

**TEACHING GRAMMAR IN CONTEXT OR IN ISOLATION FOR MARKED
AND UNMARKED STRUCTURES**

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**TEACHING GRAMMAR IN CONTEXT OR IN ISOLATION FOR MARKED
AND UNMARKED STRUCTURES**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

TEACHING GRAMMAR IN CONTEXT OR IN ISOLATION FOR MARKED AND UNMARKED STRUCTURES

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This study aims to find out the effectiveness of inductive and deductive approach on teaching certain grammar structures such as marked and unmarked forms. It is intended to highlight whether there is a significant difference between teaching grammar in context and in isolation for marked and unmarked structures. Unmarked structures refer to the structures that are natural and found in most languages in the world while marked structures are unnatural or not following a regular pattern. The study is based on both quantitative and qualitative research design. 36 students, who were in A1 level in a prep. school of a state university were the participants in the study. The participants were divided into two experimental groups as inductive group and deductive group. The deductive group was taught grammar in isolation and the inductive group was taught in context. Passive form was chosen as marked and future tense was chosen as unmarked structure. After the instructions, both groups took Post tests. Following that, an interview was done with 8 of the participants to get their perceptions about learning grammar in general and the method used in learning process. The results revealed that there was no significant difference between scores of inductive and deductive group. However, it turned out most of the participants in the interview stated they were in favor of learning in context.

Key words: Grammar Teaching, Using Context, Grammar in Isolation, Marked and Unmarked Grammar Structures

ÖZ

BASİT VE KARMAŞIK DİLBİLGİSİ YAPILARININ BİR METİN İÇERİSİNDE VE DE CÜMLE BAZINDA ÖĞRETİMİ

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Bu çalışma bazı dilbilgisi yapıların örneğin basit ve karmaşık yapıların öğretiminde tümünden gelim ve tüme varım yöntemlerinin etkililiğini ve bu yöntemler arasında önemli bir farklılık var mı onu bulmayı amaçlamaktadır. Basit yapılar çoğu dilde bulunabilen, doğal yapılar, karmaşık yapılar belli bir kurala uymayan ve doğal olmayan yapılar olarak tanımlanır. Bu çalışma hem nicel hem de nitel bir çalışma özelliği taşımaktadır. Bir devlet üniversitesinin hazırlık sınıfında A1 seviyesinde okuyan 36 kişi çalışmaya katılmıştır. Katılımcılar, tüme varım ve tümünden gelim grubu olarak iki deney grubuna bölünmüştür. Tümünden gelim grubu bir metin içerisinde olmadan, cümle bazında, kurallar onlara hazır bir şekilde sunulmuş olarak öğretim görmüştür. Tüme varım grubu ise bir metin içerisinde kurallara kendileri ulaşarak öğretim görmüştür. Edilgen yapı karmaşık yapı olarak, gelecek zaman basit yapı olarak seçilmiştir. Öğretim süreci sonunda her iki gruba bir test uygulanmıştır. Bu testlerin devamında 8 katılımcıyla dilbilgisi hakkında ve kullanılan yöntem hakkında fikirlerini alabilmek için bir mülakat yapılmıştır. Sonuçlar bu iki grup arasında basit ve karmaşık yapılar arasında önemli bir fark olmadığını göstermiştir. Ancak, mülakata katılan çoğu katılımcı tüme varım yönteminin öğrenme sürecinde daha etkili olduğunu belirtmiştir.

Anahtar Kelimeler: Dilbilgisi Öğretimi, Metin Kullanma, Cümle Bazında Dilbilgisi Öğretimi, Basit ve Karmaşık Dilbilgisi Yapıları



To my parents,

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	v
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS.....	xiii
Chapter 1: Introduction.....	1
1.1 Overview.....	1
1.2 Statement of the problem.....	3
1.3 Purpose.....	4
1.4 Research Questions	4
1.5 Significance of the Study.....	4
1.6 Definitions & Terms.....	5
Chapter 2: Literature Review	7
2.1 English Language Teaching in EFL context.....	7
2.2 Grammar Teaching	10
2.2.1 Grammar and Grammatical Competence.....	10
2.2.2 Approaches to Grammar Teaching.....	11
2.3 Teaching Grammar in Context or in Isolation	20
2.3.1 Introduction.....	20
2.3.2 Teaching Grammar in Context.....	20
2.3.3 Teaching Grammar in Isolation (Sentence-Based Level).....	23
2.4 Teaching Grammar Deductively or Inductively.....	25
2.4.1 Teaching Grammar Inductively.....	26
2.4.2 Teaching Grammar Deductively.....	28
2.5 Markedness: Marked and unmarked structures.....	30
2.5.1 What is Markedness?.....	30
2.5.2 Universal Grammar & Markedness.....	31
2.5.3 Markedness in Language Teaching Context.....	34

Chapter 3: Methodology	37
3.1 Philosophical Paradigm	37
3.2 Research Design	37
3.3 Participants.....	40
3.4 Procedures.....	41
3.4.1 Data Collection Instruments.	41
3.5 Data Collection Procedures.....	42
3.5.1 Quantitative Data Collection Procedures.	42
3.5.2 Qualitative Data Collection Procedures.	43
3.6 Data Analysis Procedures	44
3.6.1 Quantitative Data Analysis Procedures.	44
3.6.2 Qualitative Data Analysis Procedures.....	44
3.7 Reliability and Validity (for Quantitative Research).....	45
3.8 Trustworthiness (For Qualitative Research)	46
3.9 Limitations	46
3.10 Delimitations	46
Chapter 4: Results.....	48
4.1 Quantitative Results.....	48
4.2 Qualitative Results.....	52
Chapter 5: Discussion and Conclusions	57
5.1 Introduction.....	57
5.2 Discussion of Findings for Research Questions.....	57
5.2 Conclusions	62
5.3 Recommendations for future research	63
REFERENCES	64
APPENDICES	70
A. Materials Used for Unmarked Structure in Deductive Instruction.....	70
B. Materials Used for Unmarked Structure in Inductive Approach.....	73
C. TEST for Unmarked Structure (will).....	75
D. Materials To Be Used for Marked Structure in Deductive Instruction.	80
E. Materials To Be Used for Marked Structure (PASSIVE) in Inductive Instruction	82
F. Test for Marked Structure (PASSIVE)	84
G. Interview Questions	88



LIST OF TABLES

TABLES

Table 1 Inductive and Deductive Dimensions.....	13
Table 2 Quasi- Experimental Research Design (Post-test only)	39
Table 3 The Schedule Used in the Research Process.....	39
Table 4 The Schedule for Research Process in Detail.....	41
Table 5 Mean Scores of the Inductive Group in Marked and Unmarked Structures.....	49
Table 6 Mean Scores of the Deductive Group in Marked and Unmarked Structures.....	50
Table 7 Mean Scores of the Deductive and Inductive Group in Post Test 1 (Unmarked).....	51
Table 8 Mean Scores of the Deductive and Inductive Group in Post Test 2(marked).....	52
Table 9 General Mean Scores of the Inductive and Deductive Groups.....	53
Table 10 Emerging Themes from Students' Perceptions of Learning Grammar in General.....	53
Table 11 Students' Perceptions of Deductive Method.....	55
Table 12 Students' Perceptions of Inductive Method.....	56
Table 13 General Overview of the Results.....	57

LIST OF FIGURES

FIGURES

Figure 1 Classification of English as a World Language.....	7
Figure 2 Task Based Language Learning.....	20
Figure 3 Universal Grammar and Access.....	34



LIST OF ABBREVIATIONS

ELT	English Language Teaching
PPP	Presentation, Practice, Production
UG	Universal Grammar



Chapter 1

Introduction

1.1 Overview

It cannot be denied the fact that learning English is a must in today's world because it is lingua franca and people use English in order to communicate all around the world. This situation brings us to the conclusion that language learning process should be dealt with a great care by instructors of English. The key point is how language should be learnt. It can be said that the focus of language teaching process is especially on grammar. Therefore, lots of theories are stated about how grammar can be taught.

It is certain that this situation needs special attention in Turkey. In most universities, the medium of instruction is English, so almost all students study in prep school before starting their departments. Because of the crucial role of English in university education, I would like to take the attention to grammar instruction, which is the primary concern in language learning process in my study.

Grammar teaching can be defined in different words. For example, Ellis (2006) "Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it" (p.84).

The thing is grammar teaching has always been a controversial issue in language learning environment. "According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately center attention on the way grammatical items or sentence patterns are correctly used" (as cited in Widodo, 2006, p.122). Therefore, it can be said that grammar teaching should integrate meaning with use at the same time. The question is how this can be achieved. It is true that a good variety of teaching methods, starting with grammar translation method have been conducted in the classrooms for years. However, as

the time passes, no method has been proven to be successful in terms of grammar learning.

Also, rather than to think about which method to be used in the classroom, it is argued that using context is effective in language learning environment. In other words, it can be said that teaching grammar in context has been a recent trend in grammar teaching. Nunan (1998) “In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication” (p.102).

However, some studies state that teaching in isolation or deductively in other words, have been preferred by instructors or learners. Burgess and Etherington (2002) “...cumulated evidence from research in grammar learning and SLA suggests that some conscious attention to form is necessary for language learning to take place” (p.435).

Apart from these, students’ ideas or reactions to the techniques used should also be taken into consideration. Although teachers are always in favor of doing the ideal thing in the classroom, students may not agree with their teachers. This results in mismatches between the assumptions of the students and the teachers in the language learning process. This is also the case in grammar teaching, too. Burgess and Etherington (2002) “For example, Brindley’s (1984) research within Adult Migrant Education in Australia found teachers more in favor of communicative activities, while students preferred more formal, explicit grammar teaching” (p.435).

One more example can be given from my experience. My students at summer school last year said that they had been learning in isolation better than in context. They added that when they were given the rules first, they didn’t have any difficulty applying them, which brings us to the assumption that knowing the grammar rules, students feel more confident in learning the target language. This underlines the importance of explicit knowledge of grammar.

1.2 Statement of the Problem

It would not be too wrong to say that every instructor of English in EFL context has doubts in his mind which method to use in the classroom while teaching grammar or any skill. The instructors of university try to find their ways by deciding on the approach, to use a context or not and to teach deductively or inductively. The intent of this study is to examine teaching grammar in context or in isolation for marked and unmarked structures.

Several studies clearly state the importance of using context in language teaching process. For example, Mart (2013) “Grammar instruction through context positively affects learners’ competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences” (p.124). Additionally, Nunan (1998) states “...unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill—being able to use the language for communication—more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning and use” (p.102).

Although lots of studies have been carried out about using context in teaching grammar, few studies have focused on the effectiveness of context in teaching certain grammar structures. What is more, my students in the last summer school stated that they preferred being given the rules of the language structures first and then, they needed further grammar practice. For these reasons, I would like to try to find an answer whether there is a significant difference between using context for marked and unmarked structures.

By comparing the results of tests of both experimental groups, in one of them grammar was thought in isolation, deductively and in the other group it was taught in context, inductively, involving students as co-researchers, we can better understand whether switching from using context to explicit grammar instruction is necessary in certain grammar structures. With this understanding, instructors can plan lessons and administrators can design syllabuses serving for students’ needs.

1.3 Purpose

The purpose of this study is to understand the outcomes of two different grammar instructions for marked and unmarked structures and compare the test scores of participants who were taught marked and unmarked grammar structures in context, inductively with the scores of the participants who were taught them in isolation, deductively. Also, it is intended to get the perceptions of the participants about learning grammar in general and the specific method used in the learning process.

1.4 Research Questions

1. To what extent is teaching grammar inductively effective in unmarked and marked structures?
2. To what extent is teaching grammar deductively effective in unmarked and marked structures?
3. Is teaching grammar inductively or deductively more effective in unmarked structures?
4. Is teaching grammar deductively or inductively more effective in marked structures?
5. Is teaching grammar deductively or inductively is more effective for marked and unmarked structures?
6. What are the perceptions of students about learning grammar in general?
7. How do students feel about learning marked and unmarked structures inductively?
8. How do students feel about learning marked and unmarked structures deductively?

1.5 Significance of the Study

Grammar subjects vary in terms of complexity, frequency and significance. In other words, while some points are easily learned, students may have difficulty learning certain grammar points, which puts an instructor in a difficult position about what to do in the teaching process. Especially, learning various grammar rules can be confusing for students. Petrovitz (1997) highlights the fact that “a lack of differentiation among these rule types can result in misleading teaching strategies,

which cause students to formulate incorrect hypotheses concerning the ways in which grammatical rules operate” (p. 202). What is more, “Trainee teachers need to be able to analyse language, to apply different strategies for thinking about language (analogizing, contrasting, substituting, etc.) in order to be able to plan lessons, to predict learners difficulties, to answer their questions, and to write and evaluate materials” (Bolitho et. Al, 2003, p.255).

Therefore, what instructors should do is to keep these features in mind while teaching grammar structures, which will provide them to adopt different methodologies in the process of teaching various target grammar forms. Apart from these features, the other thing that an instructor should care is whether a grammar structure is marked or unmarked. Although, markedness is not a common term in ELT, one has to admit that differentiating between marked and unmarked structures, thus using a more appropriate method in instruction would be more beneficial for students. To make it clear, unmarked forms are the ones that are common to most languages and marked forms are not natural or specific to certain languages in the world. For example, future form “will” is found in all of the languages but passive form is a marked structure in terms of its being complex and not common. Therefore, this study is intended to focus on markedness in ELT and tries to find an answer whether adopting inductive or deductive approach, using context or not makes a difference between an unmarked and marked form in teaching process.

Additionally, getting perceptions of participants about learning grammar in general, inductive and deductive approach would provide the instructors to gain more insight into this dilemma and give some ideas about lesson planning. Identifying marked and unmarked structures, an instructor would be able to better plan the instruction. It would be useful to explicitly show the impact of teaching grammar using context in certain grammar structures.

1.6 Definitions & Terms

Markedness: “Markedness theory deals with the tendencies of linguistic properties to be found in all languages” (Crystal, 1999, p.212).

Marked Structures: “Semantically/functionally more specific (or more complex), distributionally more restricted inherently more difficult for humans to

process (or learn, or produce). Irregular/abnormal/anomalous as opposed to the "unmarked" regular forms/patterns, forms standing out as unusual or difficult in comparison to a more common or regular form" (Fertig, 2014, p.6).

