T.C.

MALTEPE UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

THE EFFECT OF INPUT-BASED INSTRUCTION AND OUTPUT-BASED INSTRUCTION ON EFL LEARNERS' NOTICING, COMPREHENSION AND PRODUCTION OF THE TARGET FORMS

Master's Thesis

Alev AYDOĞAN BAYKAN

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Supervisor: Asst. Prof. Dr. Selma KARABINAR

Istanbul, April 2010

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KISA ÖZET

YABANCI DİL ÖĞRETİMİNDE GİRDİ ODAKLI VE ÇIKTI ODAKLI ÖĞRETİMİN ÖĞRENCİLERİN HEDEF DİL YAPILARINI FARK ETME ANLAMA VE KULLANMALARI AÇISINDAN ETKİSİ

Alev Aydoğan Baykan

Bu deneysel çalışma, girdi odaklı ve çıktı odaklı öğretimin öğrencilerin hedef dil yapılarını fark etmeleri ve öğrenmeleri açısından etkisini araştırmayı hedeflemiştir. Çalışma aynı zamanda girdi odaklı ve çıktı odaklı öğretimin okuma davranışlarıyla ilişkisini de inceleyerek aşağıdaki soruları cevaplamayı hedeflemektedir:

1. Girdi odaklı ve çıktı odaklı öğretimin İngilizce yabancı dil eğitimi alan Türk üniversite öğrencilerinin hedef dil yapılarını anlamaları üzerindeki etkisi nedir?
2. Girdi odaklı ve çıktı odaklı öğretimin İngilizce yabancı dil eğitimi alan Türk üniversite öğrencilerinin hedef dil yapılarını üretmeleri üzerindeki etkisi nedir?
3. Girdi odaklı ve çıktı odaklı öğretimin İngilizce yabancı dil eğitimi alan Türk üniversite öğrencilerinin hedef dil yapılarını fark etmeleri üzerindeki etkisi nedir?
4. Girdi odaklı ve çıktı odaklı öğretimin İngilizce yabancı dil eğitimi alan Türk üniversite öğrencilerinin okuma davranışları üzerindeki etkisi nedir?

Bu çalışmanın örneklemi İstanbul'da özel bir üniversitede İngilizce hazırlık programına devam eden 34 öğrencidir. Çalışmaya katılan öğrenciler iki farklı deney grubu olarak ayrılmışlardır. Deney gruplarından birine girdi odaklı öğretim uygulanmıştır. Diğer gruptaki öğrenciler ise çıktı odaklı öğretim etkinliğine katılmıştır. Deneysel öğretim uygulamaları aynı yöntemlerle üç farklı dil yapısını öğretmek amacı ile üç kez tekrarlanmıştır - şart cümlesi, geçmiş zamanlı edilgen yapı ve yer ve sahiplik bildiren sıfat cümleciği. Deneysel uygulamadan bir hafta önce öğrencilere hedef dil yapılarına ait yeterli bilgileri olup olmadığını ölçmek adına bir ön test uygulanmıştır. Aynı test deneysel uygulamadan hemen sonra son test olarak kullanılmıştır. Öğrencilerin hedef dil yapılarını fark etmeleriyle ilgili veriler öğrencilerin İngilizce metni okurken not aldıkları kâğıtlar toplanarak elde edilmiştir. Bu ölçeklere ek olarak, okuma davranışları ile ilgili bir anket uygulanarak sonuçları incelenmiştir. Son olarak her iki grubun son test sonuçları hedef dil yapılarını anlama ve kullanmaları açısından karşılaştırılmıştır.

Elde edilen bulgular, girdi odaklı ve çıktı odaklı öğretim etkinliğine katılan öğrenciler arasında hedef dil yapılarını fark etme ve anlama açısından önemli bir fark olmadığını göstermiştir. Diğer taraftan, çıktı odaklı öğretim etkinliğine katılan öğrencilerin girdi odaklı öğretim etkinliğine katılan öğrencilere göre hedef dil yapılarını kullanma açısından daha olumlu gelişme gösterdiği saptanmıştır. Bunun yanı sıra, girdi odaklı ve çıktı odaklı öğretimin okuma davranışları ile ilişkisi incelendiğinde okuma davranışlarının öğretim biçimine göre değiştiği saptanmıştır.

Anahtar Kelimeler: Girdi odaklı öğretim, Çıktı odaklı öğretim, Hedef dil yapılarını fark etme, Hedef dil yapılarını anlama, Hedef dil yapılarını kullanma.

ABSTRACT

THE EFFECT OF INPUT-BASED INSTRUCTION AND OUTPUT-BASED INSTRUCTION ON EFL LEARNERS' NOTICING, COMPREHENSION AND PRODUCTION OF THE TARGET FORMS

By

Alev Aydoğan Baykan

The present study is an experimental study which aims to investigate the effect of input-based instruction and output-based instruction on the EFL learners' noticing and acquisition of the target forms. The study also attempted to investigate the relationship between the instruction type (input-based instruction / output-based instruction) and the reading behaviors. The following questions were particularly addressed:

1. What are the relative effects of input-based instruction and output-based instruction in helping Turkish EFL elementary level university learners comprehend the target forms?

2. What are the relative effects of input-based instruction and output-based instruction in helping Turkish EFL elementary level university learners produce the target forms?

3. Are there any differences between the learners receiving input-based instruction and output-based instruction in terms of their noticing of the target forms?

4. Do the learners' reading behaviours differ according to the instruction type (input-based instruction / output-based instruction) they are exposed to?

The subjects of the study comprised 34 EFL university students at elementary proficiency level studying at a preparatory programme in Istanbul. There were two groups of students assigned to input and output groups. The input group received input-based instruction, while the output group received output-based instruction. These instructional treatments were repeated three times with similar procedures for a different target form in each case – first conditional type of if clause, past passive and relative clause (where and whose). A week before each treatment, a pre-test was applied to check the students' (in both groups) previous knowledge of the target form. The same test was administered as the post test on the same day of the treatment to both groups. In order to investigate noticing, learners' note-sheets were collected during reading and note-taking stage of the treatment. In addition, a student retrospective questionnaire was given to both groups so as to find the effect of instruction type on reading behaviors. Finally, with respect to the effect of instruction type on comprehension and production of the target forms, related parts of post-tests of both groups were analysed and compared.

Findings revealed that there was no significant difference between the input and output groups in terms of noticing and comprehending the target forms. However, output group outperformed the input group in terms of producing the target forms. Moreover, the findings indicated that learners' reading behaviours changed according to the instruction type that was received.

Key Words: Input-based instruction, Output-based instruction, Noticing of target forms, Comprehension of target forms, Production of target forms.

CONTENTS

ABBREVIATIONS

EFL **:** English as a Foreign Language

SLA **:** Second Language Acquisition

L1 **:** First Language

L2 **:** Second Language

DG **:** Dictogloss Task

SI **:** Structured Input Activities

PI **:** Processing Instruction

MOI **:** Meaning-based Output Instruction

TI **:** Traditional Grammar Instruction

MOI **:** Meaningful Output-based Instruction

IL **:** Interlanguage

TL **:** Target Language

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Over the last two decades, the question of how grammar should be taught has become one of the most interesting and controversial issues in Second Language Acquisition (Celce-Murcia, 1991; Ellis, 2006, cited in Song & Suh 2007). After being claimed through many studies (e.g., Carr and Curran, 1994; Robinson, 1995; Schmidt, 1990, 1993, 1994, 1995, 2001; Tomlin and Villa, 1994, cited in Song & Suh,2007) that attention (noticing) has a significant role in language learning processes, much of SLA research has focused on investigating what types of grammar instruction best draw learners' attention to a target form. With regard to mode of instruction, a lot of debate about the relative value of input-based and output-based instruction has come to the fore. The debate centered on various studies that compare the instructional effect of an input-based approach, namely, processing instruction (VanPatten, 1993, 1996, 2002, 2004) to that of output-based approaches (e.g. Cadierno, 1995; VanPatten & Cadierno1993; VanPatten & Sanz, 1995, cited in Qin, 2008). The general findings of these studies revealed that processing instruction (PI) has gained an advantage over output-based instruction on learners' acquisition of target forms.

Hence, VanPatten (1993, 1996, and 2002) proposed that PI has an effect on changing L2 learners' underlying developing system, which could not be achieved by any type of output-based instruction.

On the other hand, some other studies, which attempted to figure out whether output tasks better promote noticing and acquisition of a target form than non-output task conditions, have ended up with mixed results (Izumi and Bigelow, 2000; Izumi et al., 1999, cited in Song & Suh, 2007). Thus, in search of the optimal means of getting learners to comprehend and produce the target form, more research is required to be conducted.

The aforementioned context in literature underlying the importance of identifying the students' noticing and types of grammar instruction in an L2 learning environment is similar to the situation in Turkey, where the present study took place. In Turkey the use of L2 in university and the demand for grammar in L2 is notably immense especially in English Preparatory school of universities where students are required to comprehend and produce large amounts of target forms in the syllabus in order to have good command of English and to pass the necessary proficiency tests that all Preparatory schools administer at the end of their programmes. Besides, there seems to have no standardization among the English teachers' use of instruction types in language preparatory schools. Therefore, they seem unaware of the choice of instruction type to teach grammar. In this context, the type of instruction is a crucial factor in promoting students' noticing and acquisition of the target forms.

1.2. Purpose of the Study

The present study attempts to investigate the optimal means for students to comprehend and produce the target forms, which are usually found challenging by elementary level EFL students. Besides from the point of English teachers, they seem to have question marks about the effectiveness of instruction types. It is also intended

to find out which type of instruction better promotes students' noticing of the target forms. Finally, the current study aims to investigate whether students' reading behaviors differ according to the type of task through different instruction types: input-based instruction, which is more comprehension oriented and output-based instruction, which is more production oriented.

Based on the purposes above, this study addresses the following research questions:

1. What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners comprehend the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?
2. What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners produce the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?
3. Are there any differences between the learners receiving input-based instruction and output-based instruction in terms of their noticing of the target forms?
4. Do the learners in the output group focus on more on the target forms or meaning during the retelling task?
5. To what extent do learners in the output group notice:
    a) the target forms in reconstruction task?
    b) the target forms and the content-words in analysis with correction task?
6. Do the learners' self-reported reading behaviours differ according to the instruction type (input-based instruction / output-based instruction) they are exposed to?

1.3. Significance of the Study

The present study provides information on the relative effects of different types of instruction on noticing and acquisition of target forms that university-level Turkish EFL students often find problematic. Therefore, the study is considered to contribute to the field by answering the questions put forward by a number of language theorists as regards the effects of meaningful input-based instruction and meaningful output-based instruction. Not only does it help teachers to decide which type of instruction to apply in their classes, but also it provides insights into students' comprehending and producing an English grammatical feature.

The study also sheds light on the relation between noticing, the further processing of input and L2 learning. Moreover, there is a lack of research which explores noticing, comprehension and production of target forms in different types of instruction in Turkey in the field of EFL research. The literature also shows that there is no conclusive evidence about the effectiveness of input and output- based instructions. Finally, the results of the current study may have certain implications with respect to the differences in reading behaviors especially when the type of instruction is to be taken into consideration.

1.4. Definition of Terms

The major terms that are used in the present study are defined as follows:

Input: The L2 data (form-based and /or meaning-based) which is received by learners either in the formal classroom or in a naturalistic setting (Leow, 1997).

Output: A learner's production of the target language, which may push the learner to move from semantic processing to syntactic processing (Swain, 1985).

Noticing: Conscious awareness of grammar which is a necessary condition for learning (Schmidt 1990; 1993a; 1994; 1995b, cited in Song & Suh, 2007).

Target-form words: operatinalized as any word (s) or morphemes contained in:

a) first type of conditional clauses- both the main and the if-clauses such as modals (will, can, may, might), if (complementizer), tense (simple present form)
b) past passive sentences - head word (functioned as the patient), past auxiliaries (was/ were), past participle form (V3), agent (by);
c) relative clauses - head word, relative pronouns (where / whose), the predicate of relative clause.

Content words: operatinalized as any word(s) or phrases in the reading texts outside the target-form words.

Reading behaviors: In the study**,** reading behaviors are referred to strategic reading; that is, the mental operations involved when readers approach a text effectively and make sense of what they read (Barnett, 1988).

Input-based instruction (Processing Instruction): A type of input enhancement (VanPatten 1996; 2002) or focus on form (Sharwood Smith, 1993), in which input is manipulated in particular ways so that learners might focus on language form to get meaning. In the present study, input-based instruction was applied through structured input activities, which were served as meaning-based activities.

Structured input activities (Comprehension task): The presentation of modified input (SI) in particular activities during processing instruction treatment (Fernandez, 2008). There are two types of structured input activities: referential and affective activities (Wong, 2004b). *Referential activities* (e.g. picture sequencing, matching activity, multiple choice activity), which have right or wrong answers, often require L2 learners to make form-meaning mappings. However, *affective activities* (e.g. oral judgment activity) require L2 learners to 'express an opinion, belief or some other affective response as they are engaged in processing information about the real world' (Wong, 2004b, p. 42).

Output-based instruction : There are two forms of output-based instruction:

The traditional grammar instruction in which learners manipulate or practise structure in output through mechanical drills (VanPatten & Cadierno, 1993). Another form of output-based instruction is meaningful output-based instruction, which is used in the study. In meaningful output-based instruction, learners manipulate or practise structure in output through meaning-based activities (VanPatten & Cadierno, 1993). In the present study, output-based instruction was applied through dictogloss task, which was served as meaning-based activity.

Dictogloss task (Output task): The typical dictogloss task (DG) activity is an output-oriented focus on form technique which consists of four procedures: preparation, dictation, reconstruction and analysis with correction (Wajnryb, 1990). Currently, there are various adaptations of this task in order to meet specific classroom contexts (Jacob, 2003, Thornbury, 1997, cited in Qin, 2008). In the present study, as suggested by Thornbury (1997) in order to reduce memory load, reading text was used instead of a listening text and dictation. Similar to the present study, Qin (2008),

used DG activity in four steps: preparation, story-retelling, reconstruction and analysis with correction.

Input group (participants): The students who received input-based instruction in the present study.

Output group (participants): The students who received output-based instruction in the present study.

Comprehension of target forms: One of the dependent variables in the present study in order to examine the receptive knowledge of the participants about the target forms through accuracy test.

Production of target forms: Another dependent variable in the present study in order to examine the performance of the participants about the target forms through written-production test.

1.5. Review of Literature

1.5.1. A Short History of Language Teaching Approaches to Grammar Instruction in Second / Foreign Language Learning

In the 1960s, studies in second language acquisition (SLA) focused on what kind of grammar instruction most facilitated SLA (Sherer & Werheimer, 1964, cited in Cadierno, 1995). From the 70s to the present, second language research has given much importance to investigate whether grammar instruction helps SLA, which is used with the same meaning of foreign language learning. Referring to the grammar instruction, Cadierno (1995) defines it as follows: “grammar instruction is the

teacher's attempt to intervene directly in the process of interlanguage construction by providing samples of specific features of learning" (p.179). As for today, the role of grammar instruction has been widely accepted.

Grammar instruction has gained different forms throughout the history of language teaching. At the end of the 18th century, The Grammar Translation Method was introduced. In Grammar-Translation method, the learners were required to translate literary texts into their native language. Teachers following the Grammar Translation Method focused on two things: checking and improving the students' memory of rules and vocabulary items, and checking and improving their comprehension of the grammar rules that had been taught before. That is, no practice was applied for establishing fluency or more spontaneous use of the language (Doughty & Williams, 1998).

The Grammar Translation Method, which gained popularity in language teaching until the 1920s, seemed to lose its effect with the emergence of a new method- Audio-lingual Method- in the United States in the 20th century. Audio-lingual Method, which was advocated by American structural linguists and behaviorism, considered the grammatical system as a set of habits to be incorporated through practice and reinforcement. Since grammatical structures constituted the main frame of a language, the use of oral drilling of basic grammatical patterns for habit formation was common. That is, before learning the rules, the learners had to accurately repeat, change, and try other manipulations on sentences orally so that communicative ability with the language could be formed. For most teachers using this method, the whole lesson was spent on a large number of mechanical drills, from repetition and substitution to transformation drills, following theoreticians such as

Rivers (1964, cited in Doughty & Williams, 1998). Because of the danger of boredom and fatigue caused by the excessive amounts of drill, the Audio-lingual Method lost its effect with the decline of behaviorism.

The late 20th century witnessed the birth of Cognitive Approach with the theory underlying UG, which was defined by Chomsky (1975, cited in Gass, 1997) as the system of principles, conditions and rules that constitute properties of all human languages. UG supports that language consists of a set of abstract principles which characterize core grammars of all natural languages. Thus, Chomsky (1966, cited in Larsen-Freeman, 2000) claims that learners must use their own thinking process or cognition to discover the rules of the language they are acquiring. Therefore, Cognitive Approach provided a great help for foreign language educators to consider how learners' internal processing mechanisms manage and store information about the target language (Hulstijn & Schmidt, 1994). According to Cognitivists, learning entails a complex cognitive skill and therefore, learners should use manipulation of information before practising the language. In Cognitive Approach, the grammar rules are given explicitly to the learners and then the rules are practiced in meaningful and communicative activities (Doughty& Williams, 1998). For example, Krashen's (1982) Natural Approach, which aims to help second language learners to reach acceptable communicative ability levels, also became prominent among the cognitive learning studies. Garrett (1986) also puts forward that a psychological processing approach to the teaching and learning of grammar should be taken. These studies attempted to find out why certain skills are more readily learnt explicitly (e.g. with attentional awareness) and others implicitly (Bialystock, 1994; Tomlin & Villa, 1994; cited in Collentine, 1998). Another theory related to Cognitive Approach is information-processing, which comes from the psycholinguistic literature. According

to information-processing, for language acquisition learners first must notice a gap between their interlanguage system and their target language system. Thus, with information-processing input becomes crucial as it serves as automizing controlled knowledge and providing information necessary for restructuring (Gass, 1997).

Furthermore, VanPatten's (1993) Processing Instruction framework essentially comes to the fore in Cognitive Approach through its attempt to investigate how attention and short term memory interact with input to create representations of the foreign language in long term memory. Within the processing instruction framework, several studies (Cadierno, 1995; DeKeyser & Sokalski, 1996; Salaberry, 1997,VanPatten & Cadierno, 1993; VanPatten & Oikkenon, 1996) were conducted in order to investigate the relative effects of two different types of *explicit grammar instruction* (EGI): *processing instruction* (PI) that focuses on the learners' processing strategies followed by input-based practice and *traditional instruction* (TI) that focuses on traditional grammar explanation followed by mechanical, then meaningful and communicative output practices.

1.5.2. Models for Second / Foreign Language Learning in Cognitivistic Framework

The theoretical model proposed by Gass:

In this model of Gass (1988, Gass & Selinker 1994, cited in Gass, 1997), five stages are described at the time of learners' converting input to output: *apperceived input, comprehended input, intake, integration,* and *output*. Gass (1997) claims that the first step of input is the recognition by the learner that there is something to be learned, which is called *apperceived input*. The input that is apperceived relates to the comprehension in the process of acquisition, which is referred to as *comprehended input*. According to Gass (1997), comprehension heavily depends on a continuum of

possibilities that range from semantic analyses to detailed structural analyses. In the further step, what is comprehended may find place in the *intake* component, which refers to the process of attempted integration of linguistic information. After the input is processed by the intake component, a form of i*ntegration* evolves as the development of one's second language grammar and the storage of the intake data when more relevant input becomes ready for use. The last stage of acquisition proposed by Gass (1997) is *output*, by means of which learners can become capable of using their developing system and it represents an active role in the dynamic, interrelated acquisition processes.

The theoretical model proposed by VanPatten (Input Processing Model):

In an attempt to define input processing, VanPatten & Cadierno (1993) see input processing as "those strategies and mechanisms that promote form-meaning connections during comprehension" (p.226). According to VanPatten & Cadierno (1993), *form-meaning connections* are connecting particular meanings to particular forms (e.g. grammatical forms, lexical forms) as in the following examples: -*s* on the end of a verb in English means someone else or third person singular, - *ato* in Italian refers to an event in the past, and *chien* means dog in French.

Van Patten (2003) puts forward how learners make *form-meaning connections* and how they parse sentences as follows:

> Learners first search the content words in the input to get the meaning. Once a content word and a grammatical form bear out the same meaning (e.g. pastness is encoded by a time reference, 'yesterday' and a verb inflection, -ed), learners begin to depend on the content word and 'skip' the grammatical form. Learners process elements at the beginning of the sentences before the ones at the end or in the middle. Hence, position in an utterance is important. In order to understand 'who did what to whom'; learners rely on a first- noun strategy. (p.41)

VanPatten & Sanz (1995) stress the importance of the second set of the processes due to their comments as follows: “From intake the learner must still develop an acquired system, that is, not all intake is automatically fed into the acquired system” (p.170). The second set of processes involves the ones that promote the *accommodation* of intake and the *restructuring* of the developing linguistic system as seen in Figure 1. As it is not clearly known that learner language is a direct reflection of acquired competence; a third set of processes must be responsible for certain aspects of language production such as *monitoring*, *accessing* and *control* as seen in Figure1.1.

