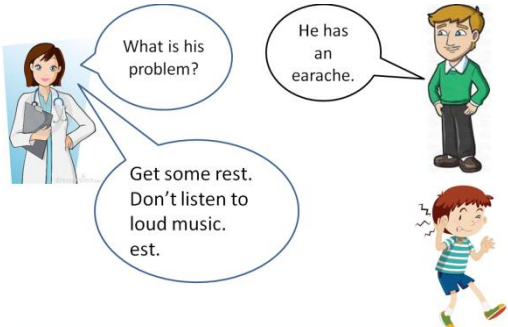
**DO's**



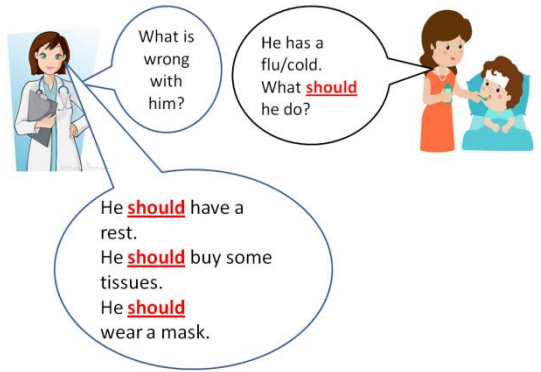
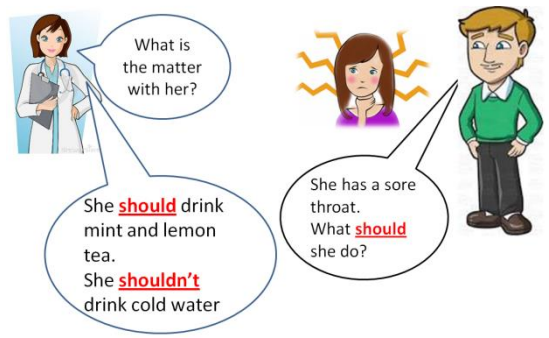
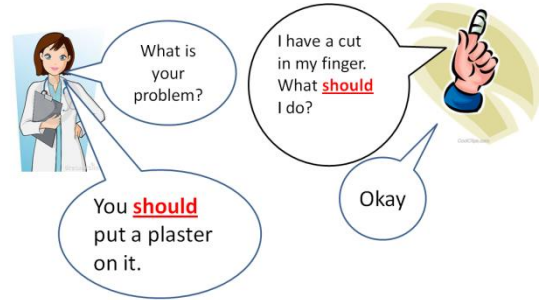
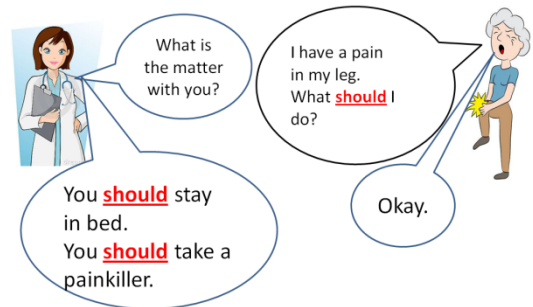
**DO's** **DON'Ts**

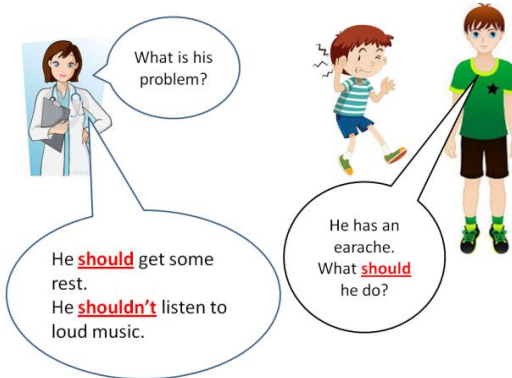
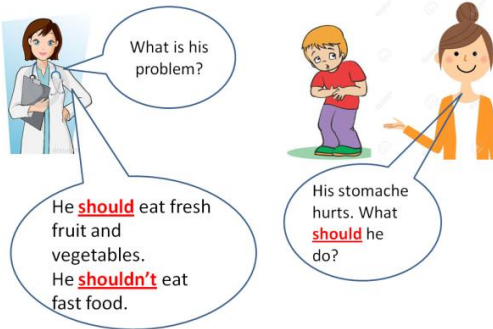
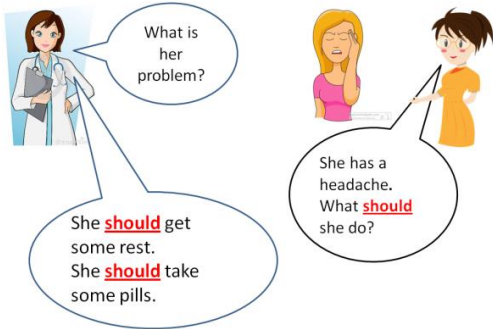