Unmarked structures: "Conceptually and/or formally simpler and therefore more natural, usually statistically more frequent, usually acquired earlier in the process of language development" (as cited in Ulatowska and Baker, 1975, p.153).

Deductive Approach: "Learners are given a rule/generalization by the teacher or textbook and then allowed to practice various instances of language to which the rule applies"(Brown, 1994, p.351).

Inductive Approach: "Various language forms are practiced but where the learners are left to discover or induce rules and generalizations on their own" (Brown, 1994, p.351).

Explicit Information: Fully and clearly expressed knowledge of grammar. "Various mnemonics, heuristics and strategies are engaged to induce a representational system" (DeKeyser, 2008, p.314).

Implicit Information: Implied or suggested, but not clearly stated knowledge of grammar. "Implicit learning is the unselective and passive aggregation of information about the co-occurrence of environmental events and features" (DeKeyser, 2008, p.314)

Chapter 2

Literature Review

2.1 English Language Teaching in EFL Context

It is certain that the world is going through the process of globalization. Because of this process, life patterns tend to change. Formerly, societies used to have minimal affairs with each other; however, nowadays, people are interacting with foreign people in different ways for different purposes; business interactions, cultural, educational exchange and politics. It can be said that English has been the major means of communication among people.

It cannot be denied the fact that English is a lingua franca, which means “any lingual medium of communication between people of different mother tongues, for whom it is a second language” (Samarin, 1987, p. 371). What can be understood from this is that people are responsible for learning English because of the role of English being lingua franca. Seidlhofer (2004) “It seems, then, that the growing awareness of the unique global role of English and its cultural, ecological, sociopolitical and psychological implications is gradually leading to the realization that these momentous developments also have linguistic consequences that are waiting to be noticed and described” (p.224).

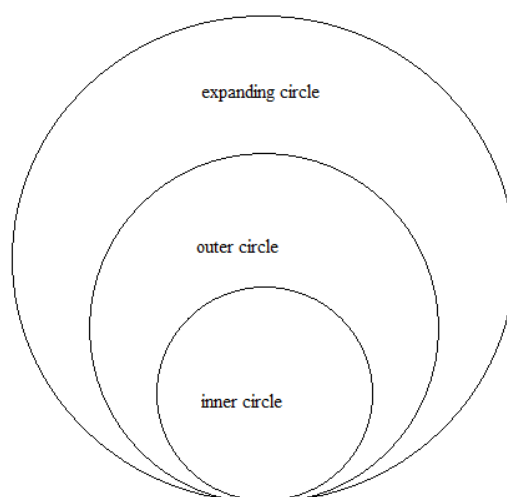


Figure 1. Classification of English as a World Language

In the figure 1, “the inner circle refers to the traditional bases of English, where it is the primary language. Included in this circle are the USA, UK, Ireland, Canada, Australia and New Zealand.

The outer or extended circle involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting. Singapore, India, Malawi and over fifty other territories are included in this circle.

The expanding circle includes those nations which acknowledge the importance of English as an International Language. They constitute the context in which English is taught as a 'foreign' language as the most useful vehicle of international communication” (White, 1997).

Foreign language contexts can be defined as “those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist but efforts must be made to create such opportunities” (Brown, 1994, p.120). Clearly, teaching English in Turkey is a context of English as a foreign language.

It could be stated if focused on EFL (English as a foreign language), a foreign speaker of English is in a difficult position for two reasons: First, “A user of English as a lingua franca thus has to accommodate to different other speakers from different linguistic and cultural backgrounds with different levels of competence in each speech situation. Second, for most Expanding Circle speakers, using English as a lingua franca remains a rare adventure with changing partners, not part of their daily lives” (Mollin, 2006, p.45).

The key question is how one can learn or teach English. In general, different teaching implications are carried out by the teachers all around the world. Also, some arguments have been going on about what to teach and how to teach. Mollin (2006) states “Many voices have put forward the argument that if Expanding Circle speakers use English mainly for lingua franca communication, English teaching should

prepare them more for this than for communication with native speakers” (p.46). Additionally, a good variety of goals and approaches are emphasized. “For example, McKay identifies the following priorities:

Goals:

- Ensuring intelligibility rather than insisting on correctness
- Helping learners develop interaction strategies that will promote comity (friendly relations)
- Fostering textual competence (reading and writing skills for learner-selected purposes)

Approaches:

- Sensitivity in the choice of cultural content in materials
- Reflexivity in pedagogical procedures
- Respect for the local culture of learning” (cited in Seidlhofer, 2004, p. 226).

Apart from these, some others state that it must be the students who should decide what to learn. For example, Mollin (2006) expresses “There is a broad consensus that the needs of learners of English should not be presupposed by us linguists. Rather, we should allow them their own say in the question of which English they ought to be taught” (p.52).

Similarly, Brown (1994) states classroom hours are sometimes the only hours of the day when students are exposed to English. Therefore, the language that you present, model, elicit, and treat takes on great importance. Also, he highlights the importance of intrinsic motivation and suggests some ideas to be used in the classroom:

- Use class time for optimal authentic language input and interaction.
- Don’t waste class time on work that can be done as homework.
- Provide regular motivation-stimulating activities.

- Help them to see genuine uses for English in their own lives.
- Play down the role of tests and emphasize more intrinsic factors.
- Provide plenty of extra-class learning opportunities, such as assigning an English speaking movie, having them listen to an English speaking TV or radio program, getting an English speaking conversation partner, doing outside reading (news, magazines, books), writing a journal or diary in English.
- Encourage the use of learning strategies outside class.
- Form a language club and schedule regular activities (pp.121-122).

2.2 Grammar Teaching

2.2.1 Grammar and grammatical competence. Before identifying the term “grammar teaching”, one needs to define what grammar is. Different definitions are suggested for it. For example, The Longman Dictionary of Contemporary English defines grammar as ‘the rules by which words change their forms and are combined into sentences.’ Radford (1988) “For Chomsky, a grammar is a model (systematic description) of those linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently (p.3). Harmer (1989) “Grammar, then, is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what word order is used when make questions or join two clauses to make one sentence” (p.1). This situation brings us to the fact that the knowledge of grammar is crucial in terms of using the language accurately. Some arguments give priority to grammatical competence while others support grammatical competence only is not enough for using the language. For example,

Zhang (2009) “It is exact that putting grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners’ studying English language. So grammar teaching is necessary to achieve the goals” (p.184).

Also, Brown (1994) states “Grammatical competence is necessary for communication to take place, but not sufficient to account for all production and reception in language. Grammar gives us the form or the structures of language themselves, but those forms are literally meaningless without a second dimension, that of meaning/semantics, and a third dimension, pragmatics” (p.348).

Apart from these, the place of grammar has always changed in language education over the years. Some methods use grammar as base, give more importance to teaching it and underline explicit information of it; however others focusing on language skills highlight implicit information.

2.2.2 Approaches to grammar teaching. In this section, what an approach is defined, the change of approaches from past to now is explained in language teaching process.

2.2.2.1 Definitions. It could be said that grammar teaching has always been a controversial issue in language teaching. Attitudes towards grammar teaching have been changing all the time. Different methodologies become popular in different times. Firstly, it is stressed what an approach, a method and methodology refers to. Then a historical review is expressed.

Anthony (1963) states “An approach, according to is a set of assumptions dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well” (cited in Brown, 1994, p.48).

In another explanation, Richards and Rodgers (1982) “A method is an umbrella term for the specification and interrelation of theory and practice. An approach defines assumptions, beliefs and theories about the nature of language and language learning” (cited in Brown, 1994, p. 48).

Brown (1994) defines “methodology as the study of pedagogical practices in general, an approach as theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings,

a method as generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials” (p.51).

2.2.2.2 Grammar as an implicit and explicit focus. It is acknowledged that a number of descriptions are stated about what implicit and explicit learning is. To illustrate, “For Arthur Reber, the pioneer of implicit learning research the central issue was lack of consciousness of the structure being learned. He defined implicit learning as ‘a primitive process of apprehending structure by attending to frequency cues’ as opposed to ‘a more explicit process whereby various mnemonics, heuristics, and strategies are engaged to induce a representational system (1976, p.93). Hayes and Broadbent are slightly more precise in stating that implicit learning is ‘the unselective and passive aggregation of information about the co-occurrence of environmental events and features’ (1988, p. 251)” (as cited in DeKeyser, 2008, p. 314).

Tütüniş (2012) states “Explicit grammar instruction supplies the declarative knowledge of grammar whereas implicit grammar instruction supplies procedural knowledge of grammar. Explicit grammar instruction creates awareness and leads to conscious learning and noticing (Schmidt’s noticing hypothesis, 1990), implicit grammar instruction on the other hand converts input into intake similar to L1 acquisition” (p.122).

Additionally, DeKeyser (2008) highlights the differences between the terms inductive, deductive, implicit and explicit. “Inductive learning (going from particular to the general, from examples to rules) and implicit learning (learning without awareness are two orthogonal concepts. Via traditional teaching, learning is both deductive and explicit. When students are encouraged to find rules for themselves by studying examples in a text, learning is inductive and explicit. When children acquire linguistic competence of their native language without thinking about its structure, their learning is inductive and implicit” (p.314).

Table 1

The inductive/deductive and explicit/implicit dimensions

	deductive	inductive
explicit	Traditional teaching	Rule discovery
implicit	Using parameters	Learning L1 from input

Also, Scott (1990) agrees the fact that one has to tell apart between implicit and explicit focuses. She says “While there are many different teaching strategies that are currently being used in high school and college foreign language classrooms, there are essentially two basic approaches, namely explicit and implicit. An explicit approach to teaching grammar insists upon the value of deliberate study of a grammar rule, either by deductive analysis or inductive analogy in order to organize linguistic elements efficiently and accurately. An implicit approach by contrast is one which suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire as naturally as possible, the grammar of the target language” (p.779).

2.2.2.3 Grammar translation method, direct method, audiolingualism and PPP. It can be stated that language teaching process dates back to Grammar Translation Method “GTM”. Harmer (2007) states “Typically, in GTM, students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students’ first language (L1) and vice versa. In the first place, language was treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there was little if any consideration of the spoken language. And thirdly, accuracy was considered to be a necessity (p.63). Therefore, it has an explicit focus on grammar.

Prator and Celce-Murcia (1979) listed major characteristics of Grammar Translation:

- Classes are taught in the mother tongue, with little active use of the target language.
- Long elaborate explanations of the intricacies of grammar are given.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis (cited in Brown, 1994, p.53).

Freeman (1986) states the techniques used in GTM as follows:

- Deductive Application of Rule: Grammar rules are presented with examples. Once students understand a rule, they are asked to apply it to some different examples.
- Fill-in-the-blanks: Students are given a series of sentences with words missing.
- Memorization: Students are required to memorize grammatical rules and grammatical paradigms such as verb conjugations (p.14).

After the oppositions to the GTM by educators, the direct method became popular at the end of the nineteenth century. It is similar to GTM in terms of “the sentence being the main object of interest, and the importance of accuracy” (Harmer, 2007, p.63). Richards and Rodgers (1986) summarize the principles:

- Classroom instruction was conducted exclusively in the target language.
- Grammar was taught inductively.
- Correct grammar was emphasized.
- New teaching points were taught through modeling and practice (cited in Brown, 1994, p.55).

Freeman (1986) states the techniques used in Direct Method as follows

- Reading Aloud: Students take turns reading sections of a passage, at the end of each student’s turn; the teacher uses gestures, pictures or other means to make the meaning clear.
- Question and Answer Exercise: Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure.

- Self-correct: The teacher has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied.
- Fill-in-the-blank Exercise: All the items are in the target language; no explicit grammar rule would be applied (pp.26-27).

In 1960's, a new method called Audio-Lingual Method became fashionable in foreign language teaching process. In Audiolingualism, "using the stimulus-response-reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audiolingualism relied heavily on drills to form these habits; substitution was built into these drills so that in small steps, the student was constantly learning. Dialog memorization and different types of drills are used. For example:

Teacher: There is a cup on the table ... repeat.

Students: There is a cup on the table.

Teacher: Spoon.

Students: There is a spoon on the table.

Teacher: Book

Students: There is a book on the table.

Teacher: On the chair.

Students: There is a cup on the chair.

(Harmer, 2007, p. 64).

The characteristics can be summarized:

- New material is presented in dialog form
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
- There is much use of tapes, language labs, and visual aids.
- There is a great effort to get students to produce error-free utterances.

(Brown, 1994, p.57).

PPP is referred to as Presentation-Practice and Production. It is thought that this method is a variation of Audio-Lingualism. Harmer (2003) states “In this procedure, the teacher introduces a situation which contextualizes the language to be taught. The language, too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition. Later the students, using the new language, make sentences of their own, and this is referred to as production” (p.80). It can be said that PPP is very similar to Audio Lingual Method because of the drills, however the structures are contextualized by the situation, which makes it more meaningful.

The PPP has been criticized harshly for different reasons. Lewis (1993) suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning (cited in Harmer, 2003, p.82). Also, Scrivener stated “PPP only describes one kind of lesson; it is inadequate as a general proposal concerning approaches to language in the classroom. It entirely fails to describe the many ways in which teachers can work when, for example, using course books or when adopting a task based approach (cited in Harmer, 2003, p.82).

2.2.2.4 Community language learning, suggestopedia, total physical response, silent way. In 1970s, language teaching process began to be seen as not only habit formation but also as lowering psychological barriers to learning. Therefore, in Community Language Learning (CLL), “a ‘knower’ stands outside a circle of students and helps the students say what they want to say by translating, suggesting or amending the students’ utterances. Students, with the help of the teacher, reflect on how they felt about the activities” (Harmer, 2007, p.68). Particular grammar points are worked inductively without explicit grammar instruction.

CLL heavily depended on “Carl Rogers’ view of education in which learners in a classroom are regarded as a “group” rather than a “class” – a group in need of certain therapy and counseling” (Brown, 1994, p.59). Students are considered as “whole persons” “Whole-person learning means that teachers consider not only their students’ feelings and intellect but also have some understanding of the relationship among students’ physical reactions, their instinctive protective reactions and their

desire to learn” (Freeman, 1989, p.89). Tape recordings, transcriptions, reflection on experience are important elements in lessons.