In sum, it could be stated that in VanPatten’s (1996, cited in Izumi, 2003) model of *input processing*, certain principles are believed to shape the *intake* data for *accommodation* and *restructuring* by the learners’ developing system (*accommodation* refers to the operation on words and forms; whereas, *restructuring* operates on sentence structure). Once learners are pushed to get the meaning out of the input, they first focus on meaningful elements in the input, take the first- noun strategy as a general strategy for parsing input sentences and finally, depend on their semantic and pragmatic knowledge to improve their complex syntactic parsing mechanisms in the L2. Although VanPatten’s (1996, cited in Izumi, 2003) model lacks the accommodation of other factors that may also affect the acquisition of different language forms (e.g. semantic complexity, rule complexity, and frequency), it seems to have an effective role in SLA by drawing the attention of important insights into any theories of L2 processing.

From the point of *Universal Grammar* (UG) position, the role of input takes place in the least importance because input functions as a catalyst to trigger for innate properties. That is, when a learner is exposed to input which consists of one of the structures, the other structures will also be learned as a result of learning the first, even without the existence of direct input (Gass, 1997).

Moreover, Cadierno (1995, cited in Salaberry, 1997) has argued that in terms of Chomsky's theory, it could be explained that input processing creates *competence* (comprehension) while output (practice) processing creates *performance* (production).

On the other hand, from an *information processing perspective*, learners' attention is drawn on the parts of the input which have not been automized. That is, it is of great importance for learners to be aware that there is a gap between their interlanguage system and the target language system Thus, input fulfills the function of automizing controlled knowledge and supplying information necessary for restructuring (Gass, 1997).

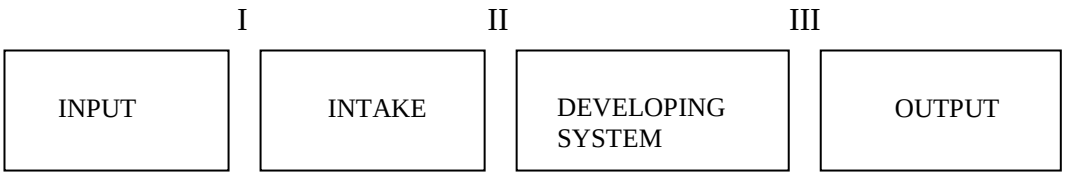

Figure 1.1. A sketch of basic processes in language acquisition

(VanPatten & Cadierno, 1993)

I input processing

II accommodation, restructuring

III access, control, monitor

1.5.3. The Role of Input and Noticing

It seems to be universally acknowledged that second language acquisition (SLA) is dependent on input (Gass, 1997; VanPatten, 2004, cited in Morgan-Short & Bowden, 2006). Input might be defined as form-based and / or meaning-based data which is received by learners either in the formal classroom or in a naturalistic setting (Leow, 1997). Input is also defined by Gass (1997) in the following words:

> The concept of input is perhaps the single most important concept of second language acquisition. It is trivial to point out that no individual can learn a second language without input of some sort. In fact, no model of acquisition does not avail itself of input in trying to explain how learners create second language grammars. (p.1)

The crucial portion of the learning picture comes from the *input hypothesis*, developed by Krashen (1980, 1982, 1985). Krashen (1982) claimed that learners' access to comprehensible input has such an important place in second language acquisition. In other words, second languages are acquired 'by understanding messages, or by receiving '*comprehensible input'* (Krashen, 1985). However, Krashen's view (1982) seems to show some oppositions with VanPatten's (1996) in terms of Krashen's (1982) suggestions for comprehensible and meaning-bearing input to be grammar free. In contrast, VanPatten (1996) holds the view that grammar instruction within the input plays an essential role in the acquisition process. VanPatten (1990) also states that an explicit type of instruction, which is called *processing instruction* (PI) by him, enables learners to process information via comprehension practice and emphasizes that this type of grammar approach helps learners to process input during written and oral production tasks at sentence and discourse level while they are accessing the target language. The PI approach maintains that SLA occurs through a series of processes:

The first of these processes in VanPatten (1993) and his colleagues' model of acquisition is called *'input processing'*, which occurs as learners derive intake from input as illustrated in Figure 1.1.

Considering the role of input in SLA, Schmidt & Frota (1986, cited in Thornbury, 1997) claimed that *noticing* seems to have a vital role in the input due to the following reasons:

a) Learners must pay attention to or notice the linguistic features of the input which they are exposed to, since without input 'intake' could not be achieved From this point of view, it is clearly understood that language teachers should try to promote noticing by enabling learners to focus on the targeted language in the input so that targeted features of the input could become intake.

b) '*Noticing the gap'* is of great importance for learners when they are introduced with the target language system, available as input. Hence, in this way the learning process could be better facilitated since learners could become capable of making comparisons between the current state of their developing linguistic system, as recognized in their output, and the target language system, which is the input itself.

In other words, Klein (1986) puts forward a similar view about *noticing* as in the following words: "the learner must continuously compare his current language variety with the target variety" (p. 62).

VanPatten (1996 cited in Izumi, 2003) like many other researchers (e.g. Gass, 1988; Robinson, 1995; Schmidt, 1990, 1995, 2001; Slobin, 1985; Tomlin & Villa, 1994, cited in Izumi, 2003) claims that *noticing* (attention) is a prior condition for learning

to take place. Nevertheless, he argues that certain parts of the input, which are relevant to the message content, should be drawn to learners' attention.

1.5.3.1. Processing Instruction (PI) as a Model of Input-based Instruction

Processing instruction is an input-based instructional technique based on the principles of VanPatten's (1996, 2002, 2004 cited in Morgan-Short & Bowden, 2006) *input processing model* (Figure 1.1). The ultimate goal of PI is to affect learners' input processing so that direct acquisition could be obtained. Learners are engaged in more effective *input processing* through the following PI treatment strategies: explicit and non-paradigmatic grammatical instruction (e.g. forms and relevant examples presented sequentially) involving input through examples and information about a processing strategy, the *modified input*; that is, *structured input* (SI) with meaningful activities (both aural and written, and referential and affective), and feedback. Hence, two types of input, input through examples and structured input are provided by PI.

In addition to the brief description of PI, three basic features or components of PI have been emphasized by VanPatten & Cadierno (1993) in the literature as follows:

1. Learners are informed about a linguistic form or structure. A particular PI strategy, which may affect the learners' understanding of the form or structure during comprehension, is given to the learners for information.

2. Learners are driven to process the form or structure during the activities via structured input instruction, in which learners are required to work with language input that focuses their attention on a particular target structure. For instance, they are given listening or reading tasks that require them to pay

attention to the form of the target structure and process its meaning, which also relates to the manipulation of input in particular ways.

3. Thus, learners rely on form and structure to get meaning and give priority to the form in the input so that they could take the opportunity to draw their attention to it.

To provide a more detailed explanation for each characteristic mentioned above, it could be suggested that the first characteristics of PI appears as a grammatical explanation about the targeted form or structure that is prior to practice.

As for the second characteristics, with the help of explicit information about processing strategies, learners' attention is explicitly directed to what to pay attention to and why. And finally, learners' engaging in structured input activities contributes to the progress of further processing of the input data (DeKeyser, 2007).

Apart from the characteristics of PI, it seems to be of great importance to mention that the emergence of PI has come out due to VanPatten's (1996, cited in Benati, 2001) criticism against the *traditional approach to grammar instruction*, in which an explicit type of instruction helps learners to process information. Unlike the traditional grammar instruction, in which learners manipulate or practise structure or form in output as mechanical drills or other kinds of guided oral or written practice, processing instruction is aimed to alter the way input is perceived and processed by language learners (Figure 1.2).

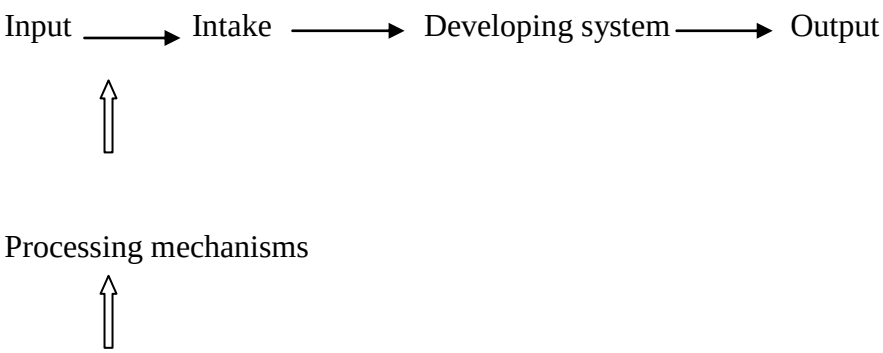

Figure 1.2. Processing instruction in second language learning

(VanPatten & Cadierno, 1993)

VanPatten (1990) also claims that the essential role of instruction is changing processes and strategies used by L2 learners and argues that this type of processing instruction which helps learners to process information via comprehension practice might be more effective than that which requires learners to produce language.

A set of empirical studies on the effects of *processing instruction* on the acquisition of various features of the Spanish linguistic system were conducted by VanPatten (1996, cited in Benati, 2001) and his colleagues. As a result of these studies, they have come up with some general findings about how learners that receive this type of grammar approach have managed to process input (interpretation tasks) at the time of carrying out written and oral production tasks at sentence and discourse level. These studies have also shown that one of the objectives of processing instruction is to change the way learners process input. Hence, the emphasis is on the learners' input rather than focusing on the output by offering processing instruction activities in

which learners can interpret the form-meaning relationship correctly regardless of any practice in producing the targeted form and structure.

On the other hand, another point of view related to PI comes from Sharwood Smith (1993, cited in VanPatten, 2002). He put that PI is a type of focus on form or input enhancement due to the following reasons:

a) PI helps learners make form- meaning connections during input processing.
b) PI contributes to some forms becoming prominent in the input; thus, learners' attention could be drawn to them.

Moreover, PI is viewed from a different perspective explaining that PI requires a structural syllabus taught by means of structured input activities. For Ellis (1999), "this syllabus needs to be used in parallel with a communicative syllabus (e.g., a task- based syllabus)" (p.75).

As for the last view about PI, it was stated that if input is not converted to intake, then it gets lost and consequently no longer becomes available to any subsequent language acquisition processes (Gass, 1988; VanPatten, 1994, cited in Doughty & Williams, 1998).

1.5.3.2. Input Tasks in PI

1.5.3.2.1. Structured Input Activities

These tasks are taken of great importance during PI since they get the input manipulated so that the targeted forms or structures become more salient (e.g. sentence initial) and help learners not to repeat the previous incorrect use of a

particular processing strategy (e.g., a subject- verb- object [SVO] word order used by English-speaking students learning Spanish).

Structured input activities are divided as referential and affective. Referential activities account of learners' giving attention to form so that they can comprehend the meaning. During these activities, implicit feedback given by the teacher is taken into consideration in order to determine whether their answer is correct or not. On the other hand, affective activities require learners to come up with an affective response while they are processing information about the real world, which shows that there is no correct or incorrect answer.

Hence, regarding the explanations about structured input activities, it could be maintained that learners may respond to the input through the structured input activities so, at the time of the focus on meaningful activities active processing of the targeted form or structure will be able to get promoted (DeKeyser, 2007).

Besides, a number of grammar teaching studies have shown that structural input tasks, without explicit information, are quite beneficial in improving learners' grammatical proficiency level (e.g. VanPatten & Oikennon 1996, cited in Takimoto, 2007).

On the other hand, Ellis (1997) argues that while designing structured input tasks, it is of great importance to consider that the target forms are frequent, the meanings of the target forms are clear, and understanding the target forms are vital for understanding the whole text. Ellis (1997) also proposes interpretation task as a way of structuring input. The general principles of interpretation tasks are described by him as follows:

a) An interpretation activity comprises a stimulus that learners are required to make some response to.
b) The stimulus could be in the form of either spoken or written input.
c) The response might involve various forms such as true-false, check a box, choosethe correct picture, draw a diagram, perform an action, however the response should be made either completely non-verbal or minimally verbal in each case.
d) The activities in the task first entail attention to meaning, then noticing the form and the function of the grammatical structure, and finally error identification.
e) Learners should be able to give a personal response during interpretation tasks, in other words, they should relate input to their own lives.

Moreover, since the focus is on the creation of intake from the input, there is no production of the targeted structure to be promoted during the exposure; instead, learners are "pushed to make form-meaning connections by requiring them to rely on form or sentence structure to interpret meaning" (Wong, 2004a, p.37).

1.5.3.2.2. Visual (Textual) Input Enhancement

Regarding the central role of noticing in learning (Robinson, 1995; Schmidt, 1990, 1995, 2001; and Tomlin & Villa, 1994, cited in Izumi, 2002) two specific pedagogical approaches (visual- textual- input enhancement and learners' output) have taken an important place in SLA research recently in terms of raising learners' attention to form. Although these approaches are considered to have basic characteristics with an attempt to induce learners' attention to the problematic aspects in the input to promote their acquisition, they differ in how noticing

(attention) is formed. While attention in the visual input enhancement is gained by external means such as by highlighting selected input forms, attention in output comes out internally through production processes.

Sharwood Smith (1991) puts forward that input enhancement is a theory-based second language teaching methodology which is designed to draw L2 learners' attention to target language form-lexical items or grammatical morphemes and structures.

Some input enhancement methods are designed for teacher-learner spoken interaction. For instance, a teacher might recast an L2 learner's utterance in order to reformulate it to the target-language norm. Yet, many input enhancement methods are developed in the visual modality. For example, textual enhancement is visual input enhancement involving highlighting through the combinations of various formatting techniques such as bolding, capitalizing, underlining or a larger font in text so that learners will be induced to notice a target form or forms during reading (Berent, Kelly, Schmitz, & Kenney, 2009).

Previous studies on the effects of visual input enhancement including both short-term treatment with limited exposure to the input (Alanen, 1995; Jourdenais, Ota, Stauffer, Boyson, & Doughty, 1995; Leow, 1997; Robinson, 1997; Shook, 1994; Williams, 1999, cited in Izumi, 2002) and longer-term treatment with a large amount of input exposure (Doughty, 1988, 1991; Jourdenais & White, 1998, cited in Izumi, 2002) revealed mixed results. For example, while four of these nine studies (Doughty; Jourdenais et al.; Shook; and Williams) have come up with positive findings for the facilitative effect of the enhancement, the other three studies (Alanen; Robinson; White) have posited only the limited effects and the rest two (Leow; Jourdenais) did

not show any significant effect at all. Hence, an examination of several factors has been taken into consideration to deal with the differences in these studies. For example, since not all studies involved the noticing assessment in their research designs, in Alanen's (1995, cited in Izumi, 2002) study, it has been suggested that noticing is an important factor for subsequent learning.

On the other hand, in White's (1998, cited in Izumi, 2002) study, in which the enhancement group revealed limited improvement, she argued that although many learners noticed the forms easily, they were not quite sure of their importance.

Moreover, these studies have brought about the questions whether input enhancement alone could be effective for the acquisition of the target form. For example, Williams' (1999, cited in Izumi, 2002) study with a form-focused verbatim recall task (a focused output task) as well as visual input enhancement task showed the benefits of visual enhancement. Therefore, he claimed that using verbatim recall task could be more effective in noticing the form than the possible effect of visual enhancement alone. Similarly, Doughty (1988-1991, cited in Izumi, 2002) put forward the positive effects of the meaning-oriented treatment that does not involve only visual enhancement but also consists of various forms of comprehension assistance for each single sentence.

1.5.3.3. Noticing in PI

With PI, VanPatten (2003) argues that grammar instruction should be meaning-based and tied to input. Accuracy is achieved by noticing things in the input. Noticing forms has also come to the forth with PI since learners have difficulty with many of the grammatical features due to the following:

a) these features may be incomprehensible or hard to notice;
b) they may occur seldom in the input; and
c) they may be found unnecessary for successful (getting the gist type) comprehension (Heilenmann, 1995).

However, VanPatten (2004, cited in De Keyser, 2007) takes a slightly different view related to the role of noticing in PI since he advocates that noticing does not always posit that a form linked with meaning could be possessed. Hence, Wong (2004, cited in De Keyser, 2007), while evaluating the role of noticing during structured input activities, adds that the ultimate goal of PI should be to help L2 learners derive richer intake from input through structured input activities, in which learners are attended to focus on the relevant form-meaning connections.

Another view related to the role of noticing in PI comes from Sanz (2004, cited in DeKeyser, 2007). She claims that learners need to notice the target grammatical form or structure just for having an understanding of the meaning and completing the activity. For her, this practice is related to the notion of Loschky & Bley-Vroman's (1993, cited in DeKeyser, 2007) 'task-essentialness', which advocates the role of attention for successful completion of a task.

1.5.4. The Role of Output and Noticing

A group of scholars have believed that the role of *output* in L2 acquisition is considerably important (e.g., Izumi, 2002; Izumi & Bigelow, 2000; Izumi et al., 1999; Swain, 1995; Swain & Lapkin, 1995, cited in Morgan-Short & Bowden, 2006). These researchers investigating the effects of output-based instruction do not ignore the essential role of input in SLA. However, they show an opposition against the

view (e.g., Krashen, 1989; Schwartz, 1993, cited in Morgan-Short & Bowden, 2006) that suggests the direct effect of input alone on the developing linguistic system (e.g. Izumi & Swain, 1995, cited in Morgan-Short & Bowden, 2006).

Swain (1985) first formulated the *Output Hypothesis*; she and others investigated a number of potential ways. Swain (1985, 1995, 1998, 2000, 2005, cited in De Keyser, 2007) for example, points out that not only is output crucial to L2 acquisition in terms of providing opportunity to practise already-existing linguistic knowledge but also it enables learners to create new linguistic knowledge. She states that if learners are supplied with enough L2 output, then they can have more chance to notice new linguistic features, formulate hypothesis about new grammatical forms, and test the hypothesis. Thus, Swain (1985) claims that output pushes learners from the *'semantic processing'* to the *'syntactic processing'*. That is, comprehending input, which is necessary for semantic processing, leads to syntactic processing which is required to encode meaning. Swain (1985) also concludes that 'comprehensible output', which refers to output that enriches the linguistic development of the learners once they try to create the meaning desired accurately, is an essential mechanism of L2 acquisition. Hence, Swain (1985, 1995, 1998, 2005, cited in DeKeyser, 2007) has come up with some specific roles of output in L2 learning as follows:

a) *Noticing:* Swain & Lapkin (1994, cited in Swain, 1995) suggests that output promotes noticing. In other words, while learners are producing the target language, they may recognize some of their linguistic problems and feel aware of the fact that there is a gap to be filled in their L2.

In a recent study, Swain & Lapkin (1994, cited in Swain, 1995) have examined the cognitive processes that are triggered as a result of noticing a problem. The results show that learners producing their L2 have noticed gaps in their linguistic knowledge, which proves that output led to noticing by having a consciousness-raising role. Moreover, it was argued that cognitive processes which could be a way of generating linguistic knowledge are likely to be triggered as a result of the noticing factor.

b) *Hypothesis formulation and testing:* According to Swain (1998, cited in DeKeyser, 2007), L2 learners benefit from their output through the processes of hypothesis formulation and testing in order to try out new language forms (hypotheses) so that they could convey their intended messages. It has been argued that learners' errors in written and spoken production reveal how the target language works and they seem to be the key elements for testing a hypothesis.

c) Metalinguistic function and syntactic processing: The third function of output has been identified by Swain (1995, 1998, cited in DeKeyser, 2007) as metalinguistic. She draws the attention to metatalk, that is, learners use language to reflect on language. She also adds that this metatalk might serve as deepening learners' awareness of forms and linguistic forms, as well as it enables them to gather the relationship between meaning, forms and function in a highly context-sensitive situation.

In Swain's (1985) Output Hypothesis, it is claimed that if learners produce output in their L2 rather than simply comprehending the language, then this might push them to move from semantic processing to syntactic processing (Kowal & Swain, 1997; Swain, 1985, cited in DeKeyser, 2007). Similarly, Long (1996, cited in DeKeyser,

2007) draws the attention to the usefulness of spoken production by arguing that negative input is elicited and analysis and grammaticization are strengthened by it.

To sum up, Swain's (1985) *Output Hypothesis* suggests that output practice, by which opportunities for L2 production appear, leads to L2 acquisition provided that cognitive processes such as noticing, hypothesis testing, metalinguistic reflection, and syntactic processing are affected by this practice. Hence, as a result of output practice learners might get to notice gaps in their interlanguage sytstems, test their existing knowledge, reflect consciously on their own language and process language syntactically, of all which are supposed to be the most beneficial for L2 development (Muranoi, 2000, cited in DeKeyser, 2007).