**DO's** **DON'Ts**



**DO's** **DON'Ts**





## Appendix F: Permission for the Research and the Achievement Test

**T.C.**  
**MİLLİ EĞİTİM BAKANLIĞI**  
**Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı**

**ARAŞTIRMA DEĞERLENDİRME FORMU**


| ARAŞTIRMA SAHİBİNİN   |  |
|---|--|
| Adı Soyadı  | Sıdıka IŞIK  |
| Kurumu / Üniversitesi   | Pamukkale Üniversitesi   |
| Araştırma yapılacak iller   | Muğla  |
| Araştırma yapılacak eğitim kurumu ve kademesi   | Muğla ili, Milas İlçe Milli Eğitim Müdürlüğüne bağlı; Lüksal İsmail Ersoy Ortaokulu 5. sınıf öğrencilerine uygulanacaktır. |
| Araştırmanın konusu   | "Türkiye'deki Genç Öğrencilere İngilizce Öğretiminde Biçim Odaklı Öğretim Kullanımı"                                       |
| Üniversite / Kurum onayı  | Var  |
| Araştırma/proje/ödev/tez önerisi  | Tez  |
| Veri toplama araçları   | Başarı Testi   |
| Görüş istenilecek Birim/Birimler  |  |
| KOMİSYON GÖRÜŞÜ   |  |
| <p>Pamukkale Üniversitesi Rektörlüğünden, Müdürlüğümüze iletilen yukarıda belirtilen araştırma örneği araştırma sahasında uygulanabilirliği hususunda incelenmiş olup Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü Araştırma, Yanışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarih ve 2017/25 sayılı genelgeye uygun olarak hazırlandığı görülmüştür. Söz konusu anket uygulamasının, 2018-2019 Eğitim-Öğretim yılı içerisinde, eğitim öğretimi aksatmayacak şekilde, Kurum Müdürünün uygun gördüğü zamanda yapılması uygun görülmüştür.</p> |  |
| Komisyon kararı   | Oybirliği / Oyçokluğu ile alınmıştır.  |
| Muhalef üyenin Adı ve Soyadı: .....   | Gereğçesi:.....  |
| .....   | .....  |
| .....   | .....  |

14/03/2019

  
Serap AKSEL  
Komisyon Başkanı

KOMİSYON

  
Şule ARMUTCUOĞLU  
Üye

  
Nurcan DAMLI  
Üye



## CV

|                                |                                      |
|--------------------------------|--------------------------------------|
| <b>Personal Information</b>    |                                      |
| Name                           | Sıdıka                               |
| Surname                        | IŞIK DOĞAN                           |
| Birth date and place           | 03 January 1991 / Uşak               |
| Nationality                    | Turkish                              |
| E-mail adress                  | isik.sidika@gmail.com                |
| <b>Educational Background</b>  |                                      |
| Primary school                 | Gazi Mustafa Kemal İlköğretim Okulu  |
| High school                    | Uşak Ş.A.K. Anadolu Öğretmen Lisesi  |
| University                     | Boğaziçi Üniversitesi                |
| <b>Foreign Language</b>        |                                      |
| YDS-English (2016)             | 97,5/100                             |
| <b>Professional Background</b> |                                      |
| 2013 – 2015                    | Gaziantep Şahinbey Güneş Ortaokulu   |
| 2015 – 2017                    | Uşak Karahallı Halk Eğitimi Merkezi  |
| 2017-Ongoing                   | Muğla Milas Dr. Mete Ersoy Ortaokulu |