Suggestopedia was developed by Georgi Lozanov. Lozanov had the assumption that “students fear that we will be unable to perform, we will fail... In order to better use of our mental reserves, the limitations we think we have need to be ‘desuggested’. Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning” (Freeman, 1989, p.72).

In terms of grammar, “Grammar is dealt with explicitly but minimally. In fact, it is believed that students will learn best if their conscious attention is focused, not on the language forms, but on using the language” (Freeman, 1989, p.83).

What is different is that in this method, “students take on different names and exist in a child –parent relationship with the teacher. Traumatic topics are avoided, and at one stage of a three-part procedure, the teacher reads a previously- studied dialogue to the accompaniment of music” (Harmer, 2007, p.68). Peripheral learning is a characteristic of this lesson. It is supported that students will absorb the grammar structures without difficulty by means of the posters on the walls of classrooms which contain grammatical information about the target language.

Total Physical Response method is based on natural approach. The supporters of this approach agree on the idea that foreign language teaching should be as in first language learning, which means students being exposed to target language as possible. Freeman (1989) states “In the Total Physical Response Method, students listen and respond to the spoken target language commands of their teacher” (p.110). “If focused on grammar especially, grammatical structures and vocabulary are emphasized over other language areas. These are embedded within imperatives. The imperatives are single words and multi-word chunks” (Freeman, 1989, p.117).

Silent Way is a method that supports “discovery learning” should be the primary concern in language teaching process. Richards and Rodgers (1986) summarize the theory of learning behind the Silent Way:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying physical objects.
- Learning is facilitated by problem solving involving the material to be learned (cited in Brown, 1994, p.62).

The interesting idea about the Silent Way is that “because of the teacher’s silent non-involvement, it is up to the students – under the controlling but indirect influence of the teacher – to solve problems and learn the language” (Harmer, 2007, p.68).

When it is looked what areas of language are emphasized, “since the sounds are basic to any language, pronunciation worked on from the beginning. There is also focus on the structures of the language, although explicit grammar rules may never be supplied” (Freeman, 1989, p.64).

2.2.2.5 Communicative language teaching and task-based language learning.

It could be said that communicative approach meets the needs of learners in terms of enabling them to get ready for real life situations which are necessary for being able to communicate. The significant thing about Communicative Approach can be stated as follows: “Adherents of the Communicative Approach acknowledge that structures and vocabulary are important. However, they feel that preparation for communication will be inadequate if only these are taught. Students may know the rules of language *usage*, but will be unable to *use* the language” (Freeman, 1989, p. 123). This view is right in some points. Although some students have perfect knowledge of the target language, they are still unable to communicate. Freeman (1989) also adds “Since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear” (p.123).

Nunan (1991) offers five features to characterize Communicative Language Teaching, (CLT):

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom (cited in Brown, 1994, p.78).

“A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of itself’ and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill” (Harmer, 2007, p.69).

The key points of CLT can be stated as follows:

- Meaning is paramount
- Contextualization is a basic premise
- Fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context
- The teacher cannot know exactly what language the students will use (Brown, 1994, p.83).

In Task Based Learning, a task can be defined as “any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task” (Brown, 1994, p.83).

“Task based learning makes the performance of meaningful tasks central to the learning process. If students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve” (Harmer, 2007, p.71).

The flow of a lesson can be shown as in the figure below:

Pre-Task	Task Cycle	Language Focus
Introduction to topic and task	Task Planning Report	Analysis Practice

Figure 2. Task Based Language Learning

“In the Pre-task stage, the teacher explores the topic with the class and may highlight useful words and phrases. During the Task cycle stage, the students perform the task in pairs or small groups while the teacher monitors from a distance. In the Language Focus stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/or the teacher may conduct some form of practice of specific language features which the task has provoked” (Harmer, 2007, p.72).

2.3 Teaching Grammar in Context or in Isolation

2.3.1 Introduction. Apart from which method should be used in the classroom, an instructor should also need to consider whether to use context in what place and how. One cannot emphasize a general agreement that using context is more effective than focusing on sentence-based level instruction. While a great number of people are in favor of context in language teaching process, the number of people who supports sentence-based level instruction should be engaged in the classroom cannot be underestimated.

2.3.2 Teaching Grammar in Context. It is often agreed that expressions in a language cannot be thought without its context for different reasons. “Context takes into account such things as; who the speaker/writer is, who the audience is, where the communication takes place, what communication takes place before and after a sentence in question, implied vs. literal meanings, styles and registers and alternative forms among which a producer can choose” (Brown, 1994, p.348).

As Halliday and Hasan (1989) stated “the notions of text and context are inseparable: text is language operative in a context of situation and contexts are ultimately construed by the range of texts produced within a community” (cited in Kramsch, 1993, p.10). Context deserves the attention in language learning because

they cannot be separated. Saville-Troike (1989) states “...this context includes understanding of culturally defined aspects of a communicative event, such as role relationships and norms of interpretations, of holistic scripts for the negotiation of meanings, as well as observable aspects of the setting” (as cited in Kramsch, 1993, p.11).

Additionally, context plays an important role in interpreting the language. Thornbury (2002) stresses “Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. The following sentences are almost meaningless out of context: 1. The ones that don’t, seem to think so. 2. It’s a drink. Here are the contexts that sentences are taken from:

1. Is it important that a gin comes from London? The ones that don’t, seem to think so. Because, though they all have “London Dry Gin” on their labels, only one premium gin is actually distilled in London, the city of great gin making.

2. “Are you going to that Hodders party?”

I said that I didn’t know anything about it.

“It is for that boring woman who writes picture books about Nash terraces.

“Every twit in London will be there.”

“So are you going?”

“It’s a drink,” Musprat said, meaning yes.

(from Theroux, P. Lady Max, Granta 40)

As decontextualized words and decontextualized sentences lose their meaning, so too do decontextualized texts. That is, texts divorced from their context may become difficult to interpret” (p.70). It can be expressed that one can clearly see the importance of context in these expressions as the meaning changes according to the words surrounding.

The thing is lots of course books consisting of decontextualized sentences practices do exist although it is repeatedly highlighted the significance of context. Most of these books do not separate these as grammatical rules which should be taught in context but they have tended to follow the tradition of giving rules and practicing.

Some researchers emphasize that using context is more important in teaching certain grammar structures. Petrovitz (1997) “First, contextualization is more important for some grammatical items than for others; discourse factors seem much more crucial for tense usage, for example, than for irregular plurals” (p. 201). According to Perlovitz certain grammar structures ought to be taught in context, for example tense usage. “In the common verb tense exercise, the student is provided with an uninflected verb and is asked to supply the correct form in a given sentence. The following are typical examples:

- a) The Chancellor constantly (receive) suggestions for simplifying the tax system. These on occasion (be) quite sensible. (Graver, 1986, p.77)
- b) John and I went for a walk. I had difficulty keeping up with him because he (walk) so fast (Murphy, 1994, p.33).

If students are repeatedly exposed to models of this type, they may develop the impression that the use of a particular verb tense is dependent not upon the intended meaning of the speaker but rather upon a purely formal co-occurrence relationship between certain verb tenses and certain expressions or grammatical forms. Were this true, learning tense usage could be reduced to memorizing lists of expressions, each with its corresponding tense or mechanically applying tense-harmony rules. ... While it is possible for students to do well in exercises, this does not indicate that they have mastered tense usage. Such activities can further handicap students in that they come to believe that the imagined co-occurrence restrictions are uniquely defined” (pp. 202, 203).

If focused on teaching passives, apart from supplying correct form of the verbs exercise, transformation exercises are preferable in teaching passives. However, it is not an ideal thing to do in the classroom. “The problem in this case is that the passive

is represented merely as a structural variant of the active with no independent meaning or use. The example below is typical of such exercises:

- a. The chambermaid hasn't cleaned my room (Jones, 1985, p.59).
- b. My room hasn't been cleaned by the chambermaid (Perlovitz, 1997, p. 204).

Lots of others who also agree with the fact that using context is a must in language learning process can be stated. For example, Nunan (1998) states "If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings; for example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice" (pp.102-103).

Overall, it would not be too wrong to say that a great number of people are in favor of using context no matter what is taught in target language. To illustrate, Nunan (1998) specially written texts and dialogues, drills, and deductive presentations by the teacher, have no place in the grammar class. What we need is an appropriate balance between exercises that help learners come to grips with grammatical forms, and tasks for exploring the use of those forms to communicate effectively (pp.108-109).

2.3.3 Teaching grammar in isolation (Sentence-based level). Teaching in isolation or at sentence based level involve the process of giving the rules of target grammar forms, formulating them, giving example sentences only, making translation, mechanical practices in the classroom. Although it may sound bad, it is still used and favored by a good number of teachers and researchers.

To give an example, Smith (2013) "Teaching grammar in isolation may be an old idea, but many teachers still submit that it is the most effective way. Perhaps these teachers are older and this was how they learned grammar; or maybe these teachers have tried just about everything, and teaching using isolated units is their last attempt. Michael Thompson (2002) is a major proponent of teaching grammar in

isolation. His research discussed how math and Latin are not taught with a focus on real-life use, and like those subjects, grammar has ‘a complicated system of interlocking subsystems’ (p. 63) and large amounts of time should be given to its instruction. He continued with, ‘prescriptive grammar instruction is correct’ (p. 65). It is his contention that students will be expected to observe language standards within the professional world, and teachers are doing students a disservice not preparing them to meet these standards” (p.16).

Other researchers have also added that "form-focused instruction is needed to improve learners' accuracy" (Larsen-Freeman, 1997, p. 66). Nunan (2005) stated that teachers must explain to kids why the rules are important (mainly to focus on their use as tools), but teachers still need to teach the rules. She continued that native speakers of English learn a lot through generalizations of the rules; unfortunately, English has many exceptions to the rules, so students cannot be expected to learn the exceptions on their own. She noted, "Grammar rules are fixed and must be learned because patterns of speech reflect education, class, even morality" (p. 72).

Sentence-based level grammar instruction is supported by lots of teachers and researchers, which is because of the assumption that seeing the structure would ease the process of learning; however, some other people agree upon the crucial role of context. For instance, Thornbury (2002) “Although language has traditionally been analyzed and taught at the level of sentence, real language use seldom consists of sentences in isolation, but of groups of sentences. ...The problem is that, just as it is easier to examine a fish out of water than in its natural habitat, so in order to look at grammar it is often easier to use examples taken out of context. But, taking words, sentences and texts out of context threatens their intelligibility. Taking individual grammar structures out of context is equally perilous. You might think you know what *He’s playing tennis* means, which is he is doing it now, as I speak. But only one of the following examples is consistent with that interpretation:

“Where is Tony?” “He is playing tennis.”

He never wears his glasses when he is playing tennis.

Tomorrow morning he'll be in the office but in the afternoon he's playing tennis.

He's playing tennis a lot these days. Do you think he's lost his job?

There's this friend of mine, Tony. He's playing tennis one day. Suddenly he gets this shooting pain in his chest...

What's more, the decontextualizing of grammar often results in practice exercises that are of doubtful value. For example,

1. Choose the correct form of the verb:

- a. Do you work/ Are you working every weekend?
- b. "Cigarette?" "No thanks, I am not smoking/I don't smoke."
- c. What do you eat/are you eating? Cake.

2. Which of these sentences are grammatically correct?

- a. I am planning to go to India for my holidays.
- b. "The phone's ringing!" "I am going to get it."
- c. They will have a party next week.
- d. I am tired. I think I am going to bed.

The point here is that none of these examples has a clear "right answer" and a clear wrong one. They are all well-formed sentences (that is, they are grammatically accurate), even though we recognize some choices as being more likely than others. But it is possible to imagine a context where, for example "*Cigarette? "No, thanks, I am not smoking."*" is perfectly appropriate. Questions of correctness are often unresolvable in the absence of context, and a lot of classroom time can be wasted arguing the toss over disembodied sentences." (pp.71-72).

2.4 Teaching Grammar Deductively or Inductively

Whether to use inductive or deductive approach is another problematic issue for language teachers. Some researchers have revealed that inductive approach is

more ideal, others state vice versa. “Herron and Tomosello (1992) found a clear advantage for inductive instruction; Robinson (1996) found that a deductive approach was more effective, while Rosa and O’Neill (1999) found no significant difference in effectiveness. Erlam’s (2003) own study revealed a significant advantage for the group receiving deductive instruction” (as cited in Ellis, 2006, pp. 97-98).

Actually, it can be said that both inductive and deductive approaches have their own flaws. For example; “Krashen, Dulay and Burt argued that since language is acquired naturally by means of innate cognitive process, teachers need only supply comprehensible input without explicitly stating or even focusing on rules. Others, such as Ausubel and Carrol maintained that since adults are endowed with a cognitive network enabling them to understand abstract concepts, teachers should capitalize on this asset and speed up the language acquisition process by giving the learners explicit rules in a deductive framework” (Shaffer, 1989, p.1).

2.4.1 Teaching grammar inductively. Inductive learning can be described as rule-discovery. In an inductive approach, Thornbury (2002) “without having met the rule, the learner studies examples and from these examples derives an understanding of the rule” (p.49). The general assumption behind this theory is that if a learner is exposed to a certain amount of input, consisting of contexts and examples, s/he will be able to grasp the language structures.

Erlam (2003) Induction is a process that moves from the specific to the general. The language learner is first exposed to instances of language use, from which will emerge patterns and generalizations. In inductive instruction, learners directly attend to particular forms and try to arrive at metalinguistic generalizations on their own (p.243).

Johnson & Johnson (1999) states “Those favoring the inductive approach while agreeing that the ‘rules’ of foreign languages must be acquired, have argued that such rules may be ‘induced’ by learners if language input is organized appropriately. This position has often been backed up by the observations that people acquire their mother tongue ‘naturally’, without explicitly learning the ‘rules’ and that a similar process can apply in the case of the foreign learner” (pp.146-147).

It can be said that discovering language is crucial in the learning process. Harmer (2003) states “The things we discover for ourselves are absorbed more effectively than things we are taught” (p.75). For this reason, it can be expressed that an inductive approach is preferable in language learning environment.