As a result, it has been believed by most L2 teachers and learners that output practice, providing opportunities for L2 learners to produce output, has such an important role in developing L2 proficiency. This belief which advocates the usefulness of output practice has been seen in conventional foreign language teaching methodologies such as the *PPP model* (e.g., Byrne, 1976; Harmer, 2001). In *PPP model,* there are three stages named as *presentation*, *practice* and *production*. First, learners are given the opportunity to realise the usefulness and relevance of a new language item at the presentation stage. Then, practice stage is applied to provide learners a maximum practice through controlled language and meaningful context. Finally, learners are aimed to use new language in freer, more creative ways at the production stage, which is closely related to learners' producing output (Richards & Rodgers, 1986).

On the other hand, the role of output practice in SLA has been considered as a controversial issue by a number of ongoing debates (DeKeyser, 2007). For instance, in the *Input Hypothesis*, Krashen (1982, 1985, 1998, cited in DeKeyser, 2007) argues that producing output functions as generating comprehensible input from the interlocutor. Krashen (1998) also claims that output fails to make a real contribution to the development of linguistic competence because of its being limited in use, besides he adds that even high levels of linguistic competence could be acquired without the need of output, and there seems to be no direct evidence for language acquisition to take place through output.

It should also be pointed out although the impact of *Output Hypothesis* was supported by Swain & Lapkin (1995); Kowal & Swain (1994) through insightful evidence, more evidence seems to be needed such as investigating the role of output in acquiring complex syntactic structures. While most studies rely on the role of output in noticing (e.g., Izumi & Bigelow, 2000) and output modification (Pica, Holliday, Lewis, & Morgenthaler, 1989; Takashima & Ellis, 1999, cited in DeKeyser, 2007), the effect of other internal processes such as hypothesis formulation and testing, metalinguistic function and syntactic processing has been excluded. If these methodological limitations of output hypothesis are taken into account, it could be assumed that various factors including learners' psycholinguistic readiness and linguistic features of the target form play a crucial role on L2 development through output practice (Muranoi, 2000, cited in DeKeyser, 2007).

1.5.4.1. Output-based Instruction

According to output-based instruction in second language learning, learners should practise form at the production stage in order to gain the gradual automatization of explicitly learned knowledge. In general, output-based instruction and processing instruction show differences in terms of the way they make use of focused practice. In output-based instruction, while learners manipulate or practise structure in output as mechanical drills or meaning-focused activities (Figure 1.3.), in input-based instruction (PI) learners are pushed to process linguistic data in the input so that they will be able to manage richer grammatical intake for their internal learning mechanisms (VanPatten & Oikkenon, 1996).

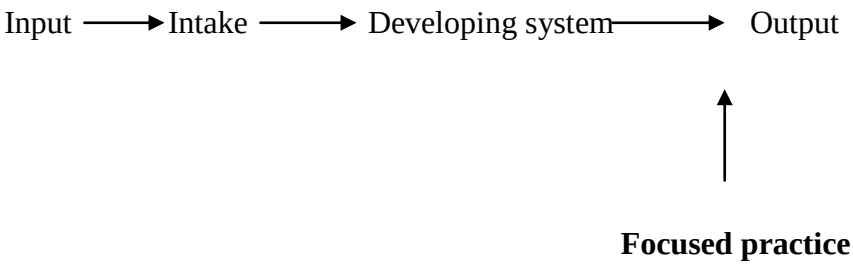

Figure 1.3. Output-based Instruction in second language learning

(VanPatten & Cadierno, 1993**)**

However, two different ways of operationalization of output-based instruction were proposed. The first type of output-based instruction was named by VanPatten & Cadierno (1993) as traditional grammar instruction (TI), which involves an explicit explanation of target forms through mechanical drills. As for the second type of instruction, it was thoroughly based on meaningful output-based activities, and

therefore called meaning-based output instruction (MOI) (e.g. Benati, 2005; Farley, 2001, 2004, cited in Qin, 2008).

A number of studies (e.g. Cadierno, 1995; VanPatten& Cadierno, 1993; VanPatten & Sanz, 1995, cited in Qin, 2008) on L2 learners' acquisition of target morpho syntax forms have compared input-based instruction (PI) to an output-based technique, namely, traditional grammar instruction (TI),which involved an explicit explanation of target forms, followed by mechanical, then meaningful, then communicative output-based practices. On the other hand, other several subsequent studies (e.g. Benati, 2005; Farley, 2001, 2004, cited in Qin, 2008) have compared input-based instruction (PI) to meaning-based output instruction (MOI), which includes only meaningful output-based activities.

However, a lot of criticism was opened concerning the output-based instruction (TI) involving mechanical drills. VanPatten & Cadierno (1993) claimed that output practice might be beneficial since "learners need to develop their abilities in accessing the developing system for fluent and accurate production, but this type of practice lacks developing that system itself" (p.239). According to Van Patten (1996), while the aim in processing instruction (input-based instruction) is to alter the way input is perceived and processed by language learners, mechanical output-based practices (TI) focus on learners' output and may help to develop fluency and accuracy in production, hence it has got nothing to do with getting the grammar into learner's head. Similarly, VanPatten (1996, cited in DeKeyser, 2007) supports the view that output practice of a form or structure, if applied without input processing, appears to serve no useful purpose for second language acquisition. VanPatten (1990) also adds that processing instruction, which helps learners process

information via comprehension practice might be more salient than mechanical output-based practices (TI), which result in learners' producing the language too early.

Similarly, Ellis (1993) holds the view that form-focused output practice could be useful only for formulaic knowledge, for pronunciation, and for the development of 'fully proceduralized' knowledge (p.109). Ellis (1991, 1994, 1997; cited in DeKeyser, 2007) also emphasizes that, except for raising learners' consciousness of certain linguistic forms, output practice has a limited role in L2 acquisition by citing the previous studies about the effects of output tasks (e.g., the garden-path technique, text manipulation, text creation activities). He also maintains that it is not still proved whether production practice might result in the acquisition of new linguistic features (Ellis, 1994).

1.5.4.2. Output Tasks

1.5.4.2.1. Text Reconstruction

The starting point for reconstruction activities is the teacher's text which the learner reads and then reconstructs. In research studies such as Izumi & Bigelow, 2000; Izumi, S., Bigelow, M., Fujiwara, M., & Fearnow, S., 1999, text reconstruction task has been used for several reasons. First of all, a reconstruction task, based upon a meaning-based pedagogical activity, enables learners to devote some attentional resources to form by providing both the data and the incentive so that the learners could become capable of making interlanguage (IL) and target language (TL) comparisons (Thornbury, 1997). Second, while reconstructing a text, since learners will be engaged in deploying their available linguistic competence, extra effort

comes by itself which might trigger noticing. To exemplify this process, Swain & Lapkin's (1995) following words related to noticing and reconstruction task should be taken into consideration. "The activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it might bring to their attention something they need to discover about their L2" (p.373).

According to Brett (1994, cited in Thornbury, 1997), a reconstruction task is a unique 'linguistic problem-solving task', in which integration of form and meaning is stressed. More specifically, one advantage of the reconstruction task is that it constitutes control over the content and form produced by the learner. Furthermore, a reconstruction task providing an opportunity for exposure to the original input and for reconstruction allows learners to notice from the first to second input exposures and their uptake of the form from the first to second outputs.

1.5.4.2.2. Dictogloss Task

Dictogloss (DG), known as dicto-comp (dictation-composition), or grammar dictation (Wajnryb, 1990), is a kind of reconstruction activity which has been popularized recently. It is a kind of output-oriented focus on form technique that consists of four procedures: preparation, dictation, reconstruction, and analysis with correction. The basic procedure in dictogloss tasks involve learners' listening to a short text once or twice, and reconstructing it from memory, either individually or pairs or groups. Then, the reconstructed text, as in all reconstruction tasks, is compared with the original to make a distinction between differences that are acceptable or unacceptable (e.g. where the propositional content is the same or different).

DG seems to have several advantages in EFL methodology such as offering a discourse-oriented view of language since it gives importance to the meaning of a whole text (Garcia Mayo, 2002; Jacobs, 2003; Thornbury, 1997, cited in Qin, 2008). Besides, as a result of considerable research and studies (e.g. LaPierre, 1994; Swain, 1998; Swain & Lapkin, 1998, 2001; Williams, 200, cited in Qin, 2008), it has been figured out that via DG, L2 learners are supplied with multiple opportunities by drawing their attention to target linguistic forms in meaningful contexts.

This specific characteristic of DG also supports Swain's hypothesis (1985), which states that learners' efforts to produce comprehensible output would give rise to internalization and, eventually acquisition of target forms. While reconstructing a text in DG, learners take advantage of their current linguistic competence so as to produce output, which might seem insufficient of the target model. Then, their striving to focus on relevant language forms in the future could be encouraged. When the final stage of DG (i.e. analysis with correction) takes place, learners are given an opportunity to expose themselves to the target model first, and use the target model to compare with their reconstructed pieces at last. Hence, this process could be considered crucial for 'noticing gap' (Schmidt & Frota, 1986) or 'cognitive comparison' in Ellis' terms (1995), where L2 learners are triggered to notice their inadequate current developing linguistic competence and then restructure it getting exposed to the target model.

With regard to the advantages of DG, the most empirically examined one is 'meta talk' or 'language related episodes', which enables L2 learners to discuss or question their language use during the completion of a reconstruction task in L2. As examined by LaPierre (1994, cited in Qin, 2008), who involved Grade 8 early French

immersion students in Canada in his study, the results showed that 'meta talk' is facilitative of L2 acquisition since he found a positive relationship between correctly solved linguistic problems during DG and correctly answered items in the following tailor-made post- tests.

Apart from this, recent research related to 'meta talk' of specific linguistic forms has demonstrated that L2 learners do not seem concerned with grammatical features as much as they do with lexical meanings in DG (Garcia Mayo, 2002; Toshiyo, 1996; Williams, 1999, cited in Qin, 2008). Garcia Mayo (2002, cited in Qin, 2008) put that learners pay less attention to grammatical features as they are primarily involved in producing a coherent meaningful text in DG. Moreover, Toshiyo (1996, cited in Qin, 2008) emphasizes that learners' comprehension of a reconstruction text in DG should be ensured to such an extent, and in this way he states that more of learners', especially beginning-level learners, attention could be drawn to discuss forms rather than argue about the accuracy of meaning of the text during the reconstruction stage.

Different from a typical DG activity, dictogloss task is also used with a reading text instead of a listening text and dictation (e.g. Qin, 2008). According to Thornbury (1997), when learners are exposed to the written form of the reading passage, their memory load will reduce. By this way, they might more pay attention to the syntactic processing.

1.5.4.2.3. Essay-Writing Task

Essay writing task is a kind of output task, which has been extensively used in the studies of Izumi and Bigelow (2000, cited in Song & Suh, 2007) with an attempt to explore the relative effects of different output tasks such as reconstruction task and

picture-cued writing task. The studies reveal that the experiment group learners' essay showed a great deal of individual variation compared with their text reconstruction. Thus, Izumi & Bigelow (2000) state that the essay writing task, which is more susceptible to individual variation than is the reconstruction task, might lead to some difficulty for the learners to make the comparison between IL output- TL input. They also argue that the reconstruction task seems to have an advantage in promoting noticing the gap since it targets the specific grammatical structure.

1.5.4.2.4. Picture-cued Writing Task

Another output task type is picture-cued writing task, which was also used in the studies of Izumi & Bigelow (2000) in order to seek the task effect on L2 development with regards to the noticing function of output. Izumi & Bigelow (2000) benefited from picture-cued writing task in order to lessen the heavy burden of essay writing task on the learners. By doing so, learners' attention to form was aimed to be drawn by offering them a great deal of flexibility. For instance, the participants exposed to the picture-cued writing task were given a set of pictures and a few vocabulary prompts designed to elicit the targeted contexts related to the story they read and then they were asked to complete a short guided writing based on them.

1.5.4.3. Noticing in Output-based Instruction

With the proposal of Swain's hypothesis (1985, 1995, 2000, 2005), the noticing function in output-based instruction came to the fore since it was viewed as an important factor to promote L2 learning. According to Swain (2005), while learners

are producing the target language, they may "notice that they do not know how to say (or write) precisely the meaning they wish to convey" (p.474). She goes on her argument by saying that learners then might solve their linguistic deficiency by recognizing problems in their IL capabilities.

Related to the noticing function in output-based instruction, Schmidt & Frota (1986) also put that "a second language learner will begin to acquire the target like form if and only if it is present in comprehended input and 'noticed' in the normal sense of the word, that is consciously" (p. 311). Hence, output is proposed to facilitate the process of noticing in one's IL and the relevant features in the input.

With an attempt to investigate the noticing function of output, a few studies were conducted by Izumi, 2002; Izumi & Bigelow, 2000; Izumi, S., Bigelow, M., Fujiwara, M., & Fearnow, S., 1999. In all these studies mixed results were obtained. Izumi & Bigelow (2000) and Izumi et al. (1999), focused on the English past hypothetical conditional by comparing an experimental group with output opportunities and subsequent exposure to relevant input and a control group that was exposed to the same input first and then asked to answer comprehension questions on the input. The output tasks were a reconstruction writing task and an essay-writing task. As for noticing, it was operationalized through underlining. The two studies were the same except for the order of the two output tasks in the two phases. For instance, in Izumi et al. (1999), the reconstruction task was given in the phase 1 and one week after the phase 1, an essay-writing task was given in the phase 2; whereas, in the study of Izumi & Bigelow (2000), the order of tasks was reversed to examine if task ordering makes any difference in the results. However, the results of both studies lacked showing that output tasks promote noticing of the form, possibly due

to the nature of the comprehension questions, individual variation, and type of target form (Izumi et al., 1999; Izumi & Bigelow, 2000).

On the other hand, in another study of Izumi (2002) the effect of output task (reconstruction task) and visual input enhancement, together or separately, was investigated in terms of noticing and acquisition of English relativization. The study involved one control group and the four different treatment groups with respect to their output requirements and exposure to enhanced input. The study revealed that none of the output group treatments were better than the control group in noticing the target form.

1.5.5. Studies Examining Relative Effects of Processing Instruction and Output-based Instruction

With regard to mode of instruction, a lot of debate has focused on the relative value of input-based instruction (processing instruction) and output-based instruction. Considerable studies that compare the instructional effect of input-based instruction with output-based approach were carried out. However, they differed in how they operationalized output-based instructional treatments; that is, the instructional treatment option (whether mechanical or meaningful language activities) was contrasted with input-based instruction (processing instruction).The following studies describe the effect of both instruction types on the comprehension and production of the target forms.

1.5.5.1. Studies Showing Significant Differences between Input-based Instruction (Processing Instruction) and Output-based Instruction both on Comprehension and Production

The studies (VanPatten& Cadierno, 1993; Cadierno, 1995; VanPatten & Sanz, 1995 cited in Qin, 2008) demonstrate the effectiveness of PI and the earlier form of output-based instruction, named as traditional instruction (TI) on L2 learners' acquisition of target morpho-syntax forms. In these studies, PI involves an explicit explanation of target forms and structured input activities; whereas, output-based instruction is composed of an explicit explanation of target forms with mechanical, then meaningful, and then communicative output-based practices (VanPatten, 2004). The result of the findings shows that PI has a greater impact on L2 learners' comprehension of target forms than TI. It has also come to the fore that PI groups failed to produce target forms during instruction, yet they managed to comprehend and produce them after instruction; on the other hand, the output groups were not able to show better performance in comprehension after treatment, but they gained a better improvement in production than the PI groups.

Besides, findings reported in DeKeyser & Sokalski (1996,) who attempted to examine the input processing studies (e.g. Van Patten & Cadierno, 1993), demonstrated that the effect of input and output practice appeared to be primarily skill-specific; that is, input practice proved better results for comprehension skills and output practice was significantly better for production skills. Nevertheless, they avoided making strong generalizations from the results due to the obscurity of the patterns in their study when both testing time (immediate versus delayed) and the

morphosyntactic nature of the structure (simple versus complex) seemed to support one skill or the other.

Regarding the advantage of PI in the acquisition of the language form over TI gained from these studies, Van Patten (1993, 1995, 2004) suggests that PI operates as an effective instruction to alter L2 learners' underlying developing system; yet TI lacks to achieve this. According to him, it is because PI is designed to prompt learners' processing input efficiently through some form-meaning mapping activities, that is, structured input activities. Hence, while learners are engaged in these activities, they could better notice and correct their inefficient processing strategies. Thus, intake becomes internalized.

1.5.5.2. Studies Showing Significant Differences between Input-based Instruction (Processing Instruction) and Output-based Instruction on Comprehension only

The studies (e.g. Cadierno, 1995; Cheng, 1995; Tanaka, 1996; Nagata, 1998; Benati, 2001; Farley, 2001; and VanPatten & Wong, 2004, cited in Morgan, 2006) being conducted on the same issue came up with similar results to the original VanPatten & Cadierno (1993), which attempted to compare the effects of PI and TI on learners' ability to comprehend and produce sentences about Spanish clitic object pronouns. The results of Van Patten & Cadierno's (1993) study, as well as the studies mentioned above, demonstrated that PI group did significantly better than the TI group in comprehension tasks and showed the similar performance as did the TI group on production tasks.

On the other hand, based on the findings from the empirical studies (VanPatten, 1996; Cadierno, 1992; VanPatten & Cadierno, 1993; Van Patten & Sanz, 1995, cited in DeKeyser, 2007) of VanPatten's (1996) input processing instruction, the effects of PI and TI in language acquisition were also investigated. VanPatten (1996) reported the results by claiming that traditional instruction (output-based instruction with mechanical drills) consists of explanation and output practice develops only L2 learners' production abilities; on the other hand input-based instruction promotes learners' production and comprehension abilities. He goes on his argument by stating that traditional instruction helps learners improve their explicit knowledge that could be used on simple and time-controlled language tasks, while input-based instruction proves a considerable contribution on the formation and growth of the L2 developing system within the accommodation of intake and the restructuring of the system itself.

Related to the findings from the empirical studies (VanPatten, 1996; Cadierno, 1992; VanPatten & Cadierno, 1993; VanPatten & Sanz, 1995, cited in DeKeyser, 2007), it was indicated that practice in production does not make a significant contribution to L2 comprehension and comprehension practice alone would be enough to create significant development both in comprehension and production.

1.5.5.3. Studies Showing Significant Differences between Input-based Instruction (Processing Instruction) and Output-based Instruction on Production only

Three studies (Kim, 2001; Nagata, 1998; Tanaka, 2001 cited in Erlam, 2003) reported greater gains for the output-based instruction group on production tasks. It is important to note that the output-based instructional treatments were meaning focused in the studies of Nagata (1998) and Tanaka (2001). All studies provided evidence that the input-based instruction group performed as well as output-based

instruction group on comprehension and interpretation tasks. In other words, the results of these studies show that input-based instruction may not be superior to meaning-oriented, output-based instruction in terms of comprehension.

1.5.5.4. Studies Showing No Significant Differences between Input-based Instruction (Processing Instruction) and Output-based Instruction on either Comprehension or Production

As a result of the studies (DeKeyser & Sokalski, 1996; Salaberry, 1997; Collentine, 1998; Allen, 2000; Canturk, 2001, cited in Karacaer, 2003) no significant differences between PI and TI groups (exposed to mechanical output-based activities) were found on either the comprehension or production tasks.

Moreover, the study conducted by Karacaer (2003) on the effect of PI and TI on Turkish EFL learners' learning of English causatives showed that there was no significant difference between the instruction types in terms of learners' interpreting and producing the English causatives.

Similarly, in the study conducted by Çelik-Yazıcı (2007), it was found out that the Turkish EFL learners, who received processing instruction through structured input activities, interpreted and produced English wh-questions as well as the others, who received traditional instruction through mechanical drills, then meaningful activities.

Furthermore, four studies (DeKeyser & Sokalski, 1996; Hazzard, 1999; Tanaka, 1996; Toth, 1997, cited in Erlam, 2003) reported equivalent gains for both input-based and output-based instruction groups on production tasks. It should also be noted that in all of these studies, input instruction was contrasted with output-based

instruction that consisted of mechanical practice and was not consistently meaning focused.

Another study (DeKeyser, Salaberry, Robinson, & Harrington, 2002, cited in Morgan, 2006) examining the relative effects of both instruction types on the acquisition of the language forms has revealed that both input and output-based instruction have equally contributed to the acquisition of semantically complex target forms (e.g., the subjunctive in Spanish; Cheng, 2002; Collentine, 2002; Farley, 2001, cited in Morgan, 2006). The output-based treatments in these studies involve no mechanical output drills; instead they are much more meaning-based when compared with the earlier processing instruction studies in which traditional output-based instruction was comprised of mechanical drills (e.g., VanPatten & Cadierno, 1993). Hence, it seems that the operationalization of the treatments should be taken into consideration to argue whether output-based instruction and input-based instruction have equally positive effects.

1.5.5.5. Studies on Noticing

In the study by Izumi et al. (1999), the effect of output tasks on noticing was investigated. A reconstruction task and an essay-writing task were used as output tasks respectively. The results from the reconstruction task demonstrated that there was more noticing of the target form (the past hypothetical conditional in English) than the comprehension task did. However, the essay-writing task revealed mixed results. That is, it was not as effective as reconstruction task in promoting noticing the target form.

In another study (Izumi, 2002), the effect of reconstruction task (output task) and visual input enhancement (input task) on noticing of the target form (English relativization) was attempted to find out. The findings of the study revealed that both reconstruction task and visual input enhancement had positive impact on noticing of the target form.

In addition, the effects of visual input enhancement were investigated in a number of studies (Alanen, 1995; Jourdenais, Ota, Stauffer, Boyson, & Doughty, 1995; Leow, 1997; Robinson, 1997; Shook, 1994; Williams, 1999, cited in Izumi, 2002), which came up with mixed results. Only the four studies (Doughty, 1995; Jourdenais et al., Shook, 1994 & Williams, 1999, cited in Izumi, 2002) posited the facilitative effect of visual input enhancement on noticing.

In summary, the literature review shows that the effect of instructional type on learners' noticing, comprehension and production of grammatical feature forms in L2 has always been a major concern for researchers since there is not conclusive evidence so as to reveal the most effective instruction type in EFL learning. Considering the studies comparing the effects of different instructional types on L2 learning in the light of the literature presented above, it could be concluded that there is no result showing the positive effect of input-based instruction over output-based instruction on production of grammatical forms. In addition, there is no result showing the positive effect of output-based instruction over input-based instruction on comprehension of grammatical forms. The literature review also posits that input tasks are not superior to output tasks in terms of learners' noticing of the target forms.

CHAPTER 2

METHODOLOGY

2.1. Research Design

The present study is a quasi-experimental study which aims to examine the relative effects of two different types of grammar instruction, input-based instruction and output- based instruction in helping elementary level EFL learners acquire three different target forms (past passive, if clause type1, relative clause with where and whose) in terms of comprehending and producing them.

Besides, the study had a pre-test and post-test design (see Table 2.1.) for each target form that was introduced in the study, involving one input and one output group. After the piloting, the treatment took about six weeks including pre and post-test designs. In order to ensure that the participants do not know the target forms and the two groups are not significantly different from each other, the same pre-test was given to both groups related to each target form. One week after each pre-test (21st Dec., 4th Jan., 14th Jan.2010), the same tests were administered once more as post-tests on the same day of the treatments (28th Dec., 11th Jan., 21st Jan.2010) to collect data for the study. Two experimental groups (input- output groups) received respectively input-based instruction and output-based instruction. The former was comprehension-based and the latter was production based. In this study, input-based instruction involved grammar explanation in a non- paradigmatic way and

comprehension practice directed at altering the way second language learners process input and make correct form-meaning connections. The output-based instructional treatment consisted of the explanation of grammar rules in a paradigmatic way followed by oral and written practice (part of which was meaning-oriented) which was directed at altering the way L2 learners produce the target language.

Table 2.1.

Research Design

	Date	Input Group	Output Group
	11th Dec.,2009	Pilot study	Pilot study
1st target from	21st Dec.,2009	*Pre-test	*Pre-test
	28th Dec.,2009 (a week after the pre-test)	*Experimental procedure (input-based treatment)	*Experimental procedure (output-based treatment)
		*Post-test	*Post-test
2nd target form	4th Jan.,2010	*Pre-test	*Pre-test
	11th Jan.,2010 (a week after the pre-test)	*Experimental procedure (input-based treatment)	*Experimental procedure (output-based treatment)
		*Post-test	*Post-test
3rd target form	14 thJan.,2010	*Pre-test	*Pre-test
	21st Jan.,2010 (a week after the pre-test)	*Experimental procedure (input-based treatment)	*Experimental procedure (output-based treatment)
		*Post-test	*Post-test

Following the design of the research, the present study also investigated learners' noticing of the target forms on the basis of input and output-based instructions. In each treatment of the input group, the learners' attention was drawn to linguistic forms through visual input enhancement. However, output group was exposed to regular, unenhanced input. Two types of noticing measures were used: note scores derived from note taking carried out by input and output groups during the reading phases of the treatments, and immediate uptake of the forms demonstrated in the subjects' production (reconstruction) during the output phases of the treatments (only for the output group). Thus, the variables included in this study are:

a) four dependent variables- noticing content words and target words, comprehension of target forms, production of target forms, and reading behaviours.
b) one independent variable- instruction type (output-based instruction- dictogloss tasks; input-based instruction- structured input activities).

The study was mainly based on quantitative data since the research instruments included the note sheets of the participants to analyse the noticing of target forms, a retrospective questionnaire to explore the differences in reading behaviours, an accuracy test for the comprehension of the target forms, and a production test for the production of the language forms.

Moreover, some more data was obtained by recording the work of selected participants of output group during the treatment. Hence, the in-depth analysis of the stages participants go through during the treatments contributed to the validity and reliability of the results and conclusions of the study.

2.2. Research Questions

This study addresses the following research questions:

1. What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners comprehend the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?

2. What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners produce the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?

3. Are there any differences between the learners receiving input-based instruction and output-based instruction in terms of their noticing of the target forms?

4. Do the learners in the output group focus on more on the target forms or meaning during the retelling task?

5. To what extent do learners in the output group notice:

   a) the target forms in reconstruction task?

   b) the target forms and the content-words in analysis with correction task?

6. Do the learners' self-reported reading behaviours differ according to the instruction type (input-based instruction / output-based instruction) they are exposed to?

2.3. Participants

The participants in this study, within the age range of 18-19 (N=34, two classes) were from the elementary level of English prep classes at Istanbul Commerce University. All the students at the prep school of this university were placed into the course by a departmentally administered placement test that took place at the beginning of the term.

Two elementary level classes of the researcher were used to be the participants in the study. Although the participants in both groups were placed into the elementary level of English classes by the prep school department, before the application of the study a reading test was given to both groups in order to make sure that their level of English does not show significant differences. The result of the test revealed that there was no statistically significant difference between the two groups (p= .198). Hence, one of the classes was randomly assigned as an input group (EG, n=17); and the other class as an output group (EG, n=17).

2.4. Research Setting

The study took place in a private university appreciated for its studies in various fields, namely commerce, law, media-communication systems; engineering.The medium of education in Istanbul Commerce University is Turkish. There are 12 different English Language Programs; 8 English Language Programs in 4 year undergraduate and 4 programs in two year undergraduate education (Vocational School). Students are expected to take the minimum 35 credits of English Language

Programs in four year undergraduate and 12 credits of English Language Programs in two year undergraduate education.

English Preparatory Department provides basic academic English education by using published books as well as original books and materials specifically prepared for ICU students. The curriculum is based on the criteria set by Common European Framework of Reference. The aim is to raise ICU students' English proficiency to such a level as to enable them to follow the credit based undergraduate and vocational school English programs specialized according to their respective academic fields. In other words, English Preparatory Department consists of the English Preparatory School and the complementary English Language Programs and thus, the language is taught within such an integrated approach.

Registered students are required to take the English Proficiency Exam prepared by English Preparatory Department. The students who pass the English Proficiency Exam are entitled to attend the first year courses in their departments. On the other hand, the students who score below 60 (out of the total score of 100) are accepted to have failed the test and demanded to take the Placement Exam.

On the basis of their scores from the placement exam, students are placed in classes at three different proficiency levels, namely Gold level with 20 hours of English course per week (intermediate), Silver level with 25 hours of English course per week (pre-intermediate), Bronze level with 25 hours of English course per week (elementary). All students at the prep school have one full year basic academic English education. At the end of the year, all levels of students are supposed to reach the same level, upper-intermediate and take the same Final Exam.

Throughout the Prep School year, all levels of students have the same English courses- The Basic English Course and The Integrated Skills Course. The Basic English Course mainly covers grammar through integrated skills which is presented in course books prepared by foreign publishers. In the Integrated Skills Course, students study foreign publishers' course books that involve reading, writing and listening instruction.

The current study was carried out in the Fall Term of 2009-2010 academic year. The participants in this study were the researcher's own classes that are composed of 34 Bronze level (elementary) students in total. Bronze level students had 25 hours of compulsory English Instruction per week. Bronze level programme comprises 15 hours of Basic English and 10 hours of reading, listening and writing instruction per week. All students had Basic English course in the morning lessons and Skills course in the afternoon lessons five days a week.

Throughout the year, the students studied *Language Leader 1 / 2 / 3 / 4* course book prepared by *David Cotton*, *David Falvey* and *Simon Kent* in the Basic English course; and *North Star 2 / 3* course book prepared by *Laurie Barton* and *Carolyn Dupaquier Sardinas* in the Skills course.

It should also be noted that when the present study was being carried out, the participants were studying *Language Leader 2*, pre-intermediate course book due to the requirements of the syllabus. Besides, regarding the first term, the participants had already learnt some grammar forms such as present simple tense, present continuous tense, past tense, future tense present perfect tense and present modals. According to the syllabus, the target forms the students were supposed to study during the second term were as follows: if clauses (type 1,2,3), relative clause,

passive voice, gerund-infinitive, past perfect tense, future continuous tense, future perfect continuous, reported speech, past modals. Hence, considering the syllabus, the target forms included in the study had not been formally taught in the programme before.

2.5. Data Collection Procedures

Two classes at the Prep School were assigned to input and output groups. Each group had a different group condition (*the input condition* with exposure to enhanced input without any production and *the output condition* with exposure to production without enhanced input). The participants in both groups were given the same reading story (target forms were underlined for the input group but not for the output group) for each treatment. Note-taking was assigned to both groups during reading. The participants were required to take notes of any word, phrase or sentence to comprehend the story (for the input group) and to reconstruct the story (for the output group). After note-taking, the copies of the story for each treatment were collected. Then, a retrospective questionnaire, with a list of behaviour patterns, was conducted to both groups in order to explore the differences in reading behaviours.

After the questionnaire was collected, the input group received structured input activities so that the learners would be able make form-meaning mappings as suggested by Wong (2004, cited in Qin, 2008). As for the output group, the participants in this group were assigned to work in pairs and to retell the story to each other by looking at their note-sheets and the pictures related to the story. The retelling task was audio-recorded to be analysed for the study. Following the retelling task, the participants in this group were assigned to reconstruct the story in pairs by

looking at the pictures about the story. The reconstruction sheets were collected to be analysed. Then, the original story was given back to the participants and they were asked to make notes on their reconstruction sheets by comparing their reconstructed story and the original story (analysis with correction task). Retelling, reconstruction and analysis with correction tasks, which were assigned to only output group, were suggested by Thornbury (1997) as an awareness raising technique to help the learners notice the target forms during output-based instruction.

Finally, as soon as the participants' note-sheets were collected, some more quantitative data were gathered from the three post-tests, which were administered at the end of each treatment. The rationale behind the post-tests was to investigate if there would be any differences between the input and output groups in terms of comprehending and producing the target forms.

2.5.1. Target Forms

In the study, three different target forms- first conditional type of if clause, past passive, relative clause (where, whose) were chosen for both pedagogical and theoretical reasons.

From a pedagogical perspective, all these target forms in general cause problems for many ESL learners due to the complex structure of such sentences. Hence, mastery of these structures require a good grasp of the English tense system and modal auxiliaries (for first conditional type of if clause). Besides, the pre-test administered one week before the treatment showed that the participants in both groups had gaps in comprehending and producing the target forms accurately.

Some examples of the interlanguage sentences produced by the participants were as follows:

I. If Lisa accept the scholarship, she will to study at American College.

II. Hodja went to the bazaar where buy something.

III. The picture was steal the thief.

As for the theoretical reasons, Celce-Murcia & Larsen-Freeman (1983, cited in Izumi et al., 1999) noted that conditional sentences are found challenging by most ESL learners because of having two clauses: an *if*-clause and a main clause, which result in the complexity of these structures.

In addition, choosing the passive voice lies in the first noun principle emerging from Van Patten's input processing model (1996, 2004; cited in Qin, 2008). According to this principle, most L2 learners hold an ineffective processing strategy, in other words, they seem to process the first noun or pronoun in a passive sentence as the *agent*. As a result, most L2 learners might come up with problems in processing the English passive voice efficiently, where the first noun or pronoun should be processed as the *patient*. In addition, it has been observed that the Turkish students have also difficulty in using an effective processing strategy as mentioned in the literature; therefore, while learning the passive voice in their L2, they make frequent errors.

The acquisition of Relative Clauses in English on both L1 and L2 was extensively studied by many other researchers such as Doughty (1988-1991, cited in Izumi, 2002) and Izumi (2000). As a result of these studies, a rich source of information revealed that both L1 and L2 learners faced processing problems in comprehending and producing them.

It should also be noted that the target forms (if clause-type1, past passive, where-whose relative clause) in this study were chosen among the new grammatical forms which were introduced in the syllabus later. In addition, to prevent any kind of outside exposure during the study, it seemed crucial to apply the post-tests right after the treatments of the study.

The target forms were presented respectively during the treatments; that is, future conditional if clause was presented in the first treatment; past passive in the second treatment; where and whose relative clauses in the third treatment. Thus, the repetition of the treatment procedure and measurement with three different forms is believed to contribute to the reliability and the validity of the results derived from the study.

On the other hand, the target forms were presented to both input and output-group participants through short reading stories after a general explanation of these forms was given by the researcher. The 70% of the reading stories (see Appendix 1, 2) comprised future conditional, past passive, relative clause pronouns (where, whose). The rationale behind the introduction of the target forms through a reading task was for several reasons:

a) to draw the participants' attention to the new forms in the input;
b) to measure the noticing of these forms through a context while the participants were taking notes of the important words while reading the stories;
c) to evaluate any differences or similarities in reading behaviors that both groups might come across during the reading phase;

d) to fulfill the requirements of the input and output activities that took place during the instructional treatments . For instance, the participants in the input group were required to order a set of pictures related to the reading story they read while the other participants in the output group were demanded to use the target forms by reconstructing the reading story they read before.

2.5.2. Experimental Procedure

The experimental phase of the study was carried out approximately for the total period of one month and lasted about 55 minutes for the input group and 90 minutes for the output group for each separate treatment. From the two elementary level prep classes, one of them was assigned to be the input group that was exposed to input-based instruction and took their treatment through *structured input activities* (see Appendix 5, 6, 7). The other one was assigned to be the output group that took output-based instruction, which was provided through *dictogloss task*. During the application of the tasks by the participants, the researcher did not answer any questions related to the target forms being studied. Instead, the researcher monitored the participants to make certain that they stayed on the task and communicated in English. The experimental procedure of the study is presented schematically in Table 2.2. (for the input group) and Table 2.3. (for the output group).

Table 2.2.

Experimental procedure of *input group* for all three treatments

	duration
1) Non-paradigmatic explanation of the target forms (if clause, type 1; past passive; relative clause)	10 minutes
2) Preparation * reading the story including visual input enhancement * note-taking for noticing of the target form (noticing 1)	15 minutes
3) Retrospective questionnaire * the participants answered the questionnaire by ticking the list of reading behaviors they engaged in during the reading phase. * collection of the questionnaire and the copies of the reading story.	10 minutes
4) Structured input activities (used in four different types of activities to establish form-meaning relations) a) *Picture sequencing*: The participants put the pictures of the story in the right order. (referential activity) b) *Matching activity* : The participants matched a list of sentences related to the pictures of the story. (referential activity)	5 minutes 5 minutes
5) Collection of the note sheets	
c) *Multiple choice* : The participants were introduced with a culturally familiar story(Cinderella, The bald Boy, The Snow White) asked to circle the correct choice related to the target form. (referential activity) d) *Oral judgment*: The participants were given 8 statements about the target form and and wanted to judge if they experienced them before. (affective activity) * Feedback was given by the researcher after each activity.	5 minutes 5 minutes
Total	55 mins.

Table 2.3.

Experimental procedure of *output group* for all three treatments

	duration
1) Explanation of the target forms in a paradigmatic way	15 minutes
2) Preparation *reading the story * note-taking for noticing of the target form (noticing 1)	15 minutes
3) Retrospective questionnaire * the participants answered the questionnaire by ticking the list of reading behaviors they engaged in during the reading phase. * collection of the questionnaire and the copies of the reading story.	10 minutes
4) Dictogloss task a) *Retelling*: * retelling the story in pairs through pictures and note sheets * recording of the task for noticing 2 b) *Reconstruction*: * reconstruction of the story in pairs through pictures * the use of reconstruction sheets for noticing 3 c) *Analysis with correction* * to measure noticing 4, the participants in pairs analyzed their constructed passage by comparing it to the original story and took notes on the places that were different from the original story.	15 minutes 25 minutes 10 minutes
5) Collection of note-taking and reconstruction sheets at the end of the treatment.	
Total	90 minutes

2.5.2.1. Input Group: Input-based Treatment

The input group participants received an input-based grammar instruction, which requires comprehension of target forms through meaningful activities (see Table 2.2). At the beginning of the treatment, the target form was explained by the researcher in a non-paradigmatic way which was different from the paradigmatic way. As suggested by Benati (2001), in the non-paradigmatic way the target form was introduced explicitly by giving out the rules first (see Appendix 3).

Then, an English short story, in which the target form was highlighted and underlined (visual input enhancement), was distributed by the researcher (see Appendix 1). The direction given to input group was as follows:

"Read the story carefully by paying attention to the underlined forms and take notes of any word or words you find necessary or important to understand the story".

After the participants had finished reading the story, they were given note sheets to use for note taking purposes. Then, the copies of the story were collected from the participants except for the note sheets. Because it was thought that the participants could benefit from the note sheets during the subsequent *structured input activities* such as *the picture sequencing task* and *matching activity* (see Appendix 5, 6, 7). Soon after the picture sequencing task and matching activity, the note sheets were collected.

After the reading phase, right before the participants' having been introduced with the structured input activities, as a self report measure, a *Retrospective Questionnaire* (see Appendix 8) was carried out to both groups in order to explore differences or

similarities in reading behaviors. The direction given to the participants was as follows:

"*Tick each of the following sentences as Yes or No concerning any behavior you engaged in while you were reading the text".*

Following the questionnaire, the participants received *structured input activities* to process input sentences without linguistic production in a controlled situation for better form-meaning connections. Since previous research (e.g. VanPatten & Oikkenon, 1996, cited in Song, 2007) has shown that structured input activities are mainly responsible for the benefits of PI, special attention is given to the development of these activities.

The tasks that the participants were supposed to carry out were given respectively as follows: *picture sequencing, matching activity, multiple choice activity, oral judgment activity* (3 referential, 1 affective activity) (see Appendix 5, 6, 7) for the samples of structured input activities). In referential activities, which consisted of right or wrong answers, participants' attention was drawn to the target form so that correct form- meaning mapping could be encouraged. On the other hand, the affective activity used in the study was a kind of oral judgment test, where the participants were required to relate the comprehension of the target form to their personal experiences. In this way, participants would be able to consolidate the connection between meaning and form of a target grammatical feature in a personal way (Wong, 2004, cited in Qin, 2008).

After the participants had received the directions related to the structured input activities, a time limit was set up for about 5 minutes for the completion of each activity, 20 minutes in total. The treatment lasted about 55 minutes including the

reading phase and the questionnaire. Then, feedback was provided by the researcher after each instructional treatment.