Advantages and disadvantages can be stated as follows:

Brown (1994) states:

- a) it is more in keeping with natural language acquisition.
- b) It conforms more easily to the concept of interlanguage development in which learners progress through possible stages of rule acquisition.
- c) It allows students to get a communicative “feel” for some aspect of language before getting possibly overwhelmed by grammatical explanations
- d) It builds more intrinsic motivation by allowing students to discover rules rather than being told them (p.351).

Thornbury (2002) lists:

- e) Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable and serviceable.
- f) The mental effort involved ensures a greater degree of cognitive depth which again ensures greater memorability.
- g) Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- h) It is an approach which favors pattern-recognition and problem solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- i) If the problem solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- j) Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy (p.54).

As for disadvantages:

- a) The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- b) The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- c) Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- d) It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, which also ensuring the data is intelligible.
- e) However carefully organized the data is, many language areas such as aspect and modality resist easy rule formation.
- f) An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both) would prefer simply to be told the rule (Thornbury, 2002, pp. 54-55).

Nunan (1998) “Classrooms where the principle of active exploration has been activated will be characterized by an inductive approach to learning in which learners are given access to data and provided with structured opportunities to work out rules, principles, and applications for themselves. The idea here is that information will be more deeply processed and stored if learners are given an opportunity to work things out for themselves, rather than simply being given the principle or rule” (p.107).

2.4.2 Teaching grammar deductively. Deductive teaching can be described differently. To give an example, Decoo (1996) acknowledges “Deduction is understood as the process that goes from the general to the specific, from consciously formulated rules to the application in language use” (p. 96). Therefore, rules, patterns, principles in the target language are presented first, and then examples are given. Rule-driven teaching is another term that refers to deductive approach. Rule explanation, doing worksheet, translation is some of the activities to be carried out in a typical lesson of deductive approach.

Also, Erlam (2003) defines “Deduction is defined as a process that moves from the general to the specific. In language learning, a general rule is applied to particular instances of language use. Deductive instruction involves rule explanation” (p. 242).

Similarly, Johnson & Johnson (1999) expresses the importance of explicit knowledge and states “The deductive approach holds it essential that learners should possess an explicit knowledge of grammar, such that they can consciously learn the rules of these (p.146). They also highlight “It is also felt useful that they should be able to compare and contrast the system of the foreign language with that of the mother tongue. Moreover, accuracy and valued speech are in contention, since while the supporters of the deductive approach have probably never denied that people may pick up foreign languages, they have been concerned that they should speak them ‘well’ and ‘correctly’”(p.146).

Thornbury (2002) states “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied” (p.29).

Ellis (2006) makes it clear “In deductive teaching, a grammatical structure is presented initially and then practised in one or another; this is the first P in the present-practise-produce sequence” (p.97).

It is stated that deductive teaching has both advantages and disadvantages. The disadvantages can be listed below: Thornbury (2002) lists

- a. Starting the lesson with a grammar presentation may be off-putting for some students.
- b. Grammar explanation encourages a teacher-fronted, transmission-style classroom.
- c. Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- d. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

The advantages follow:

- a. It gets straight to the point, and can therefore be time saving.
- b. It respects the intelligence and maturity of many – especially adult – students, acknowledges the role of cognitive processes in language acquisition.
- c. It confirms many students’ expectations about classroom learning, particularly for those learners who have an analytical learning style.
- d. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance (p.30).

2.5 Markedness: Marked and Unmarked Structures

2.5.1 What is markedness?. Markedness is defined in different ways. For example, Bussman (1998) states “The concept of markedness is concerned with the distinction between what is neutral, natural or expected (=unmarked) and what departs from the neutral (=marked). In grammar terms, the concept of markedness is applied within recent generative transformational grammar (=core grammar) within natural generative grammar” (pp. 294-295).

Also, Crystal (1999) expresses “The more specific of a pair of items would be called marked, as in the case of *dog* (unmarked) vs. *bitch* (marked). Markedness theory deals with the tendencies of linguistic properties to be found in all languages. An unmarked property is one which accords with these tendencies, whereas a marked property goes against them” (p.212).

Additionally, Richards, Platt and Weber (1998) defines markedness as “the theory that in the languages of the world certain linguistic elements are basic, natural and frequent (unmarked) than others which are referred to as ‘marked’. For example, in English, sentences which have the order: Subject-Verb-Object: *I dislike such people* are considered to be unmarked, whereas sentences which have the order: Object- Subject- Verb: *Such people I dislike* are marked (p.171).

Following that, Ellis (2006) highlights “Markedness has been defined in terms of whether a grammatical structure is in some sense frequent, natural, and basic or infrequent, unnatural and deviant from a regular pattern (Richards, Platt and Weber, 1985) Thus, the use of an infinitive without *to* following *make* as in *He made me*

follow him can be considered marked because *make* is one of the few verbs in English that takes this kind of complement and because this pattern occurs only infrequently” (p.88).

Similarly, Trask (2000) acknowledges that “[T]he unmarked form is the 'ordinary' or 'basic' form, while the . . . marked form differs from the first in containing extra material or in being confined to special contexts. For example, *cat* is unmarked, while its plural *cats* is marked by the suffix *-s*. Likewise, *lion* is unmarked, while the female *lioness* is marked by the suffix *-ess*, and *consistent* is unmarked in comparison with its negative *inconsistent*. The active sentence, *the police arrested Susie* is unmarked with respect to its passive counterpart *Susie was arrested by the police*, which contains more material” (p.108).

Finally, to put in a broader view, Kean (1970) states “It is argued here that some conjunctions of specified features are more likely to occur than others; if a segment is characterized by a likely set of specified features then that segment is likely to occur in many languages. As a first approximation, the theory of markedness can be said to be a theory of the most likely intrasegmental conjunctions of specified features. A likely specification of a feature in a segment is termed an unmarked specification; an unlikely one is termed a marked specification” (p.7).

In view of these definitions marked structures can be defined as unusual or difficult. In English “passive form, plural *-s*, superlative and comparative forms” can be stated as marked. On the other hand, “active form and basic adjectives can be stated as unmarked. The idea behind this is that as the language structures get more general, they become simpler.

2.5.2 Universal grammar & markedness. Universal Grammar can be defined as the “system of categories, mechanisms and constraints shared by all human languages and considered to be innate” (Chomsky, 1986, p. 3). In view of this definition, 3 dimensions of UG are stated, which are “universality (all human languages share a number of properties), convergence (all language learners converge on the same grammar in spite of the fact that they are exposed to different input), and poverty of the stimulus (children know things about language which they could not have learned from the input available to them)” (Dąbrowska, 2015, p.1).

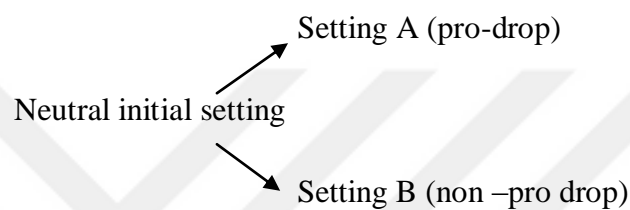
Core grammar is usually dealt with in universal grammar and it is also closely related to markedness. Koster (1978) states “Core grammar is the optimally accessible (i.e. learnable), unmarked part of language... Core grammar is also responsible for the most rigid part of language. Its rules and conditions are either invariant across languages, or fall within a very limited range... On the periphery of language, anything learnable (in whatever way) is permissible. Thus knowledge of language is seen to be organized in different layers from the practically invariant core to the extreme periphery, where languages naturally differ a great deal. For the language learner, core grammar is relatively easy to acquire; it is believed to be deeply entrenched in human biology. Language learning, in this view, is the fixing of parameters of core grammar, plus the addition of marked rules up to the periphery” (pp. 566-567).

As stated earlier, universal grammar is associated with marked and unmarked grammar structures. Bardovi-Harlig (1987) confirms “Central to theory of Universal Grammar are the notions of core and periphery. Core grammar is made up of relatively unmarked rules. The theory of Universal Grammar claims that the unmarked rules can be learned on the basis of very limited evidence while marked rules require somewhat more evidence. Marked rules must be learned on the basis of positive evidence because they cannot be assumed a priori by the learner to exist in the language” (pp. 385-386). In view of these ideas, it is assumed unmarked forms are learned before marked forms.

Similarly, in another study, Odlin (1994) states “The basic concept about universal grammar (UG) is that language is knowledge stored in mind. This knowledge consists of principles that do not vary from one person to another and parameter settings that vary according to the particular language that the person knows. ... The human mind has built in knowledge principles that are part of its knowledge of any language. But it also has ‘parameters’ within these principles whose values are set to the actual language it learns. The principles are permanent equipment in all minds; the parameters tune the principles to a particular language or languages. A mind that knows English and one that knows French contain the same language principles; the main difference between them is the different settings for the

language parameters” (pp.25-26). This brings us to the situation that these the same language principles are unmarked forms which are natural in languages.

In the learning process of the target language, learning starts with what is natural, a common parameter in both L1 and L2 and continues with what is different, an uncommon parameter in L1. “Learning English means setting all the values for UG parameters to those for English, learning French to those for French... What is the initial setting for a parameter? It might be that a child starts from a neutral parameter setting and then adopts one or other of the possibilities.



...The switch starts in one or other of the two positions and has to be reset to the other position when necessary. In this case, the parameter has a default value, called the unmarked setting, which children will retain unless something makes them change it to the nondefault value, or marked setting, of the parameter. ...Hymas (1986) claims that young English children often produce sentences without subjects such as, Want more bubbles or now wash my hands, and gradually learn that the subject is compulsory. ... So prodrop seems to be the unmarked setting from which all children start, non pro-drop the marked setting” (as cited in Odlin, 1994, p.31).

In second language acquisition

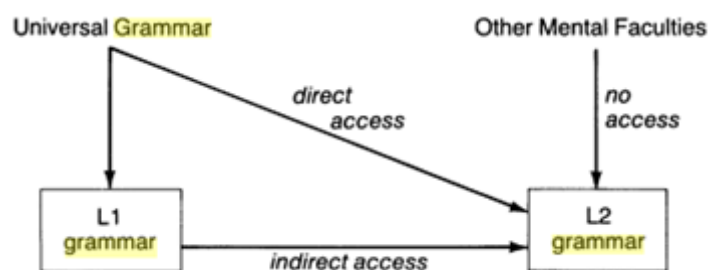


Figure 3. Universal Grammar and Access

“If direct access is correct, L2 learners would start with the same values for parameters as L1 children. If indirect access is correct, the starting point for L2

learners is the values of their first languages, which may or may not be the unmarked settings for L1 acquisition” (Odlin, 1994, p.38).

What should be understood from this is that similarities between L1 and L2 decide upon whether the person goes from unmarked to marked or vice versa. This can be interpreted that if an L2 learner is going to learn a different grammar structure from L1, he or she has to switch from unmarked to marked. This switching can be not easy as in unmarked structure. To give an example from Turkish, there is no “present perfect tense” in Turkish. While learning English, a learner of English has to change the parameter and create a new one to adapt to present perfect tense. It can be said that present perfect tense is hard to be acquired by speakers of language that do not contain “present perfect tense”

2.5.3 Markedness in language teaching context. Instructors do need to differentiate among a range of grammar rules and adopt an appropriate method in language learning environment. For instance, Petrovitz (1997) underlines “An important and overlooked consideration is the kind of grammatical information upon which the operation of a particular rule relies. ... these types of information can be distinguished as lexical, syntactic, or semantic” (p.201). He also adds “the important thing is to differentiate the rules according to their information. For example, subject-verb agreement, yes-no question formation depends on syntactic information. However, rules depending on semantic information are distinguished by the fact that it is often impossible to decide on their applicability in a given sentence apart from considerations of meaning, context and the ways in which language is used. For example, the selection of verb tenses, article usage” (p.207). Along with these features, instructors are in need of identifying grammar structures as marked and unmarked. Lots of studies are carried out to underline the importance of markedness in language learning process. For example, Rutherford (1982) underlines the importance of markedness in language learning process and he states “The explanatory power of markedness criteria in language acquisition is beginning to be demonstrated in more and more research, and markedness theory holds great potential for a better understanding of second language acquisition” (p.362). “markedness has been applied to the sequence in which constructions are acquired, to

the difficulty of acquiring certain constructions, and to the transferability of rules across languages” (Batistella, 1990, p.118).

Studies focusing on markedness in language acquisition highlights as grammar structures get more complicated one need to take markedness into consideration. For example, Dressler, Kolaczyk & Spina (1996) says “Whenever a linguistic subsystem becomes more complex, the introduction of markedness is necessarily involved. This is unavoidable both in language acquisition and interactions between different linguistic subsystems” (p.125). Also, Greenberg (1996) states “complexity of expression can, in turn be stated directly in markedness terms where ‘more complex’ is reflected in the addition of morphemes, the addition of features, or the addition of rules. According to Clark and Clark (1978) ‘if expression A can neutralize in meaning in contexts that the almost equivalent expression B cannot, then B is more complex than A’ in both these instances ‘more complex’ is thus equated with ‘more marked’” (as cited in Rutherford, 1982, pp.86-87).

To be clearer about what a marked structure is Wurzel (1998) expresses “the term marked is often used simply to characterize linguistic entities, which are felt to deviate from the ‘normal’ in some sense” (p.55). To give an example, the plural formation of the English nouns. “As is well known the normal plural formation is carried out by the additive category marker –s, dog, dogs and cat, cats. But there exists a small group of animal names with zero plurals like sheep-sheep and fish-fish. It is evident that English plural forms with the marker –s are ‘featured’ and the forms without the marker are ‘unfeatured’; the relevant feature is just the –s. But in English plural formation with a category marker is unmarked and plural formation without a marker is marked” (Wurzel, 1998, p.62).

In another example, Dressler, Kolaczyk, Spina (1996) compares two sentences:

(1) Come in!

(2) Would you be so kind as to come in!

Clearly, the second alternative is highly marked in terms of syntactic, morphological, lexical, prosodic, and stylistic when compared with the alternative (1) (p.104).

Additionally, Rutherford (1982) states “plural from singular, past from present, feminine from masculine, etc. where in each case the former is the marked member. ... negative from affirmative, interrogative from declarative, passive from active where in each case the former is the marked/more complex member and requires greater cognitive processing time” (p.87). Therefore, as unmarked forms are more common, it is assumed that learners first gain understanding of what is neutral and then unusual or uncommon forms. In this way, it can be interpreted that the more complex a grammar structure is, the more time it takes to precede the information.

If focused on learning process of marked and unmarked forms, some experiments have been carried out in order to be able to see the achievement of learners in target forms. For example, Berent (1985) conducted two experiments which were designed to assess adult L2 learners’ production and comprehension of English conditional sentences. The study supported the effect of markedness in language acquisition. The study revealed that of real, unreal and past unreal conditionals, the real conditionals were easiest to produce. These relative orders of difficulty are assigned to markedness values. Additionally, Cinque (1982) focuses on the relation between markedness and relative clauses comparing Italian, French and English.

Because of the complexity of some grammar items and transfer from L1 into L2, some studies stress that learners avoid using them. For instance, Kellerman (1979) expresses “the less marked the structure the more likely it will be preferred as the basis for transfer... the more marked the meaning the more likely the learner is to avoid that lexical structure” (p.38). “Liceras (1985, 1986) has suggested that second language learners begin by transferring the unmarked aspects of their first language grammar to the second language and that overall there is a tendency for unmarked structures rather than marked ones to be transferred into second language grammars” (Batistella, 1990, p.120).

Chapter 3

Methodology

3.1 Philosophical Paradigm

The study was based on the effectiveness of an approach in certain grammar structures such as marked and unmarked. Whether shifting from an inductive approach to deductive approach is necessary or not in language learning process was tried to be suggested. Therefore, a test was used to compare the scores of the learners in two different groups in order to be able to see the impact of the approaches and an interview was done to get the perceptions of the learners experiencing the instructions.

3.2 Research Design

The study is both quantitative and qualitative. It is quantitative because a quasi-experimental research design was applied in this study in order to be able to find an answer to the research questions 1 and 2. By this way, it was aimed to compare the effectiveness of the methods in teaching certain grammar structures. The study was conducted at a state university. The treatment groups which received two different instructions were conveniently selected. In Group 1, deductive approach was implemented in teaching grammar structures. Participants took packet A for unmarked structure and packet C for marked structure. On the other hand, in Group 2 inductive approach was used. Participants took packet B for unmarked structure and packet D for marked structure. As the study was based on comparing the effectiveness of context in teaching marked and unmarked structures, future form “will” was chosen as unmarked form, and “passive” was chosen as marked form. A post-test was created and it was implemented two days later the students got the instruction. It was implemented two days later because the participants may have found the answers easily if they had taken the test on the same day. Both groups took the same post-test. As this study was conducted in my regular teaching classrooms, I followed the syllabus used at school and the participants got the instruction when they were supposed to learn “will” and “passive”. “will” form (unmarked) was the first form to be taught during the first semester. In the second semester, “passive” form was focused on following school’s curriculum.

Table 2

Quasi- Experimental Research Design (Post-test only)

	Treatment	Post test
Instruction Group 1	Treatment in deductive approach in isolation	Post test
Instruction Group 2	Treatment in inductive approach in context	Post test

Table 2 is showing the number of groups and the instruction type that they have taken. Apparently, there are 2 instruction groups, namely deductive and inductive group which takes a post test after the instruction.

Table 3

The schedule used in the research process

	<i>First Term</i> <i>Unmarked</i> <i>Future form "will"</i>		<i>Second Term</i> <i>Marked</i> <i>Passive Forms of all tenses</i>	
	Week 12	Week 12 (2 days later)	Week 3	Week 3 (2 days later)
Group 1 deductive	Packet A	Post test 1	Packet C	Post test 2
Group 2 inductive	Packet B	Post test 1	Packet D	Post test 2

Table 3 is making it clear the schedule used in the research process. The process began in the first term in the twelfth week of the academic year. In the same week, participants took Post test 1. In the third week of the second term, participants got the instruction for passive. Similarly, they took Post test 2

Both treatment groups had 8 hours of main course instruction a week. Students had four hours of main course instruction in two or three consecutive days. In both groups, one hour was allocated for the instruction and activities. To start with Group

1, in packet A and C, students were given deductive grammar instruction providing explicit information. The rules were presented by the teacher (researcher) and also example sentences were given after each rule. After grammar presentation, participants did grammar practice called traditional type of exercises namely gap-filling, completion, reordering, choosing the correct form. Focusing on grammar accuracy, all of them were controlled, mechanical and characterized by rather emotionless effort. They didn't do any interpretation type of task or any kind of activity which focuses on meaning. (see Appendix A and D)

However, having inductive instruction, Group 2 took packet B and D. Instead of traditional presentation, participants did grammar consciousness raising tasks. They were provided input. Following straightforward examples, they were aimed to show explicit understanding of the targeted rule and describe it. After the instruction process, participants did interpretation tasks instead of traditional grammar practices. It was aimed to help learners develop their understanding of the target structure that they were induced. (see appendix B and E)

Participants were tested twice throughout the study. They took Post test 1 after the grammar instruction for unmarked structure "will" form and Post test 2 following the grammar instruction for marked structure "passive" form. These post tests measured the effects of deductive and inductive grammar instruction in different types of tasks; grammar practice (traditional), interpretation, comprehension and personal reflection (production). Grammar practice (traditional) exercises included gap-filling, rewriting, which focuses on grammar accuracy. Interpretation tasks incorporated comparing similar items and matching while comprehension and personal reflection (production) tasks are designed to see the ability of them to show understanding of the target structure and producing it. (see appendix C and F)

This study is also qualitative. In order to be able to find the perceptions of the participants about inductive and deductive instruction, interviews were done. Therefore, research questions 3, 4 and 5 were tried to be answered. 4 participants from both groups were chosen randomly. These interviews were done one day after the participants took the post test. By this way, the time interval between the post test and the interview was kept short in case participants could forget the process of

instructions and the post test that they took. The interview included 6 questions asking about their feelings and thoughts grammar learning in general and the specific method used in the classroom. The same questions were used in all interviews. (see appendix G)

Table 4

The schedule for research process in detail

	<i>First Term</i> <i>Unmarked</i> <i>Future form “will”</i>			<i>Second Term</i> <i>Marked</i> <i>Passive Forms of all tenses</i>		
	Week 1	Week 1 (2 days later)	Week 1 (3 days later)	Week 5	Week 5 (2 days later)	Week 5 (3 days later)
Group 1 deductive	Packet A	Post test 1	Interview 1	Packet C	Post test 2	Interview 3
Group 2 inductive	Packet B	Post test 1	Interview 2	Packet D	Post test 2	Interview 4

3.3 Participants

The study was conducted at a state university in a Prep.School in İzmir in 2015-2016 Academic Year. In total, about 550 students were educated. Having been registered for their departments, students took Proficiency Exam in the beginning of the academic year. The ones who failed in the test were put into classrooms according to their scores. There were three levels, namely A1, A2 and B1. Out of 25 classes, 14 of them were in A1 level. The total number of A1 level students was around 350. This study was conducted in two of A1 level students. The total number of the students in both classes is 44. However, there were 36 participants in the study. 8 of them were eliminated as they hadn't wanted to participate in the study or hadn't completed the tests. 18 of them were in one class and the other half was in the other class. These were the classes that I was teaching. I randomly chose one of the classes as instruction Group 1, which received instruction in deductive approach and

the other one as instruction Group 2, which received instruction in inductive approach. The age of the participants varied between 18 and 20. Likewise, 18 of the participants were female. They were all from Turkey. Most of the students who had attended Anatolian High Schools had a successful educational background. Apart from this, having realized the importance of a foreign language, they were motivated and eager to learn English. The identities of the participants were kept secret. While they were taking the tests, they didn't write their names instead their papers were marked with a number.

3.4 Procedures

In this chapter, data collection instruments, data collection procedures, data analysis procedures are stated. How validity, reliability and trustworthiness are provided is expressed. Finally, limitations and delimitations are discussed.

3.4.1 Data collection instruments. As this study was both qualitative and quantitative, two types of data collection instruments were used. For quantitative data post tests were designed and implemented because post tests were most frequently used tools in order to be able to get a clear understanding of differences among different processes. The aim of these post tests was to show the success differences between the two groups after each grammar instruction.

3.4.1.1 Quantitative Data Collection Instruments. Following grammar instruction for unmarked structure, Post test 1 and likewise, following grammar instruction for marked structure Post test 2 was implemented. In both tests, the total number of the questions was 35. These tests included 4 different categories, gap-filling (mechanical), interpretation, comprehension (listening) and personal reflection (production) in a row. The number of gap-filling questions was 15, interpretation questions 5, comprehension questions 10 and personal reflection questions 5. Gap-filling questions were designed to measure the rate of success in accuracy. Similarly, interpretation questions were intended to measure the ability of noticing the target grammar structure correctly. After that, comprehension questions were aimed to check understanding of the participants in a receptive (listening) skill. Finally, in personal reflection questions, it was aimed to see whether the participants could state their ideas in the target form. (see appendix C and F)

3.4.1.2 Qualitative data collection instruments. In order to be able to get the perceptions of the participants about grammar learning in general and the specific method used in the classroom, interviews were conducted with 8 participants. These participants were selected randomly 4 of them from inductive group and the other half from deductive group. 2 of them were male and 6 of them were female. Their ages varied between 18 and 20. The interview included 6 questions. The interviews which were done one day after the participants took the test were conducted four times throughout the research. The interval between the post test and the interview was kept short. It was aimed to get the ideas before the participants began to forget the instruction and post test process. The same questions were used in each interview. (see appendix G)

3.5 Data Collection Procedures

3.5.1 Quantitative data collection procedures. The present study was based on a quantitative research design including convenience sampling. Participants were given post test 1 after grammar instruction for unmarked structure “will” form and post test 2 following grammar instructions for marked structure “passive” form. There were 35 items in both tests. Both tests included 4 categories, namely gap-filling, interpretation, comprehension and personal reflection (production). The number of items in the first category is 15, 5 in the interpretation, 10 in comprehension and 5 in the personal reflection (production) part.

To start with Post test 1, the first part, gap-filling, had two divisions. First, the participants were asked to complete the dialogues with a verb from the list. They tried to fill in the blanks in the correct form with the help of the pictures next to the dialogues. Then they were asked to complete an e-mail by choosing an appropriate verb in the correct form. In the second part, interpretation, the participants were to identify whether the sentences were in past, present or future form and also functions as promises, decisions or offers in future forms. It was a multiple choice part. The third part, comprehension, the participants were wanted to listen a dialogue about possible future changes and put a tick to the changes mentioned in the dialogue. In the final part, production, they were asked to write their own ideas about what their lives, their countries or the world will be like ten years from now. Some prompts were given and they were free to use them or not. They were wanted to write 5

sentences in total. It was aimed to measure the score and compare the success rate of both groups. The primary concern was to see which group was more successful in which categories and in general and be able to make a comparison within and between these groups.

To continue with Post test 2, the first part had two divisions as gap-filling and rewriting. In gap-filling division, the participants were given a short text about Coca-Cola and asked to fill in the gaps by using the verb in brackets either in active form or passive form in a suitable tense. In rewrite division, they were to translate the sentences from active form into passive form. In the second part, in interpretation, they were given 5 pictures and wanted to match the sentences with these pictures. The third part, comprehension, had two divisions. First, the participants were to listen to a radio programme about inventions and complete the sentences with the invention. After that, they were asked to listen again and answer the questions. In the final part, production, the participants were given a text about alternative sentencing and asked to write 5 advantages or disadvantages of it using target grammar structure form. Similarly in Post Test 1, it was aimed to measure the score and compare the success rate of both groups. The primary concern was to see which group was more successful in which categories and in general and be able to make a comparison within and between these groups.

3.5.2 Qualitative data collection procedures. The present study was also based on qualitative research design because of the tools used to collect data. Qualitative Research can be described as the process of collecting, analyzing, and interpreting data by observing what people do and say. The nature of this type of research is exploratory and open-ended. Small numbers of people are interviewed in-depth and/or a relatively small number of focus groups are conducted. The interview consisted of 6 questions. 4 of the questions were about grammar learning in general and 2 of them were about the specific method used in the classroom and about Post test 1 and Post test 2. The participants were asked oral semi-structured questions having been given 30 minutes prior to the interview. This allowed the participants to think about what they would like to say, thus giving richer data. In order to provide better understanding of the students, the questions were translated into Turkish. The voices of the students were recorded and the translation was done by the researcher.

3.6 Data Analysis Procedures

As the present study was based on both quantitative and qualitative research design, the data analysis procedure was divided into two. The first part included the analysis of Post test 1 and Post test 2 and the second part of the data analysis process was to analyze the interviews done with the participants.

3.6.1 Quantitative data analysis procedures. Post tests 1 and 2 contained 35 questions in total. As the items were definite, one item-one, one and a half and 3 points procedure was used. That is, they got one point for one item in gap-filling part, got one and a half points in comprehension part and 3 points for interpretation and production part. Therefore, they did not have partially-correct responses, thus partially-correct credits. For the blank and incorrect response, a score of zero was assigned. The data collected from the test was entered manually on an excel table and analyzed by calculating the mean scores for each part in the test. Afterwards, the mean scores of the data collected from two groups were compared in a different table.

Software called Statistical Package for Social Sciences (IBM SPSS Statistics 23) independent samples t-test was conducted to analyze the Post tests and how the participants reacted to the items.

3.6.2 Qualitative data analysis procedures. The study sample is students. In order to get a better understanding of the perceptions of the learners about deduction and induction, an interview was done. Subjects were selected randomly, four from each group. It could be said that after students giving us their perspectives, it was hoped to triangulate the perceptions of the students with their test scores.

The interview was in Turkish because it was thought students would feel more comfortable in expressing their ideas in their native language without being inhibited by language barriers. One interviewer who was the researcher was present during the interview. The voices of the participants were recorded and transcriptions were analyzed then cross referenced to see how many overlapping themes evolve.

In order to be able to find answers to research questions 3, 4 and 5, it was thought that interviews would be appropriate. In the analysis process, transcripts

were used to see what was generally said about the place of grammar and grammar teaching methods and the test. After that, the data was coded by highlighting the themes. Debriefing was done to check whether there was an overlap between the perceptions of the students. Finally, themes were included to be used in the results and conclusion part.