2.5.2.2. Output Group: Output-based Treatment

The participants in the output group received an output-based grammar instruction, which requires production through meaningful activities (see Table 2.3). Unlike the input group (explanation of rules in a non-paradigmatic way), a paradigmatic way of the presentations of the target forms was used by the researcher (see Appendix 4). That is, an implicit way was used while presenting the rules of the target forms. Then, the participants were introduced with *dictogloss task* activities that were composed of four steps:

a) Preparation: The researcher introduced the main idea of the English short story and distributed its copies to the participants (see Appendix 2). Then, the researcher asked the participants to read the story (without any visual input enhancement) individually and use the note sheets to take notes of any important words that could help them to reconstruct the story later. The purpose of taking notes was to enable the noticing of the target forms *(noticing1)* which was demonstrated by the uptake of verb forms. After the participants had completed to take notes, the story was collected back to ensure that the participants did not look at the text while retelling and reconstructing the story. On the other hand, in order to minimize the challenge caused by the task, the participants were allowed to benefit from their note sheets throughout the task. The note sheets were collected soon after the treatment, before the post-test.

b) *Retelling:* After the reading phase, a set of pictures related to the story was distributed by the researcher. Then, the participants were asked to retell the story in pairs by paying attention to the target forms. Working collaboratively to tell the story was deemed to facilitate the heavy burden of reconstruction on the participants. Besides, retelling stage was believed to prepare the participants to the reconstruction stage at their ease. While the pairs were retelling the story to each other, one pair was randomly chosen and their retelling was audio-recorded in order to find out whether the pairs will have more focus on meaning or target forms *(noticing 2).*

c) *Reconstruction:* After all pairs had passed through the retelling stage, they were required to reconstruct the story as close to the original story as possible by paying attention to the target forms. During reconstruction which was done in a written form, the participants were allowed to use the pictures and the note sheets in order to ease their memory load. The participants were also explicitly told to use the target forms in the story during reconstruction. The participants' reconstruction sheets were later collected back to examine the noticing factor *(noticing 3).*

d) *Analysis with correction:* The researcher gave back the original passage to the pairs and asked them to compare their constructed correction passage to the original passage and make notes on places that were different from the original passage. By doing so, the researcher tried to find out whether the participants could devote more attention to the target form as Thornbury (1997) advocated that the participants who were exposed to the written form of the reconstruction passage could focus on more attention to syntactic processing. At the end of the treatment, the participants' reconstruction sheets, in which the analysis with correction was done, were collected to gather data for the noticing factor *(noticing 4).*

The task was untimed and in general it took about 90 minutes (a two-lesson hour with ten minutes interval) for the output participants to complete each treatment including the reading phase and the questionnaire. That is, soon after the reading phase the output group participants, like the input group participants, received *the retrospective questionnaire* (see Appendix 8) and ticked the given list of behavior patterns regarding the reading behaviors they engaged in.

2.5.3. Piloting

The pilot study was done under many restrictions due to several reasons. First of all, because of the practical reasons such as convincing another instructor to take a six-lesson hour of her class time, the researcher had to pilot it in her own classes. Another shortcoming was that due to the limited number of new target forms to be learned in the syllabus, a learnt form, present continuous tense was used. Thus, the piloting was carried out as follows:

a) *Piloting of instructional treatment (input group-output group):*

In order to discover the possible problems that could appear during the instructional treatment of both groups, piloting was carried out with a different target form (present continuous tense) was piloted. In this way, it would be possible to make necessary changes in the main study; otherwise, they might have been ignored by the researcher. At the end of the piloting, it was ensured that both groups were able to complete the tasks successfully when they were engaged in different activities (*structured-input activities* for the input group; *dictogloss activities* for the output group). During piloting, it was therefore observed that there was no need for any change in the instruction of input group but for the output group, pair work was deemed to be necessary in order to lessen the burden of dictogloss activities, which

require more production than structured input activities. In addition, during the retelling stage of dictogloss activities, one of the pairs in the output group was selected for piloting a video-recording. However, video-recording was not found successful since it created excitement among the participants. Therefore, audio-recording was applied instead of video-recording in the main study to gather data.

b) *Piloting of the pre / post-tests:*

Another aspect of the study that was administered in the piloting was the production stage of the post test. During the pilot study, the participants were asked to create a short story of their own by using the target form at least 10 times. They were also given a set of words (verb, noun, adjective…etc.) taken from the story they read during the treatment and asked to use them in their own story. However, it was observed by the researcher that the participants found the task quite challenging due to their low proficiency level and the heavy burden of the creativity requirement of the writing task. Therefore, a less creative *production test- a picture-cued test* and *a written completion test* - was decided to be administered at the pre- / post-tests of the main study.

In addition, pre-tests for each target form were decided to be administered in order to ensure that the participants did not have linguistic knowledge about the related target forms since there is the possibility that they might have learnt them in their high school education. Pre-tests were administered one week before the post-tests for the purpose of reliability as suggested by Izumi (2002). By this way, it was ensured that the participants would not remember the items in the post-tests which were the same as the pre-tests. Another reason was that it seemed to be crucial to have reasonable time period between the two applications.

2.6. Data Collection Instruments

The instruments used in this study included the note-sheets for note-taking and a student retrospective questionnaire for both groups; audio-recording of retelling task, the reconstruction sheets and analysis with correction task for the output group and the pre-/ post-tests applied to both groups.

2.6.1. The Instruments for Noticing

In order to provide a profound answer for research questions (3, 4, 5) related to noticing, the instruments implemented in the study are as follows:

2.6.1.1. The Note- sheets: To answer research questions 3, the note-sheets of both groups were used for note-taking while the participants were involved in the reading (see Experimental Procedure for detailed information). At the end of each treatment, the note-sheets were collected back by the researcher so as to analyse the effect of instructional type on noticing between the groups. In other words, they were used to find out the amount of target forms noticed.

2.6.1.2. Audio-recording of retelling task: To answer research question 4, the retelling task, as suggested by Toshiyo (1996, cited in Qin, 2008) was applied by the pairs of output group and then, the selected pairs' retelling task was audio-recorded to gather data with respect to the amount of content words and target-form words noticed (see Experimental Procedure for detailed information).

2.6.1.3. The Reconstruction-sheets: Another instrument used in the study for noticing was the reconstruction-sheets of the output group. In order to seek an answer for research question 5, after each pair in the output group completed reconstructing the story, their sheets were collected to analyse the amount of target forms noticed. Analysis with correction task was carried out on the same sheets and the amount of content and target-form words noticed by the participants was analysed (see Experimental Procedure for detailed information). The reconstruction and analysis with correction tasks were suggested by Thornbury (1997) as an awareness raising strategy to perfect the dictogloss task (DG).

2.6.2. The Student Retrospective Questionnaire

To answer research question 6, related to the reading behaviours, after the reading phase of the treatment procedure the students were given an immediate retrospective questionnaire (see Appendix 8). The questionnaire consisted of twelve items. The listed behaviour patterns (see items 2,3,5,7,10,11,12 in Appendix 8) in the questionnaire were adapted from the Survey of Reading Strategies' (Mokhtari & Sheorey, 2002) and some other behaviours (see items 1, 4,6,8,9 in Appendix 8) were added from the Self-Report Survey used in the study by Yoshimura, 2006). Out of 12 items in the questionnaire, 4 items (see the items 1,3,5,9 in Appendix 8) were intended for input group, the other 4 items (2,4,6,8) were for the output group and the rest of the items (7,10,11,12) were purposefully prepared for both groups. In order to eliminate misunderstandings that might have occurred due to the lack of word knowledge or misinterpretation, the Turkish translation of the items was given under each English version. Instruction in Turkish was also given orally before handing out

the questionnaires so as to eliminate misunderstanding and ensure thorough completion.

The participants in the study were supposed to respond to the questionnaire as Yes or No regarding the list of behaviours they engaged in during the reading phase.

There were several reasons for using the questionnaire in the study. First of all, one of the aspects of the study was to find out if there would be any differences in reading behaviours while the participants were concentrating on different instruction types. That is, to see the effect of visual input enhancement (input group) and foreknowledge of output tasks (output group), two groups were compared. The questionnaire also provided some useful information about what the participants had consciously done. In addition, Ortega (1999, cited inYoshimura, 2006) views the importance of using an immediate retrospective questionnaire in the study by proposing that learners' processing during task performance needs to be documented since learners may regulate attention to form and meaning during task performance influenced by task instruction, task conditions and individual preferences.

2.6.3. The Pre / Post-test

The test was administered to both groups as pre / post-test (see Table 2.4). The pre-test, which was the same as the post-test, was administered one week before the treatment and the post-test was given on the same day right after the treatment. The pre / post-test for each target form (see Appendix 9, 10, 11) consisted of two sections as *accuracy test* and *production test*.

Table 2.4.

Content of Pre / Post-test

		time
Accuracy test: n=16 items	a) Grammaticality judgment test (8 items) b) Interpretation test (8 items)	8 mins. 8 mins.
Production test: n=12 items	a) Picture-cued test (8 items) b) Written completion test (4 items)	15 mins. 15-19 mins.
Total duration		45-50 minutes

2.6.3.1. Accuracy Test

In order to answer research question 1, related to comprehension of the target forms, *the accuracy test* was adapted from the two studies of Izumi (1999-2002) and given to both groups during the pre-test and post-test stage (see Table 2.4).

Two different test formats as *grammaticality judgment test* and *interpretation test* were used in *the accuracy test* (see the accuracy test in Appendix 9, 10, 11) to examine the receptive knowledge of the participants about the three different target forms presented at the treatment stage.

The grammaticality judgment test was prepared for three different target forms:

if clause-type1, past passive and relative clause with where and whose (see the grammaticality judgment test in Appendix 9, 10, 11). The test consisted of 8 items

which were all in the target form. Of the 8 items, 2 were correct and 6 were incorrect. The participants were given 15 seconds for each item to judge if the sentence was grammatically correct or incorrect, and if incorrect, they were required to underline the incorrect part of the sentence. By timing the test this way, the participants finished at the same time and completed all of the items. The participants were also informed that their answers would not be put into analysis if they did not circle the incorrect part of the sentence after judging the sentence as incorrect. The grammaticality judgment test was collected back right after completion so that the participants would not be able to look back to their answers when they were given the interpretation test.

With an attempt to provide more data, *interpretation test* was used to measure how well the participants in both groups comprehended the correct use of target forms. Just like the grammaticality test, this test consisted of 8 items, all in the target form and written on the test sheet. The participants were asked to circle the sentence that posits the correct target form by examining the picture given for each item (see the interpretation test in Appendix 9, 10, 11). The timing procedure was the same as the *grammaticality judgment test* in order to provide some standardization for all participants in both groups. The interpretation test was also collected back right after completion so that the participants would not be able to turn back to their old answers while doing the production test.

2.6.3.2. Production Test

In order to answer research question 2, which is related to the production of target forms, the production test was used in the pre / post-test (see Table 2.4). The production test was also adapted from Izumi (1999- 2002) and comprised two different task types- *picture-cued test* and *written completion test* (see the production test in Appendix 9,10,11), which aimed at testing the input and output group participants' performance.

The picture-cued test (see Appendix 9, 10, 11) consisted of 8 items for each of the three different target forms: if clause type1, past passive and relative clause with where and whose. The participants saw a picture and a prompt under each item which was intended to encourage participants to use the target form. Then, the participants were asked to write 8 sentences by establishing a relation between the pictures and the target form. The test took nearly 20 minutes for the participants to finish.

Similarly, *the written completion test* (see Appendix 9, 10, 11) with four items, which was adapted from Qin (2008), played an essential role in attempting to measure the input and output- group participants' production of the target form. At each pre-test and post-test, the participants were introduced with one of the most famous Nasreddin Hodja's anecdotes (see the written completion test in Appendix 9, 10, 11) in their native language. The rationale behind this procedure was that the participants were believed to show more attention in the test and to reduce the heavy burden of the production task, which could be found challenging by most learners at elementary level. Hence, having been culturally familiar with what they read, the participants were expected to complete the sentences in the correct target form by

sticking to the meaning of the anecdote. The test took about 20 minutes for the participants to finish. The timing procedure in the production test was not as strict as the accuracy test since the participants were expected to produce their own sentences by using the related target forms.

2.7. Data Analysis Procedures

The corpus of analysis in the study involved *the note sheets, a retrospective questionnaire* about the participants' self-reported reading behaviors (for both groups) and *audio-recording of retelling task, reconstruction sheets* (only for the output group) so as to measure the noticing of the target forms. In an attempt to analyze the comprehension and production of target forms, *accuracy test* and *production test* results were used. Data analysis described in relation to the research questions is as follows:

1) In order to seek an answer to the first research question, the post-test answers (related sections of post-test which consisted of *accuracy test* with 16 items in total- 8 *grammatically judgment* and 8 *interpretation test* items) were scored and the correct answers were totaled for each participant. All of the test data in this section were scored by giving 1 point for a correct response and 0 for an incorrect response. The data from each testing measure were scored separately and then combined to obtain a composite test score by using SPSS 16.0. Then, the differences between the input group and output group were analyzed by using the statistical analysis of nonparametric version of independent samples test namely, Mann-Whitney U-Test.

2) For the research question 2, the post-test answers (related sections of post-test which consisted of *production test* with 12 items in total- 8 *picture-cued* and 4 *written completion* test items) were scored separately for each participant and then combined to obtain a total test score by using SPSS 16.0. The scoring procedure for the production test is as follows:

a) to analyze the participants' production about the target form- *future conditional*- each answer of the participants was divided into four categories to be scored and each category received 1 point for a correct response and 0 for an incorrect response. The categories for future conditional sentences consisted of the correct use of tense in if clause (e.g. if Lisa accepts the scholarship); modal auxiliary (e.g. will, can, might); correct verb form in main clause (e.g. travel, see); and its being meaningfully correct (e.g. if Lisa accepts the scholarship, she will study at an American College).

b) As for the *past passive* production test, the similar procedure was applied. The participants were scored on the basis of 4 categories again: past to be (was / were); past participle (e.g. cut, given back); the use of agent (e.g. by Hodja, by the policeman), and the meaning of the whole sentence (e.g. the cake was cut by the bride and the groom).

c) However, in *relative clause* production test, a different procedure had to be used since the test required the participants to use the clause part only. Therefore, 1 point was given for each correct response (e.g. Hodja went to the bazaar <u>where he did a lot of shopping</u>) and zero for an incorrect response (e.g. Hodja went to the bazaar <u>where he did shopping in the bazaar</u>).

Besides, it should be noted that errors related to articles, tense, and spelling were ignored as long as they did not pertain to the formation of relative clause (e.g. Hodja went to the bazaar where he does the shoping). Because only the accurate production of relative clause was targeted to be correct in the test.

The following sentences exemplify correct and incorrect responses for different categories related to the target forms:

* Correct responses:

If clause:

If they travel abroad, they will see different places. (total= 4pts)
1 point 1p. 1 p. (+ meaningful sentence) 1 p.

Past passive:

The painting was given back to the museum by the policeman. (total=4 pts.)
1p. 1p. 1p. (+ meaningful sentence) 1 p.

Relative clause:

The children went to the swimming pool where they had a great time.
1 point (correct response)

The girl whose car is BMW looks very beautiful.
1 point (correct response)

* Incorrect responses:

If clause:

If they travels abroad, they are seeing different places.(total=0 pt.)
0 point 0 pt. 0 pt. (- not meaningful)

Past passive:

The painting were give back to the museum.(total=0 pt.)
0 pt. 0 pt . 0 pt. (- not meaningful)

Relative clause:

The children went to the swimming pool where they had a great time there.
0 pt

The children went to the swimming pool where had a great time.
0 pt.

The children went to the swimming pool whose they had a great time.
0 pt.

3) For the research question 3, related to the noticing of the target forms, *the note sheets* of the participants in both groups were collected by the researcher after each treatment for the analysis of noticing of the target forms. Scores were computed by counting the total items (both target forms and content words) written down on the participants' note sheets and then by obtaining a percentage of target- form noticed items. For each target form, the analysis was operationalized as follows:

a) *Future conditional-related words:* The following words or morphemes contained in the conditional clauses (both the main and the *if*-clauses): modals (*will, can, might),* complementizer *(if)* and the main verb in simple present form that comes after *'if'* (e.g. goes or go).

b) *Past passive-related words:* The following words or morphemes contained in the past passive voice: head word (functioned as the patient), past auxiliaries (was, were), past participle form (V3), agent (by).

c) *Relative clause-related words:* The following words or morphemes contained in RC: head word, relative pronouns (where, whose), the predicate of RC.

The items mentioned above were considered to serve grammatical functions and carry little semantic content as compared to major lexical categories such as nouns, verbs, and adjectives. In this sense, the participants were expected to pay attention to the target forms provided that these words were written down in their note sheets. Finally, the differences between the scores of input group and output group were analyzed by using the statistical analysis of nonparametric version of independent samples test namely, Mann-Whitney U- Test.

4) In order to find out an answer for research question 4, related to the noticing of the target forms and meaning, *retelling task* of the selected pairs was audio-taped. Then, the participants' answers were transcribed in order to obtain a deep understanding of their production. Then, the data were analyzed through content analysis in which repeated patterns emerged from the answers were coded and categorized. Finally, the frequencies and percentages were calculated from categorical data for each treatment.

5) In response to the fifth research question, related to the noticing, *the reconstruction sheets* of the pairs were analyzed to measure the amount of target forms noticed. The analysis of reconstruction was carried out by dividing each pairs' correct use of target form by the total number of the target-form use in the original story. For each treatment, the same procedure was repeated and then, the average percentage was taken to measure the pairs' noticing of the target form. After the reconstruction task had been completed, the participants were given the original story to analyze their reconstruction sheets by finding mistakes and adding up new words or sentences where necessary. Scores were computed by counting the total items

(both target forms and content words) that the participants noticed during the analysis. Then, a percentage of target forms and content words were obtained for each respectively.

6) The sixth research question, related to the reading behaviors, was answered through the analysis of the *retrospective questionnaire* so as to explore if different tasks would cause different behavior during the reading phase. The questionnaire results were analyzed by scoring 1 point for each *Yes* response and 0 point for *No* response. For each reading behavior, the same procedure was followed and then, the results were calculated for input and output groups separately by using SPSS 16.0. Therefore, common behavior patterns for each group could have been identified. Finally, both groups were compared in the use of each behavior.

CHAPTER 3

FINDINGS

3.1. Findings for Reliability of Pre / Post-tests

The reliability coefficients of the Accuracy Test (grammaticality judgement test, interpretation test) and the Production Test (picture-cued test, written completion test) were measured both before and after each treatment. For each test, Cronbach alpha reliability estimation was conducted (see Table 3.1., 3.2., 3.3 for input and output groups).

Table 3.1.

Reliability estimates of pre / post-test for the first target form (if clause type 1)

Input group (n= 17) + output group (n=17) = 34	total # of items	Cronbach's alpha	
Accuracy test (g.j.t.+ i.t.) number of items in the test: 8+ 8= 16 number of items in scoring: 8+ 8= 16	16	Pretest Posttest	-. 06 .42
Production test (p.c.t.+ w.c.t) number of items in the test: 8 + 4=12 number of items in scoring: 32+ 16=48 (as each item has 4 different scores)	48	Pretest Posttest	. 30 . 92
Total (accuracy + production test)	64	Pretest Posttest	. 12 . 90

* g.j.t. (grammaticality judgement test), i.t. (interpretation test), p.c.t. (picture-cued test), w.c.t.(written completion test)

As regards the first target form, Table 3.1. reveals that the Cronbach alpha estimated for the pre and post-test of the *accuracy test* were -.06 and .42 respectively. As for the reliability estimates of the *production test*, the pre-test reliability was. 30 and the post- test reliability was .92. For both accuracy and production tests, the Cronbach alpha reliability estimates were .12 and .90 before and after the treatment respectively.

Table 3.2.

Reliability estimates of pre / post-test for the second target form (past passive)

Input group (n= 17) + output group (n=17) = 34	total # of items	Cronbach's alpha	
Accuracy test (g.j.t.+ i.t.) *number of items in the test: 8+ 8= 16* *number of items in scoring: 8+ 8= 16*	16	Pretest Posttest	-. 18 .50
Production test (p.c.t.+ w.c.t) *number of items in the test: 8 + 4=12* *number of items in scoring: 32+ 16=48* (as each item has 4 different scores)	48	Pretest Posttest	-.15 . 94
Total (accuracy + production test)	64	Pretest Posttest	. 07 . 91

* g.j.t. (grammaticality judgement test), i.t. (interpretation test), p.c.t. (picture-cued test), w.c.t.(written completion test)

As seen in Table 3.2., the Cronbach alpha estimated for the pre and post-test of the *accuracy test* related to the second target form were -.18 and .50 respectively. As for the reliability estimates of the *production test*, the pre-test reliability was -.15 and the post- test reliability was .94. For both accuracy and production tests, the Cronbach alpha reliability estimates were .07 and .91 before and after the treatment respectively.

Table 3.3.

Reliability estimates of pre / post-test for the third target form
(relative clause-where, whose)

Input group (n= 17) + output group (n=17) = 34	total # of the items	Cronbach's alpha
accuracy test (g.j.t.+ i.t.) number of items in the test: 8+ 8= 16 number of items in scoring: 8+ 8= 16	16	Pretest .58 Posttest .65
production test (p.c.t.+ w.c.t) number of items in the test: 8 + 4=12 number of items in scoring: 8+ 4=12 (as each item has only 1 score)	12	Pretest .13 Posttest . 71
Total (accuracy + production test)	28	Pretest . 47 Posttest . 66

* g.j.t. (grammaticality judgement test), i.t. (interpretation test), p.c.t. (picture-cued test), w.c.t.(written completion test)

With respect to the third target form, Table 3.3. demonstrates that the Cronbach alpha estimated for the pre and post-test of the *accuracy test* were.58 and .65 respectively. As for the reliability estimates of the *production test,* the pre-test reliability was .13 and the post- test reliability was .71. For accuracy and production tests, the Cronbach alpha reliability estimates were .47 and .66 before and after the treatment respectively.