3.7 Reliability and Validity (for Quantitative Research)

The study is both quantitative and qualitative. To start with quantitative study, Crocker and Algina (1986) say, "Test developers have a responsibility of demonstrating the reliability of scores from their tests" (p. 106).

To increase the reliability of the study, items in the test were tried to be kept clear, unambiguous and a common language was used. When the participants felt any confusion about the instruction of questions, they were free to ask to the researcher for clarification. As the study was based on measuring the knowledge of grammar, the participants were free to use dictionaries for any unknown vocabulary. Standard procedures of implementation were followed in both groups. Participants comfort was taken into consideration. Any tired or unwilling participant was left out from the study. It can be said that the result is replicable as long as these conditions are provided.

For validity, Joppe (2000) provides the following explanation of what validity is in quantitative research: Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others" (p. 1). If validity is divided into two as internal and external validity, for internal validity, the tests were intended to measure what it set out to measure. Both in Post Test 1 and Post Test 2, the target language structure was measured by using different types of tasks, namely, gap-filling, comprehension, production, interpretation. For external validity, the findings can be generalized to other groups who share similar characteristics in language learning process.

3.8 Trustworthiness (For Qualitative Research)

When it comes to qualitative part of the study, Seale (1999), while establishing good quality studies through reliability and validity in qualitative research, states that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (p. 266). To increase the trustworthiness of the study, purposeful sampling was done to learn and understand the phenomenon from the participants who can best help. Also, the findings were tried to be triangulated. Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings. Mathison (1988) elaborates this by saying: Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology (p. 13). Therefore, the data collected during the interviews was triangulated within inductive groups and deductive groups and it turned out that participants of the interview generally agree with each other.

3.9 Limitations

The weaknesses of this study can be listed as lack of pre-test to measure the knowledge of the target language forms of the participants before instruction processes, lack of test again to reach a consistency, the participants were not tested after some time they took Post test 1 and Post test 2. Similarly, the number of the participants was 36 but it could have been more. By this way, the generalization could be extended to a larger group.

3.10 Delimitations

It would not be too wrong to say that the study is one of the first studies that make comparisons between inductive and deductive group focusing on markedness issue in language teaching process. Two instructional groups were compared. Following that, interviews were done to get the perceptions of the participants. The study is both quantitative and qualitative. A pre-test was not implemented because having taken proficiency exam, students were put into classrooms according to their levels. The number of the participants was limited to 36 in total because it was aimed to compare two groups under the instruction of the teacher (researcher) and some of the participants were left out from the study for being unwilling or tired. However,

the important thing about this study is that the participants were selected conveniently and they were randomly assigned into groups within a quasi-experimental design. Both groups took equal number of instructional hours and instructional activities and the instructions were given by the same teacher (researcher). All these features make the research design of this study strong enough to make reliable and to some extent generalizable results. Similarly, interviews were conducted so as to triangulate the data, which increases the trustworthiness of the study.



Chapter 4

Results

In this chapter, the findings are revealed. As previously stated, data were analyzed in two separate parts; qualitative and quantitative. Therefore, data were discussed in two parts.

4.1 Quantitative Results

As the study aims to find out whether inductive group or deductive group is more successful in learning process, a comparison was made between and within two groups.

RQ1: To what extent is teaching grammar inductively effective in unmarked and marked structures?

RQ1 seeks to investigate how successful inductive group has been in marked and unmarked structures and especially in which types of questions they have been more successful.

Table 5

Mean scores of the inductive group in marked and unmarked structures

		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SD Error</i> <i>Mean</i>
Gap-filling	Marked	18	9.44	2.007	.473
Q1-Q15	Unmarked	18	8.50	2.915	.687
Interpretation	Marked	18	11.17	4.914	1.158
Q16-Q20	Unmarked	18	7.50	3.294	.776
Comprehension	Marked	18	11.500	4.0183	.9471
Q21-Q30	Unmarked	18	12.250	2.4808	.5847
Production	Marked	18	7.17	4.134	.974
Q31-35	Unmarked	18	12.00	3.985	.939

Table 5 shows us mean scores of the inductive group in marked (post test 2) and unmarked structures (post test 1). It gives us an opportunity to see changes in the

scores. For unmarked structures, one can clearly notice that the highest score is in comprehension part and the lowest score is in interpretation part in Post test 1. Similarly, the highest score is in comprehension part in Post test 2. However, the lowest score is in production part in Post test 2. There has been a decrease in the scores in production and comprehension while there has been an increase in interpretation and gap-filling part. However, the difference is significant only in production part ($p=.001$) and in interpretation part ($p=.013$). All in all, in general inductive group is more successful in unmarked structures.

RQ 2: To what extent is teaching grammar deductively effective in unmarked and marked structures?

RQ2 aims to find an answer how successful deductive group has been in marked and unmarked structures and especially in which types of questions they have been more successful.

Table 6

Mean scores of the deductive group in marked and unmarked structures

		<i>N</i>	Mean	SD	SD Error Mean
Gap-filling	Marked	18	7.61	3.532	.833
Q1-Q15	unmarked	18	7.56	4.090	.964
Interpretation	Marked	18	12.83	2.479	.584
Q16-Q20	unmarked	18	7.50	3.746	.883
Comprehension	Marked	18	12.667	2.4793	.5844
Q21-Q30	unmarked	18	12.500	1.7823	.4201
Production	Marked	18	8.00	5.247	1.237
Q31-35	unmarked	18	11.50	4.854	1.144

Table 6 reveals mean scores of the deductive group in marked (post test 2) and unmarked structures (post test 1). Comparing the scores, it is obvious that the highest score is in interpretation part and the lowest score is in gap-filling part in post test 2. On the other hand, the highest score is in comprehension part and the lowest score is

in interpretation part in post test 1. The scores tend to increase in all parts except production part. However, the differences are only significant in interpretation part ($p=.000$) and in production part ($p=.045$). All in all in general, deductive group is more successful in marked structures.

RQ3: Is teaching grammar inductively or deductively more effective in unmarked structures?

RQ3 tries to find an answer which group is more successful in unmarked structures by comparing the scores.

Table 7

Mean scores of the deductive and inductive group in Post Test 1 (unmarked)

		N	Mean	SD	SD Error Mean
Gap-filling	Inductive	18	8.50	2.915	.687
Q1-Q15	Deductive	18	7.56	4.090	.964
Interpretation	Inductive	18	7.50	3.294	.776
Q16-Q20	Deductive	18	7.50	3.746	.883
Comprehension	Inductive	18	12.250	2.4808	.5847
Q21-Q30	Deductive	18	12.500	1.7823	.4201
Production	Inductive	18	12.00	3.985	.939
Q31-35	Deductive	18	11.50	4.854	1.144

When looked at table 7, one can clearly see that both inductive and deductive group has similar scores. It is also revealed that the differences between scores are insignificant. However, inductive group has been a little bit more successful in gap-filling and production part in the test. Interestingly, their scores are the same in interpretation part. Participants have the lowest scores in interpretation part. On the other hand, both groups have the highest scores in comprehension part.

RQ4: Is teaching grammar deductively or inductively more effective in marked structures?

RQ4 tries to find an answer which group is more successful in marked structures by comparing the scores.

Table 8

Mean scores of the deductive and inductive group in Post Test 2

		<i>N</i>	Mean	SD	SD Error Mean
Gap-filling	Inductive	18	9.44	2.007	.473
Q1-Q15	Deductive	18	7.61	3.534	.833
Interpretation	Inductive	18	11.17	4.914	1.158
Q16-Q20	Deductive	18	12.83	2.479	.584
Comprehension	Inductive	18	11.500	4.0183	.9471
Q21-Q30	Deductive	18	12.667	2.4793	.5844
Production	Inductive	18	7.17	4.134	.974
Q31-35	Deductive	18	8.00	5.247	1.237

Table 8 clearly highlights both deductive and inductive group has similar scores but deductive group has been slightly more successful in interpretation, comprehension and production part in the test. However, the differences between scores are not significant. Most correct answers have been given in comprehension part. On the other hand, participants are the least successful in production part.

RQ5: Is teaching grammar deductively or inductively is more effective for marked and unmarked structures?

RQ5 aims to reach a general judgment about which group is more successful in which structure.

Table 9

General mean scores of the inductive and deductive groups

Overall		N	Mean	SD	SD Error Mean
Unmarked	deductive	18	39.056	8.5041	2.0044
Unmarked	inductive	18	40.250	9.5752	2.2569
Marked	deductive	18	41.111	8.6306	2.0342
Marked	inductive	18	39.278	8.4178	1.9841

In table 9, general mean scores of both groups in Post test 1 and 2 are shown. It is obvious that there has been a decrease in the scores of inductive group in Post test 2 while there has been an increase in the scores of deductive group in Post test 2. This finding brings us to the conclusion that while inductive group is more successful in Post test 1 in unmarked structures, deductive group is more successful in Post test 2 in marked structures. However, the differences between scores are insignificant.

4.2 Qualitative Results

As the study aims to get the perceptions of the participants about grammar learning in general and the specific method used in the classroom, emerging themes and example sentences are stated in the tables below.

RQ6: What are the perceptions of students about learning grammar in general?

Table 10

Emerging themes from students' perceptions of learning grammar in general

Themes	Frequency	Example sentences
Learning grammar necessary	7	<ul style="list-style-type: none"> ○ It is important to know which form to use when talking or writing. ○ To express ourselves accurately

Table cont'd

Not memorizing the rules	5	<ul style="list-style-type: none">○ Using the language accurately is important○ We can develop our knowledge of grammar by noticing the structures in reading○ We can elicit meaning from examples○ Instead of memorizing, we can use charts, mind maps to keep the rules in mind.
Second most important among reading, writing, speaking, listening	4	<ul style="list-style-type: none">○ We should get the knowledge how to speak or write.○ I can't read or write without knowing the grammar rules○ Just knowing grammar rules is not enough

In table 10, one can clearly see the emerging themes and opinions of the participants about grammar learning in general. According to the table, it can be stated that nearly all of the participants agree on the fact that grammar learning is necessary because they are aware of the fact that using language appropriately and expressing oneself accurately is of great importance while trying to communicate in the target language. Apart from that, participants are of the opinion that grammar rules should not be memorized and state that they don't memorize them. They support the fact that noticing the structures in reading, using mind maps or elicitation meaning from examples would be more beneficial while studying. Additionally, half

of the participants ranked grammar as the second most important thing among other skills. They are in agreement that just knowing grammar rules is not enough but the knowledge of it is necessary to be able to write or speak in the target language.

RQ7: How do students feel about learning marked and unmarked structures deductively?

Table 11

Students' perceptions of deductive method

Positive	<ul style="list-style-type: none"> ○ Explanation of the rules make it clear to understand the target structure
Negative	<ul style="list-style-type: none"> ○ Only practicing the rules is not enough. ○ Learning along with other structures not in isolated way would be more beneficial. ○ At first, I felt that I learned while I was doing the exercises but later as it got more complicated especially used with other structures and I thought it wasn't real life like.

Table 11 acknowledges the perceptions of deductive group about deductive method. Most of the comments made by participants are negative. However, one participant say that explanation of rules makes it clear to grasp the understanding of the target grammar structures. They are of the opinion that learning grammar rules should not be in isolated way but in a context consisting of not only target grammar forms but also other ones. In this way, they believe it would be more real life like and beneficial. Apart from these, the most interesting comment that takes attention is some participants feel like they are learning in the early phrase of the process but

they get confused when they encounter newly learned grammar forms along with other grammar structures.

RQ8: How do students feel about learning marked and unmarked structures inductively?

Table 12

Students' perceptions of inductive method

Positive	<ul style="list-style-type: none">○ Eliciting the rules from a text full of example sentences was beneficial○ The process was effective because students were active but the teacher was passive. I think teachers should stay in background more.○ I was able to grasp the meaning of the structures. I felt that I was learning while I was discovering.
Negative	<ul style="list-style-type: none">○ In the beginning of the instruction, I got confused about what we were doing and had difficulty in understanding. But later, I realized that we came up with the rules.

When looked at table 12, it can be figured out that most of the comments about inductive method are positive. Participants agree on the fact that elicitation from a context full of examples is beneficial in learning process. Similarly, they highlight teachers should stay in background and students should be engaging in the learning process actively instead of just listening to the teacher. Additionally, discovering makes them feel they are learning. However, there is one negative comment which is the fact that it can be confusing in the beginning of the instruction

and they may have difficulty understanding what they are doing or what they are supposed to come up with.

Table 13

General overview of the results

General Overview	
Quantitative	Qualitative
1. Deductive group is more successful in marked structures.	1. The most emerging theme is learning grammar is necessary.
2. Inductive group is more successful in unmarked structures.	2. Overall, students are in favor of inductive approach.
3. Deductive group is more successful than inductive group in production and interpretation part in marked structures.	3. The participants are in favor of noticing grammar structures, eliciting meaning out of context instead of memorizing.
4. The least successful part of inductive group is production part in marked structures.	4. The participants support the idea that students should be active and teachers should be passive, let them discover the language.
5. Inductive group is more successful in production and gap-filling part in unmarked structures.	

Table 13 shows a summary of results.

Chapter 5

Discussion and Conclusions

5.1 Introduction

This chapter includes a discussion of the results of the experiment that compared two instructional groups, deductive and inductive both within and between each other. The chapter begins with discussion of findings for research questions and following that, conclusions and recommendations for future research are stated.

5.2 Discussion of Findings for Research Questions

The study aimed to compare the two groups and get the perceptions of the participants about the methods used in the process of language learning. The results showed that there were some differences between these groups. Inductive group was more successful in unmarked structures and deductive group was more successful in marked structures. However, these differences are insignificant. It was also revealed that most participants were in favor of inductive approach because it let them discover the target language forms by themselves.

To start with the discussion of the results of the experiment by giving the research questions,

RQ1: To what extent is teaching grammar inductively effective in unmarked and marked structures?

There is a significant difference between the scores of unmarked and marked structures in interpretation part. While their score was low in unmarked, they made an important progress in marked structures. This suggests that they have been successful in identification. However, there has been a serious decrease in production part in Post Test 2, marked structures. This situation is in accordance with “explicit instruction may very well lead to implicit knowledge” (Jean and Simard, 2013, p.1024). What can be understood from it is that being exposed to input under explicit instruction, learners get better at performing tasks.

RQ 2: To what extent is teaching grammar deductively effective in unmarked and marked structures?

There have been increases in all parts of the tests except production part. This situation brings us to the conclusion that explicit instruction, deduction, has facilitated acquisition of marked structures. Lots of studies can be stated that support this idea. “Many researchers in the field have agreed that some elements of explicit instruction, or focus on various forms of the target language, could make a difference and facilitate the learning of a foreign language(Adair-Hauck & Donato, 2002a; Aski, 2005; DeKeyser, 1998; Doughty & Williams, 1998; Ellis, 1997, 2001, 2002, 2008a, 2008b; Fotos, 2003; Long, 1983; Norris &Ortega, 2000; VanPattern, 2003)” (Vogel, Herron, Cole and York, 2011, p.354).

RQ3: Is teaching grammar inductively or deductively more effective in unmarked structures?

Although the differences between two groups are insignificant, it can be concluded that inductive group has been more successful in unmarked structures. “A leading idea being that unmarked aspects of grammar arise naturally in the course of language learning with little or no effort or evidence required, while marked aspects of grammar require more specific evidence and more effort to learn” (Battistella, p.12). This parallels DeKeyser (1998) who states some kind of focus on form is useful to some extent, for some forms, for some students, at some point in learning process” (p.42)

RQ4: Is teaching grammar deductively or inductively more effective in marked structures?

Despite insignificant differences between the scores, it has been revealed that deductive group is more successful in marked structures. The thing is “Markedness theory predicts the mastery of specific structures at a particular stage in the acquisition process as reflected through relative degrees of difficulty in producing those structures” (Berent, 1985, p.362). To give an example from a study conducted on production and comprehension of conditionals, the most difficult one is past unreal and then unreal and the easiest one is real. In implication, it turned out “given the relative degrees of markedness assigned to real, unreal and past unreal conditionals, the order of success in producing conditional verb forms, whereby subjects were most successful on real conditionals, less successful on real

conditionals, and least successful on past unreal conditionals parallels the markedness characteristics of the sentence types involved” (Berent, 1985, p.362).

RQ5: Is teaching grammar deductively or inductively more effective for marked and unmarked structures?

Comparing overall scores brings us to the conclusion that while inductive group is more successful in unmarked structures, deductive group is more successful in marked structures. This finding supports Hammerly (1982) states “Certain structures are most amenable to a deductive approach while others many others can be learned very well by inductive approach” (as cited in Decoo, 1996, p.100).

As Rutherford (1982) stated “plural from singular, past from present, feminine from masculine, etc. where in each case the former is the marked member. ... negative from affirmative, interrogative from declarative, passive from active where in each case the former is the marked/more complex member and requires greater cognitive processing time” (p.87). more time is needed for acquisition of more difficult structures to be learned. This process may involve more explanation in detail.

“Hammerly (1982)devises a chart for the determination of teaching procedure for individual rules, based on similarity and dissimilarity with the native language and with the degree of difficulty. He claims that the dissimilar and more difficult items need to be explained through deduction, the similar and easy items through induction” (as cited in Decoo, 1996, p.101). Similarly, “Fisher believes if the foreign language grammar rule is similar or dissimilar but simpler than the native language rule, then an inductive approach is the most appropriate, if the foreign language grammar rule is dissimilar and of equal or greater complexity than the native language rule, a deductive approach is to be preferred” (as cited in Decoo, pp.101-102).

RQ6: What are the perceptions of students about learning grammar in general?

The interviews done with the participants concluded that learners agree on the fact that learning grammar is necessary, which suggests some attention to grammar is necessary. There are some researches that support this idea. For example, “this

research suggested that some type of focus on grammatical forms was necessary if learners were to develop high levels of accuracy in the target language. (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; Swain, 1985; Swain & Lapkin, 1989)” (cited in Nassaji and Fotos, 2004, p. 128). In other examples, Long (1983) concluded that grammar instruction contributes importantly to language learning. In later reviews, R. Ellis (1990, 1994, 1997, 2001, 2002a), N. Ellis (1995), and Larsen-Freeman and Long (1991) suggest that, while instructed language learning may not have major effects on sequences of acquisition, it has facilitative effects on both the rate and the ultimate level of L2 acquisition. (cited in Nassaji and Fotos, 2004, p. 129).

Also, using language accurately is primary concern and memorization is not an ideal thing to do while studying grammar. Al-Mekhlafi & Nagaratnam (2011) “For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar.... A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus” (pp.70-71).

RQ7: How do students feel about learning marked and unmarked structures deductively?

The participants stated explanation of rules made it easy to get the understanding of target language forms. This supports “a recent meta-analysis of 49 studies on the effectiveness of L2 instruction (Norris & Ortega, 2000) concludes that explicit instruction (presenting the structure, describing and exemplifying it, and giving rules for its use) results in substantial gains in the learning of target structures” (Nassaji and Fotos, 2004, p. 129).

According to them, grammar rules should not be taught in an isolated way but in a context consisting of not only target grammar forms but also other forms. They also acknowledge that just doing practices is not enough and not real life like. Based on sayings of the participants, one can state that a strictly linear approach is generally used in language learning process. “A strictly linear approach is based on the premise

that learners acquire one grammatical item at a time, and that they should demonstrate their mastery of one thing before moving on to the next. For example, in learning English, a student should master one tense form, such as the simple present, before being introduced to other forms, such as the present continuous or the simple past” (Nunan, 1998, p. 101). Although, it is common to use this approach, some researchers do not favor it because it causes deterioration in knowledge not improvement and suggests linear approach instead of strictly linear approach. “When we observe learners as they go about the process of learning another language, we see that, by and large, they do not acquire language in the step-by-step, building block fashion suggested by the linear model... Accuracy does not increase in a linear fashion, from 20% to 40% to 100%; at times, it actually decreases. ... From such a perspective, learners do not learn one thing perfectly, one item at a time, but numerous things simultaneously (and imperfectly) (Nunan, 1998, pp. 101-102). More importantly, “we need to go beyond linear approaches and traditional form-focused methodological practices in the — grammar class, and that while such practices might be necessary, they do not go far enough in preparing learners to press their grammatical resources into communicative use” (Nunan, 1998, p.108).

RQ8: How do students feel about learning marked and unmarked structures inductively?

It was made clear that elicitation from a context full of examples is beneficial for understanding the usage of target language forms. In this way, they would be able to be more active in the process, which was better for learning. Discovering made learners feel they were learning. Hammerly (1982) expresses for the inductive approach that it allows the learners to discover by themselves how a part of language works. This makes the learning process more interesting and according to psychologists such learning by discovery is better retained (Decoo, 1996, p.101). This discovery also helps learners develop their language awareness. “Language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work” (Bolitho et.al, 2003, p.251). What is more, increasing their language awareness, students have a reason for learning. “Language awareness offers opportunities for affective engagement, personal investment and the raising of self-

esteem (Donmall, 1985, p.7). Support comes from researchers (e.g. Schumann, 1997) who argue that “gives values, reasons, and motivation for learning” (Bolitho et.al, 2003, p.253).

5.2 Conclusions

It is no wonder that grammar teaching has occupied teachers, researchers, students for a period of time and it is still being debated. Lots of questions arise in the learning and teaching process, for example, how to teach, what to teach, when to teach, which methods are better, etc. Comparing inductive and deductive approach for marked and unmarked structures, this study tries to answer some of these questions.

This study has provided some considerations that instructors should keep in mind to better plan their language teaching process. Firstly, and most importantly, it was found that while inductive group was more successful in unmarked structures, deductive group was more successful in marked structures. As stated earlier, being more complex and difficult to perceive, focus on form explicitly is necessary in teaching marked structures. Explicit instruction would ease the process of acquisition of marked structures. Students would need much time to grasp the usage of these structures to a good extent. However, inductive approach would be more appropriate in unmarked structures which are natural and rather easy part of the language. Students would be able to discover and identify target forms without the need of explanation of the rules by the teacher. Secondly, it was found that production of marked structures is difficult for learners in this study as well as other researches stated earlier. On the other hand, students are quite successful in noticing or identifying unmarked structures. This is also related to the nature of unmarked structures being easy to perceive and also parallels that retention of marked structures take much time. Following that, it was revealed that some attention to grammar is necessary because of being able to use the target language accurately and appropriately. General assumption is that grammar should not be the focus of learning process; instead, a mean for being able to communicate in the target language. After that, it was highlighted that teaching of grammar rules should not be

always in an isolated way but in context full of examples of target forms and familiar forms. This situation would give a chance for students to link familiar forms with unfamiliar ones. Finally, it was stated that elicitation from a context would be more beneficial for students and make them take the responsibility of their own learning. By this way, their language learning awareness would increase. According to the participants, students should engage in the lessons more and be active while teachers stay in background. This would make language learning environment more interesting for students.

All in all, I believe that this study has provided results that any instructor can take advantage of and generalize to other circumstances in second language acquisition.

5.3 Recommendations for future research

Comparing the scores of two groups, no significant differences were found. For this reason, further research can be done with a larger number of participants. In this way, results are possible to change. Also, a pre-test to measure the knowledge of the learners about target language forms and also a delayed post test would be more appropriate to implement in the research process. Finally, it can be said that more elaborate question types containing an even number of question items could be prepared for tests.

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APPENDICES

A. Materials Used for Unmarked Structure in Deductive Instruction

Explicit Information: Uses of “will”

- Some examples of will (will + verb)
 - I'll speak to you later.
 - It won't cost a lot.
 - Will you help me?
- The forms of will are the same for all persons:
 - Positive: I/you/he/she/it/we/they will/'ll help
 - Negative: I/you/he/she/it/we/they will not/won't help
 - Questions: will I/you/he/she/it/we/they help
- We use will for actions in the future that we decide to do at the moment of speaking. We think first and speak using will at the same time that we decide.
 - I am not sure what to order... OK, I'll have the Chef's special dish. (someone is looking at a menu in a restaurant.)
 - A: Do you want the blue or red pen? B: I'll take the red one.
 - A: I have a headache. B: Wait here. I'll bring an aspirin for you.
- We use will for offering to do something.
 - Sit down! I will do the washing up. (the speaker offers help after a meal.)
 - A: I'll carry your suitcases. B: Thank you. A: Don't mention it.
- We use will for promises.
 - Don't worry. I won't tell anyone your secret.
 - I will study harder and pass my exams next year, Mum!
- We use will to give opinions about the future. We often use phrases like I'm sure, I think, I don't think before will to give opinions about the future.
 - I'm sure you'll feel better soon.
 - I think you'll pass your driving test, you won't fail again.
- We use will for facts about the future.
 - My daughter will be 5 years old next year.
 - I'll be 30 next week.

Exercises: 1. Write the sentences using the pictures and prompts below.



1. call/you tomorrow

_____.



2. Lend / you/ some money

_____?



3. Have/ the chicken

_____.



4. Take/ your coat.

_____.



5. not /be late.

_____.

Exercise: 2. Complete the sentences with these verbs.

1. A: Jack phoned while you were out.

B: Thanks. I'll _____ him back in a minute.

2. A: Do you want to borrow some money?

B: Yes, please. I'll _____ you back next week.

3. A: The person you want to see isn't here. She is at lunch.

B: That is OK. I'll _____ back later.

4. A: It is really nice top, but it doesn't fit me.

B: Don't worry. I will _____ it back to the shop and change it.

5. A: Have you finished that book I lent you?

B: Yes. I'll _____ it back to you tomorrow.

Exercise 3: Choose the correct verb form.

1. A: Have you decided which university to apply for?

B: Oh, yes. I'll /I am going to apply for Oxford.

2. A: I haven't got your mobile number.

B: Really? I'll / I am going to text it to you right now.

3. A: We don't have any fruit in the house.

B: I'll go /I am going shopping this afternoon. I'll / I am going to buy some apples.

4. A: My bag is really heavy.

B: Give it to me. I'll carry / I am going to carry it for you.

5. A: Tony is back from holiday.

B: Is he? I am going to /I'll give him a ring.

Exercise 4: Complete the text with the correct form of the verb. Use short forms if possible.

I _____ (1)(go) on holiday with my best friend next week and I've just finished making the travel arrangements! I (2)_____ (meet) Jack at the station at five o'clock and we (3)_____ (leave) on the 5.30 train. We (4)_____ (catch) the ferry at Dover at 7 p.m. We haven't booked anywhere to stay yet, so we (5)_____ (find) a hotel when we arrive. We haven't got a lot of money, so we (6)_____ (look for) somewhere cheap. I can't wait! I'm sure we (7)_____ (have) a fantastic time!

B. Materials Used for Unmarked Structure in Inductive Approach

a) Read the dialogues. What do you think the missing phrases are?

1) **A:** That's two burgers, a double portion of chips, and two ice cream sundaes. Anything else?

B: Yes, _____, please.

2) **A:** Do I want to go back to the previous version? Do I press Yes or No?

B: I need to do my homework now. _____ when I finish.

3) **A:** _____! I promise!

B: Well, hurry up. I can't wait much longer.

A: Just one more kiss...

b) Listen and complete the blanks.

c) Look at the dialogues again. In which one does somebody...?

Promise to do something

Decide to have something

Offer to do something

d) Look at the cartoon. Which fish is an optimist? Why? Are you an optimist or a pessimist?



e) You text one of your friends. Read “you say” phrases, then write “a pessimist friend” says responses.

➤ I am sure he won't pay you back.

- I think you won't pass because you haven't practiced a lot.
- I don't think you will find parking space because it is really crowded at this time of the day.

You say	A pessimist friend says
I'm doing my driving test this afternoon.	_____
I've lent James some money.	_____
I and my sister are going to drive the city centre.	_____

f) Look at the A pessimist friend says phrases again.

- Do they refer to the present or the future?
- Do they state opinions?

RULES:

We use will:	
1. _____ buy her	For example, "It's Janes's birthday." "Is it? I'll some flowers.
2. _____ worry. She	For example, "My cousin is very ill." "Don't will be OK.
3. _____ down!" I	For example, "Don't worry." "I'll never let you swear.
4. _____ move it"	For example, "This bag is full of books. I can't "It's alright. I'll help you carry it."