As seen in Table 3.1., 3.2., 3.3., there seems to be such a big gap between the reliability estimates of the pre-tests and pos-tests. This difference is due to the participants' lack of previous knowledge of the target forms when they took the pre-tests. While choosing the target forms, it was given prior attention that the students have not studied these forms before. The Cronbach alpha estimated for each post-test was in the acceptable limits except for the accuracy tests (see Table 3.1., 3.2., and

3.3). In all these accuracy tests, the reliability estimates were low (.42, .50 and .65) while the reliability estimates were much higher (.92, .94 and .71) in the production tests. This could have happened due to the differences in the scoring procedure (see Data Analysis Procedures in the Methodology for detailed information).

While the total number of the items in the *accuracy test* for all target forms were 16, the total number of the items for each production *test* were 48 in the first and second target forms except for the total number (12) of items in third target form.

Moreover, the total value (.66) of the post-test result for target form 3 (see Table 3.3.) was lower than the other total values (.90 and .91) for target form 1 and 2 (see Table 3.1. and 3.2.). In the same way, this difference could have happened due to the difference in the number of the total items in the post-test as there were only 28 items for the third target form, but 64 items for the other target forms (see Data Analysis Procedures in the Methodology for detailed information).

In general, the post-test results proved the accuracy tests and production tests to be reliable instruments. These results also showed that the reliability estimate increased to a great extent compared with the pre-test results due to the participants' being familiar with the target form during the treatment.

3.2. Findings for Pre-Tests of Input and Output Groups

In order to ensure that input and output groups did not have previous knowledge and they were not different from each other about the target forms to be studied during the treatment, the same pre-test was given to both groups. Table 3.4., 3.5., and 3.6., present the comparison of both groups in terms of their pre-test scores.

Table 3.4.

Results of Mann-Whitney U test applied to the pre-test scores for the first target form (if clause type1)

	Input group (n= 17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	p [Sig. (2-tailed)]
accuracy test	16.71	284	18.29	311	.63
production test	16.26	276.5	18.74	318.5	.46

p> 0.05

As Table 3.4. shows, the difference between the input group and output group was not significant both in the accuracy test and production test before the treatment of if clause-type 1 (p= .63 and p= .46). Therefore, it could be stated that input group is not different from the output group in terms of recognizing and using the correct form of if clause type1 before the treatment.

Table 3.5.

Results of Mann-Whitney U test applied to the pre-test scores for the second target form (past passive)

	Input group (n= 17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	p [Sig. (2-tailed)]
accuracy test	16.68	283.5	18.32	311.5	.60
production test	16.26	276.5	18.17	318.5	.45

p> 0.05.

Table 3.5. also reveals that there is no significant difference between the groups with respect to recognizing and using the correct form of the past passive before the treatment (p=.60 and p= .45).

Table 3.6.

Results of Mann-Whitney U test applied to the pre-test scores for the third target form (relative clause- where, whose)

	Input group (n= 17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	p [Sig. (2-tailed)]
accuracy test	17.91	304.5	18.29	290.5	.80
production test	17.09	285	18.74	310	.57

p> 0.05

As can be seen in Table 3.6., no significant difference was found between the groups in terms of their accuracy and production test results before the treatment of relative clause, where-whose (p= .80 and p= .57).

As demonstrated in the Table 3.4., Table 3.5. and Table 3.6, the difference between the input group and output group was not significant before the treatment of all target forms (p=0.63, 0.46; 0.60, 0.45; 0.80, 0.57). Therefore, it could be concluded that the participants in both groups did not have any previous knowledge about the target forms to be introduced at the treatment phase.

3.3. Findings for Research Question 1

What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners comprehend the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?

The first research question examines whether there is a significant difference between the participants who had input-based instruction and those who had output-based instruction in terms of comprehending the target forms. In order to answer this question, Mann-Whitney U test was applied to the *accuracy test* section of the post-test. The *accuracy test* comprised two different test formats as the *grammaticality judgement test* (8items) and *the interpretation test* (8 items). The results of Mann-Whitney U test showing the differences between the input and output groups can be seen in Table 3.7.

Table 3.7.

Results of Mann-Whitney U test showing the differences between input and output groups in terms of *accuracy test scores*

	Input group (n=17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	[Sig. (2-tailed)]
target form 1 (if cl.,type1) Post-test 1	15.85	269.5	19.15	325.5	.32
target form 2 (past passive) post-test 2	20.6	351.5	14.3	243.5	.06
target form 3 (where-whose cl.) post-test 3	18.4	314	16.5	281	.56

p> 0.05

As can be seen in Table 3.7., no significant difference was found between the groups in terms of their accuracy test results after they received different treatments (p=.32, p= .06, p=.56). Therefore, it could be indicated that the input group comprehended the target forms as well as the output group after the treatment.

3.4. Findings for Research Question 2

What are the relative effects of input-based instruction and output-based instruction in helping elementary EFL learners produce the target forms (future conditional if clause, past passive voice and relative clause with where and whose pronouns)?

The second research question examines whether there is a significant difference between the participants who had input-based instruction and those who had output-based instruction in terms of producing the target forms. In order to answer this question, Mann-Whitney U test was applied to the *production test* section of the post-test. The *production test* consisted of two different test formats as *picture-cued test* (8 items) and *written completion test* (4 items). The results showing the differences between input and output groups for each target form are illustrated in Table 3.8.

Table 3.8.

Results of Mann-Whitney U test showing the differences between input and output groups in terms of *production test scores*

	Input group (n=17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	[Sig. (2-tailed)]
target form 1 (if cl.,type1)	12.51	213.5	22.4	381.5	.004*
target form 2 (past passive)	12.3	210	22.6	385	.003*
target form 3 (where-whose cl.)	13.81	235	21.1	369	.03*

$p < 0.05$

As demonstrated in the Table 3.8., after the treatment a statistically significant difference (p=.004, p=.003, p=.03) was noted in favour of the output group in all *production tests*. That is, the participants in the output group showed much better performance in producing all three target forms than those in the input group.

As seen in Table 3.8., the mean rank of each *production test* demonstrated significant differences between the groups (*target form1*: M=12.51-input, M=22.4-output; *target form 2*: M=12.3- input, M=22.6-output; *target form3*: M=13.81-input, M=21.1- output).

3.5. Findings for Research Question 3

Are there any differences between the learners receiving input-based instruction and output-based instruction in terms of their noticing of the target forms?

To find out the effect of both instruction types on noticing the target forms and the content words, the input and output group participants' note sheets were analysed.

To measure noticing, scores were computed by tallying the number of words either related with content words or target-form words written down on the participants' note sheets. Note scores were computed with respect to the target-form words and content words. A few examples for the *target- form words* and *content words* are as follows:

a) Target-form words: for the first target form, any word, phrase or sentence that belongs to either if clause or main clause was counted as one noticing. Similarly, the same procedure was applied to the second and third target forms. That is, any word, phrase or sentence that included the passive form and relative clause was counted as one noticing. The following target-form words illustrate what was counted as noticing in the participants' note-sheets:

Noticing of the target-form words related to if clause

- <u>If we leave now, the lions won't eat us</u>
  noticing
- <u>We will burn alive</u>
  noticing
- <u>will burn alive</u>
  noticing
- the <u>lions might eat us</u>
  noticing
- <u>if the car doesn't work</u>
  noticing

Noticing of the target-form words related to past passive

- heavy parcels were carried by Peter
  noticing
- were carried
  noticing
- carried by Peter
  noticing
- by Peter
  noticing

Noticing of the target-form words related to relative clause

- the beach where Dave left his clothes
  noticing
- the beach
  noticing
- where Dave left his clothes
  noticing
- the tide reached the beach where Dave left his clothes
  noticing

b) Content-words: consisted of any word, phrase or sentence in the story except for the target form-words. The following examples show what was counted as one noticing for each treatment in the category of content-words:

Content- words included in the first story

* gorgeous
* sunny day
* scary lions
* out of the engine
* the park-ranger shouts angrily

Content- words included in the second story

* frightened
* a quiet wood
* for his help
* very quickly
* the strange man was a thief

Content- words included in the third story

* swimming trunk
* won the race
* near a big rock
* everyone was pointing to him

The results of note scores were analyzed through Mann-Whitney U test for the comparison of input and output groups. Table 3.9. illustrates the results of noticing carried out for all treatments.

Table 3.9.

Results of Mann-Whitney U test showing the differences between input and output groups in terms of *noticing*

	Input group (n=17)		Output group (n=17)		
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks	[Sig. (2-tailed)]
Treatment 1					
Content -word noticing	17.68	300.5	17.32	294.5	.91
Target-form noticing	16.32	277.50	18.68	317.5	.49
Treatment 2					
Content -word noticing	14.06	239	20.94	356	.04*
Target-form noticing	19.97	339.5	15.03	255.5	.14
Treatment 3					
Content -word noticing	16.41	279	18.59	316	.52
Target-form noticing	19.59	333	15.41	262	.22

p> 0.05

As can be seen in Table 3.9., input and output group participants' note scores did not demonstrate a statistically significant difference (content-word noticing, p= 0.91, p= 0.52; target-form noticing- p= 0.49, p= 0.14, p= 0.22) except for the significant difference (p= .04) in favour of the output group in terms of content-word noticing during the second treatment. That is, during this treatment the output group noticed more content words than the input group did.

3.6. Findings for Research Question 4

Do the learners in the output group focus on more on the target forms or meaning during the retelling task?

To examine whether output-based instruction promotes the participants' producing target-form sentences during story-telling, a different pair was selected for each treatment and their talk was audio-taped and then transcribed for the analysis. Content analysis was carried out by coding and categorizing the participants' retelling of the story and finally, frequencies and percentages were calculated from categorical data for each treatment. Table 3.10. illustrates the results of retelling tasks for all treatments.

Table 3.10.

Results of noticing *in retelling tasks by* output group

	Codes	**Treatment1**		**Treatment 2**		**Treatment 3**		**Total**	
		F	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Focus on target forms	use of target form	8	35	5	23	6	27	19	28
		-	0	1	4.5	-	0	1	2
	repetition of the target form	-	0	1	4.5	1	4	2	3
	total (focus on target forms)	8	35	7	32	7	31	22	33
Focus on meaning (content words)	use of content words	13	57	13	59	15	65	41	60
	the correction of content words	1	4	1	4.5	-	0	2	3
	repetition of content words	1	4	1	4.5	1	4	3	4
	total (focus on meaning)	15	65	15	68	16	69	46	67
Total		23	100	22	100	23	100	68	100

As shown in Table 3.10., while the selected participants were working in pairs for retelling the story, they focused on the content (meaning-focused) of the story (65%, 68%, 69%) during all treatments, which revealed that the participants used more content words than the target forms (35%, 32%, 31%). Besides, the participants in pairs corrected each other on the basis of the target form (4.5%, only in treatment 2)

and content words (4%, 4.5%) in treatment 1 and 2 respectively except for treatment 3. Hence, the average percentage for target-form correction was 2%, and 3% for content-word correction. The selected pairs also did some repetition based on the target forms (4.5%, 4%) in treatment 2 and 3 respectively except for treatment1 and on the content words (4%, 4.5%, 4%) in three treatments respectively. The total average for repetition was 3% for the target forms and 4% for the content words.

As seen in Table 3.10, the participants' total focus on meaning was 67% and 33% for target forms. Therefore, it could be concluded that the participants' attention was more on the meaning than the target-form words.

The following quotations taken from the pairs' transcripts illustrate some samples from retelling tasks for each code:

* *Treatment 1*

Pair 1

"*One day, Claire and Greg go to Safari Park. They close the car door.*
use of the content words **use of the content words**

They want to be careful with the lions. Then, they stop their car and
use of the content words **use of the content words**

take the photos of the lions. They take photos of the lions. Claire thinks lions can
repetition of the content words **use of the c.w.**

kill them if they go on taking their pictures. Suddenly, the smoke comes out of the car."
use of the target form ***correction of the c.w.***

** Treatment 2*

Pair 2

"One day Peter went shopping. He bought a lot of parcels for Christmas. He carried a lot of
use of the content words **use of the content words**

*parcels, a lot heavy parcels to his home. Suddenly, he hear**d** a noise.*
repetition of the c.w. **correction of the c.w.**

He turned back and saw a stranger behind him. He thought he was followed by this
use of the content words **use of the c.w.** **repetition of the target form**

stranger. He was followed by the stranger. So, Peter started to run, but he ^ chased again."
use of the c.w. ***was***
(correction of the t. f.)

** Treatment 3*

Pair 3

"Yesterday Dave went swimming. He left his clothes near a big rock and wore his
use of the content words **use of the c.w.**

swimming trunk. Suddenly, the tide reached the big rock where Dave left his clothes.
use of the target form

When he came out of the sea, he was surprised. He was surprised because his clothes had
use of the c.w. **repetition of the c.w.** **use of the c.w.**

gone. Then, he saw a cross-country race where several people took part. He decided to join
repetition of the target form

the cross-country race where several people took part."

3.7. Findings for Research Question 5

To what extent do learners in the output group notice:

a) the target forms in reconstruction task?

b) the target forms and the content-words in analysis with correction task?

a) Reconstruction:

In order to find out whether the reconstruction task, which functioned as the second stage of dictogloss task during the output phase of all three treatments of the output group, enables the participants to notice the target forms, the reconstruction sheets of the pairs were analysed. The analysis of the reconstruction was carried out by dividing each pair's correct use of the target form by the total number of target form use in the original story. For each treatment the same procedure was repeated and then, the average percentage was taken to measure the pairs' noticing of the target form. The following exemplify the noticing of each target form in pairs' reconstruction sheets:

** Treatment 1 (noticing of if clause-type 1)*

Claire and Greg decide to go to Safari Park. They see scary lions. Greg says,

"If we don't close the doors, lions might eat us." If Claire and Greg go on taking
noticing **noticing**

pictures, they can attack them. Suddenly, the lions begin to roar loudly. So,

if they don't leave there, these scary animals kill them. Greg starts the car.
noticing

But, the car doesn't work. They will become the lions' lunch if the car don't work.
noticing

** Treatment 2 (noticing of past passive)*

A lot of shopping was done by Peter for Christmas last night. When he drop
noticing

off the bus, it was very late. The heavy boxes were carried throughout a quiet wood
noticing

by Peter. He was a little frightened. Suddenly, a noise was heard and a strange man
noticing **noticing**

was seen behind him.

* *Treatment 3* (noticing of relative clause-where,whose)

Yesterday, Dave went swimming. He wear his swimming trunk. Then, he went into

the sea where he began to swim. Suddenly, the tide reached a big rock where he left
noticing **noticing**

his clothes. He was very surprised because his clothes had gone. Dave whose
noticing

clothes were confused walked home desperately and felt silly. Because everyone

was pointing to him. Then, he saw a cross-country race where people took part.
noticing

Results of reconstruction tasks for each treatment are presented in Table 3.11.

Table 3.11.

Results of noticing the target forms in *reconstruction tasks* by output group

Output group (n=17)	**Treatment 1 (if cl.,type 1)**		**Treatment 2 (past passive)**		**Treatment 3 (relative cl.)**		**Total**
	# of noticing out of 11	%	# of noticing out of 18	%	# of noticing out of 12	%	average %
Pair 1	4	37	8	45	7	58	46
Pair 2	3	27	9	50	5	42	40
Pair 3	5	45	9	50	6	50	48
Pair 4	2	18	13	72	7	58	49
Pair 5	7	64	5	28	7	58	50
Pair 6	10	90	4	22	6	50	54
Pair 7	4	36	15	83	6	50	56
Pair 8	4	36	9	50	6	50	45
Total	39	44	72	50	50	52	48

As seen from Table 3.11., in terms of noticing of the target forms, the output group revealed quite similar results (44%; 50%; 52 %) in all treatments. Therefore, the total average (48%) indicates that nearly half of the target-form sentences were noticed and used in the reconstruction of the study.

b) Analysis with correction

Another task was given to output group participants in order to find out whether analysis with correction prompts the participants' noticing of the target forms. After the reconstruction task had been completed, the participants were given the original story to analyze their reconstruction sheets by correcting the errors they made and

adding up new information where necessary. During the analysis, the participants' corrections were both on the target forms and the content words.

The following reconstruction sheets exemplify the participants' corrections both on the target-form and content-words for each treatment:

** Treatment 1:*

One day, Claire and Greg go to ***X*** *Longleat Safari Park. They close the car doors and*
(content-word correction by omitting '*the*')

windows because if they don't lock the doors, lions can give harm to them. After that,

*Greg start**ed** to take the photos of the lions. But, Claire says "If you go on taking photos,*
(content-word correction)

the lions ^ eat us." Then, the scary lions begin to roar loudly.
might **(adding up new content-word)**
(target-form correction)

Then, Claire feels very scared because the lions come around the car. ^ What will we do if the lions attack us?
(adding up new target-form sentence)

******* *Treatment 2:*

One day last week Peter went shopping. A lot of shopping was done by Peter for

Christmas. It took him nearly four hours to finish all the shopping.

*The heavy parcels **were** ^ carried by him through a quiet wood after he got off the bus.*
(target-form correction)

*^ Suddenly, a loud noise was heard by him. He turn**ed** his back and saw a man.*
(adding up new target-form sentence) **(content-word correction**

He thought he was followed by this man. ^ Then, he decided to run home quickly.
(adding up new content-word sentence)

* *Treatment 3:*

Yesterday, Dave went swimming. <u>He wear his swimming trunk</u>. Then, he went into the sea
wore **(content-word correction)**

where he began to swim <u>there</u>.
X
(target-form correction by omitting '*there*')

^ *<u>Suddenly, the tide reached the big rock where he left his clothes</u>. He was in a panic.*
(adding up new target-form sentence)

Because his clothes had gone. ^ *<u>So, he had nothing to wear</u>.*
(**adding up a new content-word sentence)**

Table 3.12. demonstrates the results of the analysis with correction for all treatments.

Table 3.12.

Results of *the analysis with correction* in the output group

Output group
(n=17)

	Target-form analysis			***Content-word analysis***		
	Codes	**f**	**%**	**Codes**	**f**	**%**
Treatment 1 (if.cl.type1)	Find.	12	25	Find.	23	49
	Add.	4	9	Add.	8	17
	Total	16	34	Total	31	66
Treatment 2 (past passive)	Find.	12	34	Find.	5	14
	Add.	2	6	Add.	16	46
	Total	14	40	Total	21	60
Treatment 3 (relative cl.)	Find.	8	20	Find.	11	27.5
	Add.	8	20	Add.	13	32.5
	Total	16	40	Total	24	60
Total		46	38		76	62

Find: finding mistakes
Add: adding up new words / sentences

As shown in Table 3.12., finding mistakes in target forms was 25%, 34%, 20% of the total analysis with correction including both finding mistakes and adding up new words. Adding new words / sentences related to target forms was 9%, 6%, 20%. Therefore, the total average was 34% for treatment I, 40% for treatment II and III.

The participants also analysed their reconstructed passages by finding mistakes in content words or adding up new content words. Finding mistakes in content words was 49%, 14 %, 27.5% of the total analysis with correction. In addition during the

analysis, they added up new words / sentences related to content. Adding up new words / sentences related to content was 17%, 46%, 32.5% of the total analysis with correction. Therefore, the total average of content-word analysis was 66% for treatment I, 60% for treatment II and IIII. In general, the results of the analysis with correction reveal that in all treatments, output group participants analysed and corrected their reconstruction sheets mostly on the basis of content words with an average of 62%. However, the analysis related to the target forms remained at an average of 38%.

3.8. Findings for Research Question 6

Do the learners' self-reported reading behaviours differ according to the instruction type (input-based instruction / output-based instruction) they are exposed to?

The last research question examines whether the participants' self-reported reading behaviours change according to input based instruction and output-based instruction after the reading phase. The participants' reading behaviours were analysed through self-reports, which were the same for both groups (a retrospective questionnaire). Then, the percentage of each reading behaviour for each treatment was taken in accordance with the input and output group participants' answers. Finally, the average percentage was measured to compare both groups' reading behaviours. The results are presented in Table 3.13.