Exercises:

I. Match each example of “will” with their uses 1 to 4. You may use one rule more than once.

A: What are you going to wear to the wedding?

B: I don't know. I thought about wearing my suit but I **think I will** buy a new one. What about you? ____

A: I think there is no need to buy a new one. What about presents?

B: Oh, right! I have completely forgotten it.

A: I suppose I **will** buy a painting for decoration. ____

B: That sounds good. I **will** also buy something for decoration, then. ____

A: OK. Shall we go?

B: Yes. Can you open the door? My hands are full.

A: Wait a second! I **will** help you. ____

B: I can't believe. She **will be** married next week. ____

A: Yeah. But I promise I **will keep** an eye on her. ____

II. Circle the correct option.

1. Is the the sentence in bold in ??

A: Look at all these preparations! There are lots of foods and drinks and the decoration is awesome.

B: I think **everyone will have** great time.

- a) present b) future

2. Match the sentences with the pictures.



A.

B.

1. I think she will be a great mother.

2. She is a great mother.

C. TEST for Unmarked Structure (will)

a. (gap-filling, traditional type of grammar exercises)

1. Complete the dialogues with a verb from the list.

Remember – fall – sell – forget – win – miss



A: I am going climbing next weekend.

B: It is very dangerous. I hope you _____

A: I am playing in the tennis final tomorrow.

B: The other player is very good. Unfortunately, I think you _____

A: I am going to study all evening.

B: I hope you _____ everything in the morning.

A: I told Nick that it is Jane's birthday on Friday.

B: You know Nick. He _____ He is very careful about these things.

A: I am getting the 8:50 train.

2. Fill in the blanks with the correct form of the verbs.

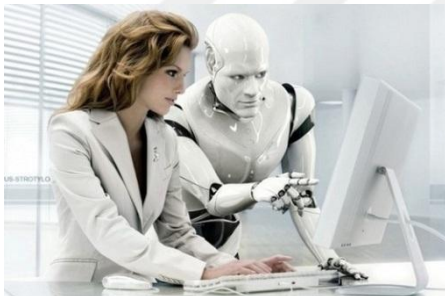
Sam's friend Eddie is going to live in another country. Complete Sam's e-mail to Eddie using will and the correct verbs from the box. You will need to form negatives and questions in some gaps.

Tell – come – meet – talk – be – learn – write – send – fix - wonder –
contact - forget – miss – keep

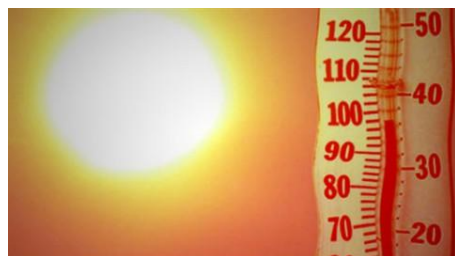
I am sure you'll have a great time in your new country. You (1) _____ lots of new people and you (2) _____ all about a different culture. And you (3) _____ so busy when you get there that you(4) _____ your friends or this country too much. Of course things (5) _____ the same here without you. I am sure we (6) _____ about you and we (7) _____ what you are doing. We certainly (8) _____ you. I am sure it (9) _____ long before we see each other again. Perhaps I (10) _____ and visit you some time next year.

b. Interpretation questions

1. Circle the correct option..



Picture 1



Picture 2

According to picture 1,

I am sure there will be robots at our homes in the next 20 years.

a) present b) future

According to the weather forecast in picture 2, the weather will be really hot tomorrow.

a) present b)future



Picture 3



Picture 4

Picture 5

According to the picture 3, which sentence is correct?

- a) I hope I will be very rich one day.
- b) I am rich I can buy everything.

She is not a neat person.

- a) picture 4
- b) picture 5

She promises she will be neat.

- a) picture 4
- b) picture 5

c. Comprehension Questions

1. Listen to the sentences. Are these sentences promises (p), decisions (d), or offers (o)?

1. I'll drive you home. _
2. I'll remember to tell her. _
3. I'll help you clean your room, if you like. _
4. I'll have the chocolate cake, please. _
5. I won't tell your girlfriend. _

2. Listen to a meeting between Susan, a futurologist and Patrick, a business investor. Tick the future changes she discusses.

1. domestic use of technology
2. longer lives
3. use of the internet
4. people working from home

5. leisure activities and travel

d. Production Questions

1. What will your life, your country and the world be like ten years from now.

Write 5 sentences. You may use the prompts below.

Education	Lifestyle	Technology	Transport	Health
Have university education	Spend more time on the internet	Robots	Be more cars	Eat more junk food.
computers teach not teachers	Be a lot of differences between young and old generations	Travel in time	Go to work in small planes	Grow food to save money

1. I think

3.....

5.....

2.

4.....

D. Materials To Be Used for Marked Structure in Deductive Instruction.

In English a verb can be active or passive:

Active: The starting point of a clause is the person or thing that did something (the doer) Ex. Somebody has stolen my house.	Passive: You can use a different starting point, not the doer. My house has been stolen.
--	---

1. The passive can be used when the doer is understood, not important or unknown.

- According to the news, they are caught. (we know it is the police who catches them)
- Thousands of people are killed on the roads every year. (we don't know who kills them)
- Mercedes is made in Germany. (It is not important who makes them)

2. to describe processes – the emphasis is on how something is produced not who does it.

- Tea is grown on south-facing hillsides, and is harvested twice a year. It is packed locally.

3. In formal writing, especially impersonal letters which focus on what happens, not who does it.

- The statement was sent to you at the end of January and you were asked to repay by the middle of March.

Example: In the two clauses in the sentence below is the doer the same or different?

She opened the door and was seen by one of her neighbors.

- The passive is formed with be + past participle:

	Passive	
Tense/verb form	be	Past participle
Present simple	It is	cooked
Present perfect	She has been	Seen
Will future	They will be	Sold
Past simple	He was	Arrested

Ex.1. Change the active verb forms into passive forms.

1. does
2. has read
3. caught ...
4. will teach

Ex.2. Complete the sentences using the words in the box.

Base – call – design – discover – give – invent – open – play – show - use
--

1. The London Olympic Stadium _____ by the architectural company in the 1800s.

2. The Statue of Liberty _____ to the people of the USA as a present from the French people

3. Gold _____ first _____ in California in 1848.

4. Lemons and sugar _____ to make lemonade.

5. The first public movie _____ to an invited audience in Indiana in 1894.

Ex.3. Write sentences in the present or past passive.

1. what / your new baby /call

_____?

2. contact lenses / invent / a Czech chemist

_____.

3. where /olives/grow

_____.

4. where /the Lord of the Rings film /make

_____?

5. when /vitamins/discover

_____?

Ex.4. Rewrite the sentences in the passive.

1. People of all ages wear jeans.

Jeans _____

2. Microsoft didn't invent laptop computers.

Laptop computers _____.

3. Zülfü Livaneli wrote "Serenad"

Serenad _____.

4. People don't use cassette recorders very much today.

Cassette recorders _____.

5. Did the same person direct all the Harry Potter films?

Were all _____.

E. Materials To Be Used for Marked Structure (PASSIVE) in Inductive Instruction

- A. Read the extracts from an article about a burglary. Then answer “Why was the burglary unusual?”**

Extract 1

Police? I want to report a burglary. Somebody has stolen my house.

“I went to put the key in the door and the door had gone.” Mr. McSharry said yesterday. “Not only that, but somebody had taken the stone around the door too. Inside there was almost nothing left and I thought there must have been a terrible mistake. It is the worst theft I have ever seen. There was nothing left but the walls.” The police believe an organized gang carried out the theft. “It is important the police catch them.” said Mr. McSharry. “You can replace a door, but you can’t replace a whole house.”

Extract 2

Police? I want to report a burglary. My house has been stolen.

“I went to put the key in the door and the door had gone.” Mr. McSharry said yesterday. “Not only that, but the stone around the door had been taken too. Inside there was almost nothing left and I thought there must have been a terrible mistake. There was nothing left but the walls.” The police believe the theft was carried out by an organized gang. “It is important the police catch them.” said Mr. McSharry. “You can replace a door, but you can’t replace a whole house.”

- B. Underline any differences you notice.**
- C. Look at the two headlines. Which headline makes the house more important than the thief? How does it do this?**
- D. In the two clauses in the sentence below,**
- a) is the doer the same or different?
 - b) In the second clause active or passive?

He walked into the room and was asked to sit down.

E. Read the text below and find out the rules.

The Academy Awards are given out every year to recognize outstanding work of movie actors, directors, and others who are part of the movie-making industry. These awards, called Oscars, are presented in a formal ceremony in Hollywood. Several people are nominated in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee is chosen to receive an award in each category. When the awards ceremony started in 1929, 15 awards were presented and the ceremony was attended by only 250 people. Tickets cost \$10, and anyone who could afford a ticket could attend. Today about two dozen Oscars are presented. Tickets are no longer sold to the general public; invitations are sent only to people involved in making the movies and to their guests. Since 1953, Oscar night

has been televised and broadcast all over the world. This show is seen by hundreds of millions of people. Viewers watch as their favorite movie stars arrive looking beautiful and hopeful.

Examples:

	Examples	Rule
Present simple		
Past simple		
Present perfect		

F. Circle the correct option for the underlined sentences.

1. He was a collector as well as an artist. He collected nearly 1000 paintings.
a) active b)passive
2. The first pocket calculator weighed almost a kilogram. Its inventor was invited to trade fairs all over the world.
3. a) active b)passive
4. Jonathan is starting a new job next week. He is going to be paid much more than before.
5. a) active b)passive
6. The five prisoners escaped last week, but soon they have been caught.
a) active b)passive
7. Welcome to the conference. After this meeting, you will be given a welcome pack with details of the talks.
a) active b)passive

F. Test for Marked Structure (PASSIVE)

A. Gap Filling, rewriting, traditional type of grammar exercises: Active or passive?

1. Fill in the gaps about Coca Cola with the verb in brackets. Use the active or passive in a suitable tense.

500 million servings of Coca Cola (consume)(1) _____ worldwide every year. 94 percent of the world's population (recognize)(2) _____ the Coca Cola trademark. 109 is the number of years since Coca-Cola (3)_____ (invent). 148 litres(4) _____ (consume) by the average Brit every year. The average American(5) _____ (drink) 275 litres every year. 195 is the number of countries where Coca-Cola(6) _____ (sell). 7 billion servings of Coca-Cola's products (these include Cherry Coke, Lilt, Fanta, Sprite)(7) _____ (consume) in Britain last year.

The 40-foot Coca Cola bottle in Times Square, New York,(8) _____ (take) seven seconds to open, float a straw and empty itself. 773 million servings of Coca-Cola products(9) _____ (drink) every day around the world. Nine billion litres of Coca Cola(10) _____ (sell) in Britain last year.

2. Rewrite the sentences using the words in brackets.

1. Dostoyevski wrote Crime and Punishment.

_____.

2. A journalist asked me some questions.

I _____.

3. Alejandro Ledesma produces all of our programmes.

_____.

4. Alec Guinness played most of the roles in that film.

_____.

5. Swiss companies make the best chocolate.

_____.

B. Interpretation Questions: Circle the correct option.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

According to the Picture 1,

- a) Trees are cut for different reasons every year.
- b) People cut trees for different reasons every year.

According to the Picture 2,

- a) Trees are cut for different reasons every year.
- b) People cut trees for different reasons every year.

According to the Picture 3,

- a) The man delivered the packages.
- b) The packages were delivered.

According to the Picture 3,

- a) The man delivered the packages.
- b) The packages were delivered.

Penicillin was discovered by Alexander Fleming.

- a) active
- b) passive

C. Comprehension:

I. Listen to a radio programme about inventions. Were you right? Complete the sentences with the invention.

- a. The _____ was invented by Josephine Cochrane in 1886.
- b. _____ were invented by Mary Anderson in 1903.
- c. _____ were invented by Marion Donovan in 1950.
- d. _____ was invented by Bette Nesmith Graham in 1956.
- e. The _____ was invented by Stephanie Kwolek in 1966.

II. Listen again and answer the questions.

- a. What happened after Josephine Cochrane's dinner parties?
- b. What was the problem with cars in 1903 when it rained or snowed?
- c. How many disposable nappies are used every day?
- d. What was Bette Nesmith Graham's job?
- e. Which of the five inventions do you think was the best?

D. Production: Read the text below. Write 5 advantages or disadvantages of alternative sentencing.

Make the punishment fit the crime

A man is caught stealing books from a book shop. The judge asks why he did it and the thief says he loves books. What is the man's punishment? A prison sentence? A big fine? No. The man is sent to read stories and books to hospital patients. He enjoys the job and continues to do it for many years! Welcome to the new world of alternative sentencing programmes. Instead of traditional punishments, criminals get the punishments that fit their crimes.

What other examples of alternative sentencing are there? Two boys were caught writing graffiti on a wall. The normal punishment for this is a fine, but in this case, the boys were told to do community service. They cleaned seventy walls in three weeks.

A shoplifter was caught shoplifting three times in one year in a small town in the USA. What was her punishment? She was sent to speak to shop owners. She gave advice on how to stop shoplifters. In one month she spoke to the owners of forty shops. She told them all about shoplifting and the techniques that shoplifters use. It was a great service to the community because after that shoplifting almost disappeared from the town.

What about more serious crimes? Is alternative sentencing possible for crimes like theft or credit card fraud? It depends on many things. Who are the criminals? Are they young? Is this their first crime? Can they change their way of life? One recent story suggests it is possible.

A thief stole a lot of camping equipment. He loved hiking, mountain climbing and other sports. Instead of going to prison, he was told to keep all the equipment and to take groups of schoolchildren and their teachers camping and hiking every weekend. He loved it, the children loved it, and now it is his job.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.

G. Interview Questions

1. Is grammar teaching necessary?
2. What is the order of importance of grammar among other skills –speaking, reading, writing, listening?
3. Do you have difficulty learning grammar?
4. Do you think is it possible to learn grammar rules by memorizing?
5. What do you think of the method used in the instruction process?
6. Did you have difficulty doing the test?



CURRICULUM VITAE

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