Table 3.13. Results of the retrospective questionnaire about *reading behaviours*

	treatment 1		treatment 2		treatment 3		
	input %	output %	input %	output %	input %	output %	TOTAL %
1. I tried to comprehend the content only.	60	17	65	12	72	15	65.6 (input) 14.6 (output)
2. I tried to comprehend the structures and forms mostly.	30	83	35	88	18	85	27. 6 (input) 85.3 (output)
3. I tried to memorize the important words related to the content of the story.	65	41	63	30	73	30	67 (input) 33.6 (output)
4. I tried to memorize the important structures in the story.	6	35	10	47	6	64	7.3 (input) 48.6 (output)
5. I tried to focus on the meaning mostly in the text.	70	42	67	45	74	48	70.3 (input) 45 (output)
6. I tried to focus on the structure mostly in the text.	30	58	33	55	26	52	29.6 (input) 55 (output)
7. I tried to picture or visualize information to help me remember what I read.	95	80	94	75	94	65	94.3 (input) 73.3 (output)
8. While taking notes of necessary word or words, I tried to think how to express them in my writing.	41	82	55	88	60	89	52 (input) 86.3(output)
9. I tried to translate the important words or structures into Turkish for a better comprehension.	82	58	82	54	76	52	80 (input) 54.6 (output)
10. I could easily decide what to note down.	35	70	35	65	41	68	37 (input) 67.6 (output)
11. While reading, I focused on what to read closely and what to ignore.	45	76	40	68	52	71	45.6 (input) 71.6 (output)
12. I stopped from time to time and thought about the order of events in the story.	52	59	53	58	54	64	53 (input) 60.3 (output)

As shown in Table 3.13., input-based and output-based instructions did cause differences in reading behaviors. For instance, the input group mostly focused on the content and comprehension of the story by using a few reading strategies such as visualization and translation, which can be seen in the items 1, 3, 5, 7, 9. When compared with the output group, as demonstrated in Table 3.13., the average percentages of these items' answers revealed quite higher results.(input 65.6 %, output 14.6%; input 67%, output 33.6%; input 70.3%, output 45%; input 94.3%, output 73.3%; input 80%, output 54.6%).

On the other hand, it was found out that the output group participants mostly focused on the structures in the story and tried to comprehend and memorize the important forms or structures as can be seen in the items 2, 4, 6. Hence, the average percentages of these items received from this group were quite higher than the input group's (input 27. 6%, output 85.3%; input 7.3%, output 48.6%; input 29.6%, output 55%).

Besides, the output group participants acquired a few more reading behaviors such as trying to think about how to express the words in their notes in their writing (item 8), being able to decide what to note down easily (item 10), focusing on what to read closely and what to ignore while reading (item 11). The results showed that the output group gained these behaviors more than the input group (input 52%, output 86.3 %; input 37 %, 67.6 %; input 45.6%, output 71.6).

However, the last reading behavior as demonstrated in item 12 posited that in both groups some of the participants stopped from time to time and thought about the order of events in the story. Therefore, the average percentage of the groups showed similar results (input 53%, output 60.3%).

In sum, more participants in the input group than those in the output group reported five reading behaviors in total as listed in the questionnaire (item 1, 3, 5, 7, 9). However, six of the listed reading behaviors (item 2, 4, 6, 8, 10, 11) were mostly reported by the output group participants. Only one reading behavior (item 12) seemed not to cause any differences between the two groups.

CHAPTER 4

DISCUSSION

4.1. Discussion about the Effect of Instruction Type on Comprehension

Firstly, to make sure that the participants did not have any knowledge and they were not different from each other about the target form, pre-test was applied to both groups one week before each treatment. The pre-test results showed that input and output groups had no previous knowledge and they were not different from each other about the target forms that were presented during the treatment phase.

The first research question aimed to investigate the effect of instruction type on the learners' comprehension of target forms. After both groups received different treatments, the post-test results revealed that output-based instruction was as effective as input-based instruction in helping the participants' comprehend the target forms. That is, the groups did not differ from each other in terms of comprehending the target forms in their L2. Similarly, these results are consistent with the study (DeKeyser, Salaberry, Robinson & Harrington, 2002, cited in Morgan, 2006) in which both input and meaningful output-based instruction had equally contributed to the comprehension of complex target forms (e.g., the subjunctive in Spanish; Cheng, 2002; Collentine, 2002; Farley, 2001, cited in Morgan, 2006).

In addition, with respect to the comprehension of the target forms, the results of the present study also confirm the findings of the studies (Nagata, 1998 & Tanaka, 2001, cited in Erlam, 2003) in which the output-based instructional treatments were meaning focused similar to the present study.

Besides, the studies on the effect of the instruction types (PI and TI) on Turkish EFL learners' acquisition of the target forms, which were conducted by Cantürk (1998), Karacaer (2003) and Çelik-Yazıcı (2007), confirm the results of the present study as no significant differences were found between the groups in terms of comprehending the target forms.

Nevertheless, in the current study the results on comprehension seem to contradict with the studies (e.g. Cadierno, 1995; Cheng, 1995; Tanaka, 1996; Nagata, 1998; Benati, 2001; Farley, 2001; and VanPatten & Wong, 2004, cited in Morgan, 2006), in which input-based instruction (PI) revealed better results than output-based instruction (TI) in learners' comprehending the Spanish clitic object pronouns. Similarly, in the study of VanPatten & Cadierno (1993), PI group did better in comprehension tasks than the TI group. Related to the study by Van Patten & Cadierno (1993), they advocated that output practice might be beneficial since

"learners need to develop their abilities in accessing the developing system for fluent and accurate production, but this type of practice lacks developing that system itself"(p.239). Similarly, in terms of the effect of output-based instruction on comprehension, Krashen's view (1998), about output practice is not confirmed by the findings of the present study since he claims that output fails to make a real contribution to the development of linguistic competence because of its being limited in use.

Hence, in the light of the results of the present study, it could be concluded that input-based instruction may not be superior to meaning-oriented output-based instruction when L2 learners' comprehending the grammatical forms is taken into consideration.

4.2. Discussion about the Effect of Instruction Type on Production

The second research question attempted to find out the effectiveness of instruction type on the learners' producing the target forms. After each treatment, in which input and output groups took different instruction types (input-based instruction for input group; output-based instruction for output group), it was found out that output group was significantly better than input group in producing the target forms. Hence, the results suggest that output-based instruction was more successful than input-based instruction in helping the L2 learners produce the target forms. These results may be due to the use of dictogloss task, which could have given opportunities to the output group participants to produce target form sentences by using their linguistic competence while reconstructing the story.

The results are also consistent with Swain's hypothesis (1985), which advocates that learners' efforts to produce comprehensible output would give rise to internalization and, eventually acquisition of target forms. As the output group participants in the present study attempted to produce comprehensible output via dictogloss task, which drew the participants' attention to target linguistic forms in meaningful contexts, the output practice might have led to better production of target forms in L2.

Moreover, the studies (Kim, 2001, Nagata, 1998 & Tanaka, 2001, cited in Erlam, 2003) which suggest that output-based instructional treatments have great impacts on production tasks confirm the findings of the present study since the production test results of the present study were in favour of the output group.

On the other hand, the studies conducted by Cantürk (1998), Karacaer (2003) and Çelik-Yazıcı (2007) do not confirm the results of the present study since no significant differences were found between the instruction types in terms of learners' producing the target forms.

Furthermore, the results of the present study partially confirm the results of the studies (VanPatten & Cadierno, 1993; Cadierno, 1995; VanPatten & Sanz, 1995) since output-based instruction (TI) through an explicit explanation of target forms with mechanical and then communicative output-based practices revealed better results in production of target forms than input-based instruction (PI), which involved structured input activities. The rationale behind the huge gap between input and output groups in terms of producing the target forms could be explained due to the fact that input group was exposed to structured input activities, in which no production was required throughout the treatment. However, in terms of comprehension, output-based instruction (TI) was not as effective as input-based instruction (PI) as reported in the findings of other studies (Cheng, 1995; Tanaka, 1996; Nagata, 1998; Benati, 2001; Farley, 2001; and Van Patten& Wong, cited in Morgan, 2006). This could be due to the fact as suggested by VanPatten (1993-1995-2004) that structured input activities, that is, form-meaning mapping activities contribute to processing input efficiently for language learners.

4.3 Discussion about the Findings for Noticing

4.3.1. Comparison of Input and Output Group's Noticing of the Target Forms

The present study also examined the effect of instruction type on noticing as indicated in *the research questions 3, 4 and 5*. The results revealed that throughout all treatments, the participants in input and output groups did not only notice the target-form words, but also focused on the meaning by noticing the content-words in the story.

Concerning the results of the third research question, there was no significant difference between the groups in note-taking (noticing) for all target forms. That is, output-based instruction was as effective as input-based instruction in promoting the learners' noticing of the target form. This finding suggests that both input-based instruction and output-based instruction promote noticing by raising learners' attention to the form. As mentioned in the literature earlier, Swain & Lapkin (1994, cited in Swain, 1995) also put forward that output promotes noticing by enabling the learners to notice gaps in their linguistic knowledge. Similarly, the view that comes from Sanz (2004, cited in DeKeyser, 2007) about the role of noticing in input-based instruction (processing instruction) supports the results of the present study as according to Sanz (2004, cited in DeKeyser, 2007), learners need to notice the target grammatical form for having understanding of the meaning and completing the activity.

On the other hand, the results of the present study seem to be inconsistent with the findings of the studies (Jourdenais, Ota, Stauffer, Boyson, & Doughty, 1995; Shook, 1994; Williams, 1999, cited in Izumi, 2002), which have come up with the

facilitative effect of the visual input enhancement. However, in the present study the facilitative effect of visual input enhancement over output task was not observed although the reading story was given to the input group in highlighted and underlined target-form words for each treatment.

The results of the present study do not also confirm the findings of Izumi et al. (1999), as the effect of output task (reconstruction task) on learners' noticing of the target form (the past hypothetical conditional in English) was more than the comprehension task.

The results of the present study partially confirm the study by Izumi (2002) on the effect of reconstruction task and visual input enhancement on noticing of the target form (English relativization). The findings of Izumi's (2002) study revealed that both reconstruction task and visual input enhancement had positive impact on noticing of the target form. Nevertheless, visual input enhancement failed to induce the comprehension of the target form while output caused greater gains for the production of the target form.

In terms of noticing the content words, both groups were similar to each other except for the second treatment (past passive), in which output group noticed more content words than the input group. This could be due to the nature of the story as the students may not be familiar with how to retell a story in past passive, and therefore they might have naturally focused on more meaning of the story during reading.

4.3.2. Noticing of Output Group

With regard to noticing, *the fourth research* question also attempted to find out whether the participants in the output group focus more on the target forms or meaning during the *retelling (pair) task*. The results showed that in all treatments, the pairs' focus was more on the meaning. That is, the participants used more content words than target- form sentences while retelling the story to each other. However, correction and repetition, which the pairs used during story-telling, did not differ in target forms and content words. The reason why output group focused more on meaning during retelling could be due to the fact that students might have found retelling task challenging and felt anxious about making errors when they were asked to use the target forms, yet using content words to retell the stories could be more practical for them.

The present study also sought to answer *the fifth research* question by investigating the noticing during reconstruction (pair) task and analysis with correction task, which the output group took during each treatment. The results of the *reconstruction task* revealed that half of the target-form sentences were noticed by these participants. Therefore, this could be considered as a satisfactory result since the target forms were newly learnt by the students.

As for *the analysis with correction task*, the participants corrected their reconstruction sheets both on target form-sentences and content words. The results showed that content-word analysis (finding mistakes and adding up new words or sentences) was more than target-form analysis. This was probably because the participants might have experienced difficulties about how to make corrections on the target forms since they were introduced with these forms during the treatments

for the first time; on the other hand, noticing the content-words for the analysis could have been no challenge for them as they were at their ease.

Considering all the results related to noticing, it could be concluded that output-based instruction triggers L2 learners' attention not only on target form but also on the meaning to a quite large extent.

4.4. Discussion about the Effect of Instruction Type on Reading Behaviours

The sixth research question aimed to investigate the relationship between the instruction type and *reading behaviours*. The results of the retrospective questionnaire revealed that there was a significant relationship between the instruction type and reading behaviours. Therefore, the input group's self-reported reading behaviours showed significant differences from the output group's except for the last reading behaviour (the participants stopped from time to time and thought about the order of events in the story). The reason for this result might be due to the requirements of the instruction type that each group was supposed to fulfil. The reading behaviours (e.g. visualisation, memorizing important content-words, translation of words for a better comprehension) observed in the input group were related to the content and comprehension of the story because the participants were informed about structured input activities. On the other hand, the output group acquired different reading behaviours such as focusing on the structure, comprehending and memorizing the important structures, knowing what to note down easily, focusing on what to read closely and what to ignore in the story and trying to think how to express the words in their notes during writing). Hence, the reading behaviours observed in the output group were consistent with the

requirements of the output-based instruction, which enabled the participants to focus on the target form for reconstruction task. Therefore, it could be concluded that different reading behaviours were reported by the input and output groups due to the differences in the requirements of instruction type. Besides, the results on reading behaviours confirm the findings of the study (Yoshimura, 2006) which investigated the effect of foreknowledge of output tasks on reading behaviours. The results revealed that foreknowledge of output tasks caused differences in reading behaviours.

It might be concluded that the reading behaviours reported by the input group seem to facilitate noticing of the target forms as much as the ones reported by the output group and may also lead to satisfactory comprehension of the grammatical forms. However compared with the output group, input group's self-reported reading behaviours seem to be less effective in helping the learners to use the target forms productively in their writing.

4.5. Limitations of the Study

Because of the following reasons, the results of this study may be limited in generalizability to a larger body of L2 learners at the elementary level in different contexts:

1. The first limitation of the study was the small size of the sample since the study was restricted to two elementary level prep classes with 34 students in total.

2. The study was conducted at the prep school of a single university. Therefore, the findings of the study may not be generalized to elementary level L2 learners in other prep schools.

3. The use of self-retrospective questionnaire after the reading phase of each treatment has its own limitations as responses to questionnaire may not reflect reality or they may demonstrate students' behaviors partially. Students could have different interpretations of the questions in the questionnaire although they were translated into their first language (L1).

4. In the current study, the target forms were restricted to only the past form of passive voice, where and whose pronouns of relative clauses and the first type of if clauses due to the low proficiency level of the students. Besides, presenting all types of the target forms during the treatments would not be possible because of the restricted time allowed for each treatment.

4.6. Suggestions for Classroom Practice

The findings of the study offer several implications for teachers in EFL setting. Based on the findings of the present study, the following implications could be of some sort of help to L2 curriculum designers, language teachers and learners:

1. As the current study revealed, both input-based instruction and output-based instruction have positive effects on the learners' comprehending the target forms while learning grammar. Hence, it is recommended that to help L2 learners comprehend the grammatical forms, either type of grammar instruction should be employed in EFL programs.

2. It is recommended that when students fail to produce the target forms taught in grammar lessons, instructors should try to teach the grammar point through output-based instruction since this type of instruction might help students use the target forms productively in their writing and speaking performances. The current study also revealed that the use of output tasks in teaching grammar promoted the students' production of the target forms to a quite large extent. Therefore, it is recommended that teachers should integrate output tasks in grammar lessons as much as possible since the current study indicated that visual input enhancement and structured input activities alone are not enough to promote production.

3. As the current study revealed, noticing is encouraged by input-based instruction and output-based instruction. It is recommended that instructors should provide their students with instructional activities for promoting noticing. Reducing teacher-centered evaluation and substituting it with pair task (reconstruction, analysis with correction and retelling task) as much as possible will help the students comprehend the target form.

4. It is recommended that implementing different type of instruction in grammar lessons alters students' reading behaviors. Being aware of this, teachers can help students improve their reading strategy use and academic performance through related instruction type according to the needs of students.

4.7. Suggestions for Further Research

Taking the findings and limitations of the study into the account, the following suggestions are proposed for further research:

1. The first recommendation for future research is to conduct a similar study with students belonging to different level of English. For instance, intermediate or high-intermediate level students can be selected to be compared to see whether instruction type has a facilitative effect on the learners' comprehending, producing and noticing the target forms.

2. Since the study was conducted on a small size of the sample, future research could replicate this study with a larger sample for more generalizable and convincing results with equivalent parametric analyses.

3. For further research, a delayed post-test could be applied after a time period to see the long-term effects of both instruction types.

4. This study examined the influence of instruction type on comprehending and producing the three target forms (if cl.type1, past passive, relative cl.where -whose). Therefore, it is recommended that conducting other forms of these linguistic forms (e.g. if clause type 2, perfect passive, relative cl., whom-when) would be helpful to obtain more reliable and generalizable results.

5. Final recommendation for further research is that in order to see if there is any mismatch in the effectiveness of the instruction type, the present study could be conducted with the same group but by shifting their instruction types. For instance, the input group which took the input-based instruction during the study can be

assigned as the output group to take the output-treatment, and the output group in the study, thus takes the input-treatment in the same research to minimize the procedural effects of the instruction types.

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APPENDICES

Appendix 1

Reading Stories Given to Input Group

The Reading Story about If Clause Type 1 for the Input Group

All's Well that Ends Well

One gorgeous sunny day, Claire and Greg decide to go to Longleat Safari Park, in the beautiful countryside of North England. When they drive into the park, they close the car windows tightly.

'If we *don't close* the doors, lions *might* eat us', Claire laughs. Soon, they see some scary lions. Greg stops the car very close to the lions and starts to take their pictures. But, Claire says to her, '**If you *go on* taking their pictures, they *can* attack us.'** Suddenly, the lions begin to roar loudly. '**If we *don't leave* the park, these scary animals *will* kill us.'** Claire shouts. 'OK, let's go then,' Greg says. He tries to start the car several times, but it doesn't work. Claire says to Greg, 'Please, try again. **If the car *doesn't work*, we *will* really become the lion's lunch'**.

A few minutes later, Claire and Greg feel more worried because smoke begins to come out of the engine. Then, the front door of the car catches fire. '**If the lions *come* here, what *will* we do,** Greg?' Claire shouts angrily. After a short while, the lions come around the car. So, they feel more scared. **'We *will* burn alive if the lions *don't go away'***, Claire screams desperately. She quickly thinks

if she *beeps* the horn and *shouts* for help, somebody *might* hear them and help them. So, she begins to shout 'Help! help! please'. Just then, a park ranger notices them and comes along the road in his jeep. 'Don't worry, **we *will* get you out if you *stay* calm!'** he shouts. After a few seconds, another jeep arrives and chases away the lions. So, Claire and Greg can jump out of the car and quickly run towards the jeep.

Finally, they are safe in the jeep but deeply shocked. They thank the park ranger for his help. On their way back home Greg says to Claire, **'I *will* never forget this terrible day if we *go* to a Safari Park again'**. '**If we *go* there again?** Forget about it!' Claire says nervously. 'I'm joking, of course. **If we *meet* those lions again, they *will* remember us and eat us there quickly**!' Greg laughs.

The Reading Story about Past Passive for the Input Group

The Chase

One day last week Peter went shopping. **A lot of shopping was done by Peter** for Christmas. It took him nearly four hours to finish all the shopping. So, he caught a bus home late in the evening. It was very late when he **was dropped off** the bus. **The heavy boxes were carried by him** through a quiet wood. That's why, he was a little frightened.

Suddenly, **a noise was heard** and **a strange man was seen** behind him. He **was scared more by the man**. He thought the strange man was a thief and **he was followed by him** for a long time. **Peter was confused by the frightening ideas**. Soon, he decided to run home very quickly; but when he turned his back, he saw that **he was chased by the strange man**. Peter was so frightened this time that **the fast beats of his heart were heard** closely to him. A few minutes later**, he was caught by the man** and **his arm was held**. The man said, 'Don't worry, please. I ran after you to give this parcel. **It was dropped by you** when you got off the bus.'

Peter was very surprised by the words of the man, he smiled and said, 'Oh, yes. I did a lot of shopping, so **it wasn't noticed** I think. You are very kind.' Then, **the man was thanked by Peter** for his great help.

Finally, Peter said goodbye to the man and left away. While walking home, **he was ashamed by his false thoughts** about the man. **A lot of good lessons were taken** from this experience by Peter. He said to himself, 'I'll never forget that man in my life.'

The Reading Story about Relative Clause for the Input Group

The Winner

Yesterday Dave went swimming. He wore his swimming trunk near a big rock on **the beach** **where he left his clothes** a few minutes later. Then, he went into **the sea where he began to swim.**

Suddenly the tide reached **the big rock where Dave left his clothes**. When he came out of the sea, he was very surprised. Because his clothes had gone! **Dave, whose clothes were lost,** started to look for them. He looked at **the place where he put his clothes** before swimming. But, he couldn't find them. Poor Dave! He had nothing to wear. **Dave, whose thoughts were confused**, walked home desperately. While walking **in the town where people stared at him**, he felt silly because he had his swimming-trunks on. Everyone was pointing to him.

Then, he saw **a cross-country race where several people took part**. Suddenly, he had an idea. He decided to join the race. So nobody laughed at **Dave, whose swimming-trunks were on**. Finally, he crossed **the finishing - line where he aimed to run** and won the race. **The people whose eyes were on Dave** during the race cheered him. So Dave was proud of himself but, he could never forget that bad experience. He promised himself, 'I'll never go to **the beach again where I left my clothes.'**

Appendix 2

Reading Stories Given to Output Group

The Reading Story about If Clause Type 1 for the Output Group

All's Well that Ends Well

One gorgeous sunny day, Claire and Greg decide to go to Longleat Safari Park, in the beautiful countryside of North England. When they drive into the park, they close the car windows tightly. 'If we don't close the doors, lions might eat us', Claire laughs. Soon, they see some scary lions. Greg stops the car very close to the lions and starts to take their pictures. But, Claire says to her, 'If you go on taking their pictures, they can attack us.' Suddenly, the lions begin to roar loudly. 'If we don't leave here, these scary animals will kill us.' Claire shouts. 'OK, let's go then,' Greg says. He tries to start the car several times, but it doesn't work. Claire says to Greg, 'Please, try again. If the car doesn't work, we will really become the lion's lunch'.

A few minutes later, Claire and Greg feel more worried because smoke begins to come out of the engine. Then, the front door of the car catches fire. 'If the lions come here, what will we do, Greg?' Claire shouts angrily. After a short while, the lions come around the car. So, they feel more scared. 'We will burn alive if the lions don't go away', Claire screams desperately. She quickly thinks if she beeps the horn and shouts for help, somebody might hear them and help them. So, she begins to shout 'Help! help! please'. Just then, a park ranger notices them and comes along the road in his jeep. 'Don't worry, we will get you out if you stay calm!' he shouts. After a few seconds, another jeep arrives and chases away the lions. So, Claire and Greg can jump out of the car and quickly run towards the jeep.

Finally, they are safe in the jeep but very shocked. They thank the park ranger for his help.
On their way back home Greg says to Claire, 'I will never forget this terrible day if we go to a Safari Park again'. 'If we go there again? Forget about it!' Claire says nervously.
'I'm joking, of course. If we meet those lions again, they will remember us and eat us there quickly!' Greg laughs.

The Reading Story about Past Passive for the Output Group

The Chase

One day last week Peter went shopping. A lot of shopping was done by Peter for Christmas. It took him nearly four hours to finish all the shopping. So, he caught a bus home late in the evening. It was very late when he was dropped off the bus. The heavy boxes were carried by him through a quiet wood. That's why, he was a little frightened.

Suddenly, a noise was heard and a strange man was seen behind him. He was scared more by the man. He thought the strange man was a thief and he was followed by him for a long time. Peter was confused by the frightening ideas. Soon, he decided to run home very quickly; but when he turned his back, he saw that he was chased by the strange man. Peter was so frightened this time that the fast beats of his heart were heard closely to him. A few minutes later, he was caught by the man and his arm was held. The man said, 'Don't worry, please. I ran after you to give this parcel. It was dropped by you when you got off the bus.'

Peter was very surprised by the words of the man, he smiled and said, 'Oh, yes. I did a lot of shopping, so it wasn't noticed I think. You are very kind.' Then, the man was thanked by Peter for his great help.

Finally, Peter said goodbye to the man and left away. While walking home, he was ashamed by his false thoughts about the man. A lot of good lessons were taken from this experience by Peter. He said to himself, 'I'll never forget that man in my life.'

The Reading Story about Relative Clause for the Output Group

The Winner

Yesterday Dave went swimming. He wore his swimming trunk near a big rock on the beach where he left his clothes a few minutes later. Then, he went into the sea where he began to swim.

Suddenly the tide reached the big rock where Dave left his clothes. When he came out of the sea, he was very surprised. Because his clothes had gone! Dave, whose clothes were lost, started to look for them. He looked at the place where he put his clothes before swimming. But, he couldn't find them. Poor Dave! He had nothing to wear. Dave, whose thoughts were confused, walked home desperately. While walking in the town where people stared at him, he felt silly because he had his swimming-trunks on. Everyone was pointing to him.

Then, he saw a cross-country race where several people took part. Suddenly, he had an idea. He decided to join the race. So nobody laughed at Dave, whose swimming-trunks were on. Finally, he crossed the finishing - line where he aimed to run and won the race. The people whose eyes were on Dave during the race cheered him. So Dave was proud of himself but, he could never forget that bad experience. He promised himself, 'I'll never go to the beach again where I left my clothes.'

Appendix 3

Non-Paradigmatic Explanation of the Target Forms to Input Group

Non-Paradigmatic Explanation of the Target Form, If Clause

* *Explicit grammar explanation* about the target form, *if clause type1* was given by the instructor as follows:

Form:

If- clause (condition),	Main clause (result)
If + simple present tense,	Will / won't + infinitive
If you go to university, If you don't go to university,	you will find a good job. you won't get a qualification.
If + simple present tense, If he passes the driving test, If he doesn't pass the test,	Can / might + infinitive ('*might' is less possible than 'will' and 'can'*) his father can buy him a car. his father may not buy him a car.

Main clause (result)	If- clause (condition),
Will / won't + infinitive	if + simple present tense,
You will find a good job. you won't get a qualification.	If you go to university, If you don't go to university,
Can / might + infinitive ('*might' is less possible than 'will', 'can')* his father can buy him a car. His father might not buy him a car.	If + simple present tense, If he passes the driving test, If he doesn't pass the test,

**Function:* used to talk about <u>the result of a *possible future action.*</u>

Non-Paradigmatic Explanation of the Target Form, Past Passive

* *Explicit grammar explanation* about the target form, past passive was given by the instructor as follows:

Form:

Be (was / were)	Past participle (V3)
I She He was (not) It	employed <u>by a big firm.</u> Agent
They We were (not) You	Told to come by the boss.
Was I / he / she / it	given any duty by the boss?
Were you / they / we	invited to the party by Tom?

Function: * used to focus on the object of an active sentence.

* We often use the passive when the event or action is important rather than who did it.

* If we want to mention the agent, we use *by*

Non-Paradigmatic Explanation of the Target Form, Relative Clause

* *Explicit grammar explanation* about the target form, relative clause was given by the instructor as follows:

Form:

head word
The girl *whose family live in Paris* is in our class.
relative clause main clause

head word
I know the boy *whose leg was broken in the accident.*
main clause relative clause

head word
The restaurant *where I tried sushi* was very expensive.
relative clause main clause

head word
We sat *a cafe* *where we ordered lemon cheesecake*.
main clause relative clause

Function: ***** used to describe a noun.
*we use 'whose' in the clause to describe possession & 'where' to describe a place.

Appendix 4

Paradigmatic Explanation of the Target Forms to Output Group

*****_Paradigmatic explanation of grammar rules_ related to the target form (If Clause, type 1) was given by the instructor as follows:

e.g.	Instructor's questions to the students:	Possible answers:
	What will you do if you go to a zoo?	I will watch the wild animals and take their photos.
	Will you scream if you see a scary animal there?	Yes, I will. / No, I won't.
	If a lion roars at you in the zoo, how will you feel?	I will feel scared if it roars at me.
	How will you react if you experience something bad in the zoo?	I will scream for help and call the zoo worker immediately.

Form: * If I / you / he *simple present tense,* I / you / he *will / can / might V1*

Function: * used to talk about possibilities in the future.

Paradigmatic Explanation of the Target Form, Past Passive

*****_Paradigmatic explanation of grammar rules_ related to the target form, past passive was given by the instructor as follows:

e.g. Instructor's questions to the students:	Possible answers:
When *was your hair done by the hairdresser* last time?	My *hair was cut* two months ago.
Was your arm or leg hurt when you were a small child?	My arm *was broken*.
Were you given a reward *by your high school teacher* when you got a good score from his lesson?	Yes, a big chocolate *was given* by my teacher.

Form * I / he/ she / it *was V3* by…….. ; they / you / we *were V3* by ……..

Function:* used for the events in the past when the agent of the action is unknown.

* to put more emphasis on the action or the event that happened in the past.

Paradigmatic Explanation of the Target Form, Relative Clause (where, whose)

*****_Paradigmatic explanation of grammar rules_ related to the target form, past passive was given by the instructor as follows:

e.g. Instructor's questions to the students: Possible answers:

Have you ever been to a restaurant where you can eat sushi? Yes, I have / No, I haven't.

Did you visit a place where you took a lot of photos? Yes, I did. No, I didn't.

Have you got a friend whose major is Law at this university? Yes, I have / No, I haven't.

Would you like to visit a country whose common language is Japanese? Yes, I'd like to/
No, I'd not like to.

Form: ***** Head noun + Relative clause (whose / where) + Main clause

e.g. The boy *whose eyes are green* *looks handsome*.
head noun Relative cl. Main cl.

or

* Main Clause + head noun + Relative clause (whose / where)

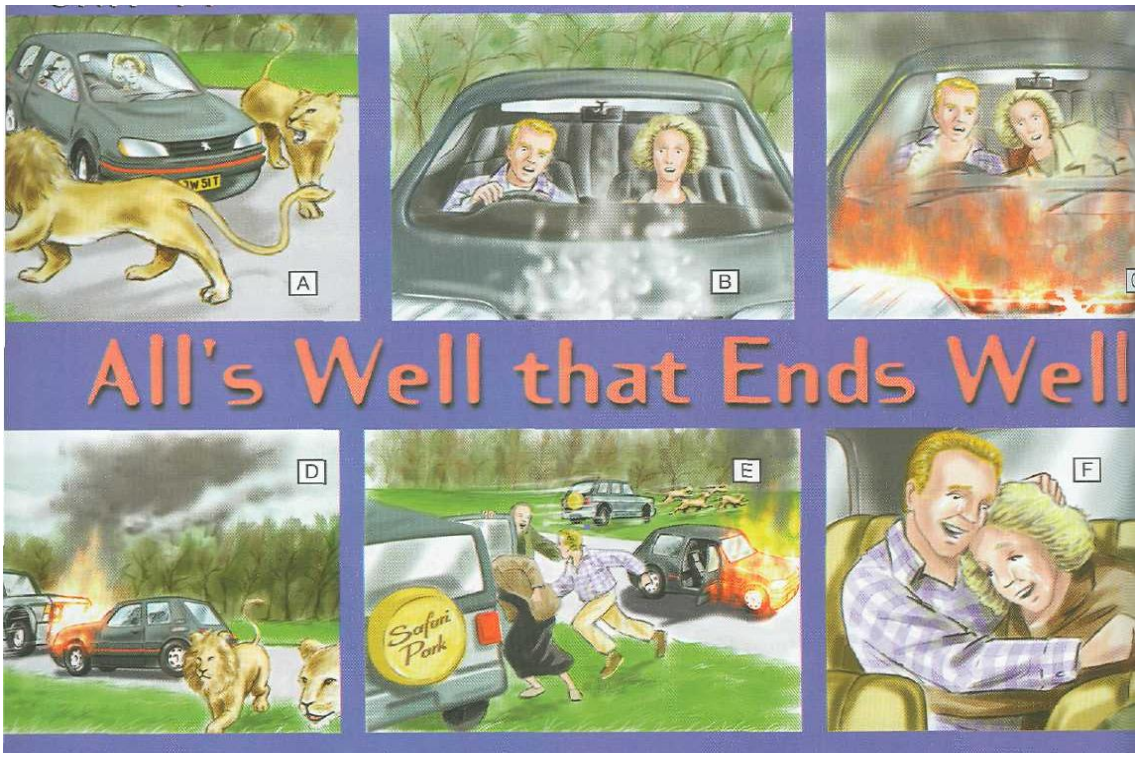
e.g. *I stayed in a hotel* *where there were a lot of tourists*.
head noun
Main clause Relative cl.

Function: * used to describe a noun.
* we use 'whose' in the clause to describe possession & 'where' to describe a place.

Appendix 5

Input Group- Structured Input Activities for If Clause Type 1

a) *Picture sequencing (Referential Activity):* Students individually put the pictures of the story in the right order after reading the story.
(*text comprehension* takes place in this activity**)**
(Hikâye ile ilgili resimleri okuduğunuz metne uygun olarak doğru sıraya koyunuz)



Taken from *Enterprise 1 Beginner*

b) Matching Activity (Referential Activity): Students are asked to look at the following sentences related to the text and requested to match them with the pictures of the story (*text comprehension* takes place in this activity).

(Aşağıda verilen hikâye ile ilgili cümleleri elinizdeki resimlerle eşleştiriniz.)

a) The lions will catch them if they don't jump out of the car and run towards the jeep. Picture …

b) If they go on taking their pictures, the lions can attack them. Picture …

c) Lions will go away if the park ranger comes along the road in his jeep. Picture …

d) If the car starts to work, they might leave the park quickly. Picture …

e) She will shout for help if the car catches fire suddenly. Picture …

f) They are shocked but feel lucky to be alive. Picture …

c) *Multiple Choice (Referential Activity):* The following story is about Little Red Riding Hood**.** Choose the correct sentence that fits the meaning of each context *(form- meaning comprehension* takes place in this activity).
(Kırmızı başlıklı kızın hikâyesini okuyup metne uygun seçeneği işaretleyiniz.)

Little Red Riding Hood

Little Red Riding Hood lived in a wood with her mother. One day she went to see her Granny with a nice cake in her basket. On her way she met a wolf. 'Hello, where are you going?' the wolf said. Little Red Riding Hood said, 'My grandmother lives in a house behind those trees. 1) ----------.'
The wolf thought himself, 2) '----------.' So, the wolf ran to Granny's house and ate her up. Then, he got into Granny's bed. A little later, Little Red Riding Hood arrived home. She looked at the wolf and said, 'What big eyes, ears and a nose you've, Granny.' The wolf said, 'I have them to see you, hear you and smell you better.'
Finally, the Little Red Riding Hood noticed very big teeth of the wolf. To her surprise, she said, 'Your teeth are also very big.' The wolf said, 'Yes, honey. 3) ----------.'
A wood cutter was in the wood at that time. He heard a loud scream. He said to himself, 'It is coming from that house, 4) ----------.' So, the man ran to the house quickly and hit the wolf over the head. The wolf opened his mouth wide and Granny jumped out. The wood cutter said to the wolf, 5) '----------.' In the end, the wolf ran away and the Little Red Riding Hood never saw the wolf again.

1. a) If I will see my Granny, I will give this delicious cake to her.
   b) If I see my Granny, I will give this delicious cake to her.
   c) If I don't see my Granny, I will give this delicious cake to her.

2. a) If I reach the house before the girl, I can eat the Granny and also the delicious cake.
   b) If I reach the house before the girl, I can't eat the Granny and also the delicious cake.
   c) If I will reach the house before the girl, I can eat the Granny and also the delicious cake.

3. a) If you will come nearer, I will show my teeth to you.
   b) If you don't come nearer, I will show my teeth to you.
   c) If you come nearer, I will show my teeth to you.

4. a) If I won't hurry up, somebody might die.
   b) If I don't hurry up, somebody might die.
   c) If I hurry up, somebody might die.

5. a) If you come here again, I will kill you.
   b) If you don't come here again, I will kill you.
   c) If you will come here again, I kill you.

d) Oral Judgement Activity (Affective Activity):

Read the following situations. Check whether these situations are possible for you to happen in the future.

(Aşağıdaki cümleleri okuyup sizin için gelecekte gerçekleşmesi mümkün olan ya da olmayan durumlara evet ya da hayır şeklinde işaretleyiniz.)

1) If I want to spend time in a zoo, I can easily go to Darica Kus Cenneti **Yes** **No**

2) I will get scared if I see a lion in the zoo. **Yes** **No**

3) I can meet my boy-friend this weekend if I don't stay at home. **Yes** **No**

4) A zoo in Istanbul might be a safe place if a teacher wants to have a school trip with children. **Yes** **No**

5) If a lion or a gorilla roars at me in the zoo, I will shout for help. **Yes** **No**

6) If I have time, I might bring home-made food to the class for the New Year Party. **Yes** **No**

7) If I want to lose weight, I can take a long walk early in the morning. **Yes** **No**

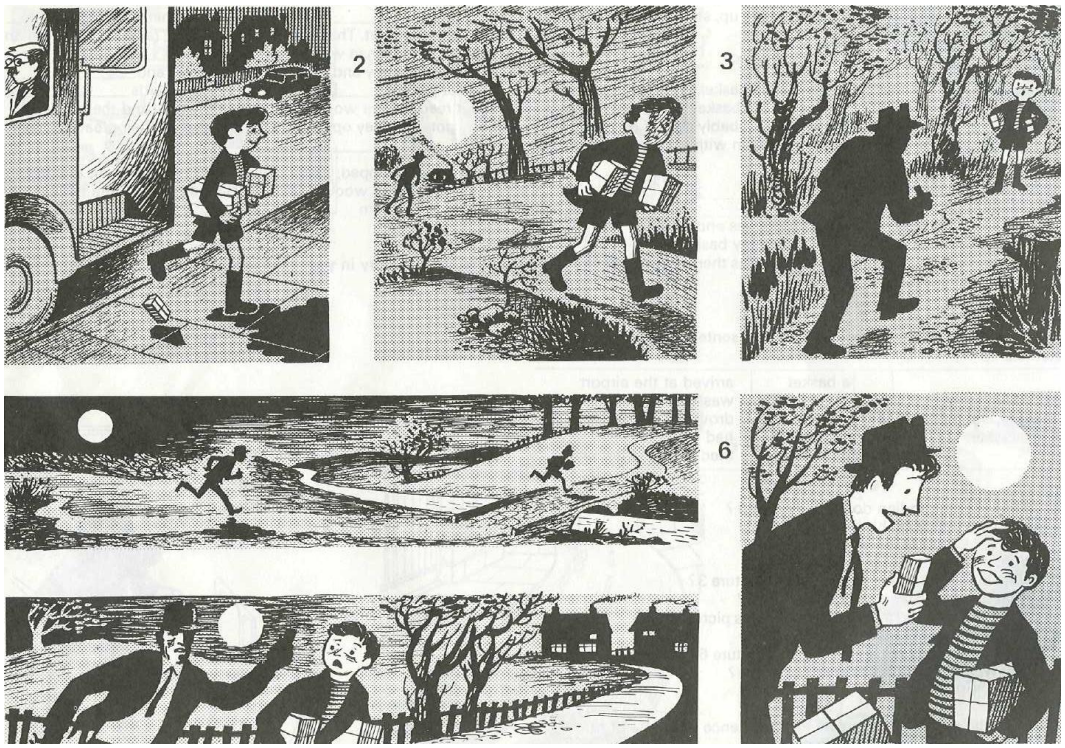
8) I will call the police immediately if I see a car catch fire. **Yes** **No**

Note: Feedback will be given by the instructor after each task treatment.

Appendix 6

Input Group- Structured Input Activities for Past Passive

a) *Picture sequencing (Referential Activity):* Students individually put the pictures of the story from *A to F* in the right order after reading the story.
(*text comprehension* takes place in this activity**)**.
(Aşağıdaki resimleri okuduğunuz metne uygun olarak doğru sıraya koyunuz.)



Taken from *Beginning Composition through Pictures*

b) Matching Activity (Referential Activity): Students are asked to look at the following sentences related to the text and requested to match them with the pictures of the story (*text comprehension* takes place in this activity).
(Aşağıda verilen hikâye ile ilgili cümleleri elinizdeki resimlerle eşleştiriniz.)

a) The boy was chased by a stranger in the dark. *Picture* --------

b) One of the parcels was dropped by the boy after he got off the bus. *Picture* --------

c) The parcel was returned to the boy by a stranger and the boy thanked him. *Picture* --------

d) The boy was frightened by a stranger behind him. *Picture* --------

e) The boy was caught by a stranger with a parcel in his hand. *Picture* --------

f) While the boy was walking home through the woods, he was followed by a stranger. *Picture* --------

c) Multiple Choice (Referential Activity): A part from a famous tale, *Cinderella* is given below. Read the tale and choose the correct sentence that fits the meaning of each context. *(form- meaning comprehension* takes place in this activity)
(Aşağıda Kül Kedisi hikâyesinin bir kısmı verilmiştir. Okuyup metne uygun seçeneği işaretleyin)

Cinderella

Once upon a time there lived an unhappy young girl, Cinderella. Her mother was dead and her father was married with a widow with two daughters. Cinderella 1)----------. She 2)---------- any dresses, shoes, soft beds and delicious food. She 3)--------- very badly all the time. She 4)------- to work all day. Only in the evenings, she 5)--------- to sit by the fire, near the cinders. That's why, she 6)-------- Cinderella .

One day, beautiful new dresses 7)-------- to the house. There was a ball at the palace and the stepsisters were getting ready to go. Unfortunately, Cinderella 8) --------to sit at home and do the cleaning. So, she felt very unhappy. Suddenly, there was a burst of light and a fairy appeared. With a flick of her magic wand, Cinderella 9)-------- the most beautiful dress . Then, a pumpkin and a cat with seven mice 10)------ in the cellar. With a flick of the magic wand, the pumpkin became a sparkling coach and the mice became six white horses, while the seventh mouse 11)----- a coachman in a smart uniform with a whip in his hand. Cinderella couldn't believe her eyes.

1. a) was liked by her stepmother and stepsisters
   b) wasn't liked by her stepmother and stepsisters
   c) was like by her stepmother and stepsisters

2. a) was give
   b) was given
   c) wasn’t given

3. a) treated by them
   b) was treated by them
   c) was treat by them

4. a) was asked
   b) asked
   c) was ask

5. a) wasn’t allowed
   b) was allowed
   c) was allow

6. a) called by everyone
   b) was called by everyone
   c) was call by everyone

7. a) brought to the house by the servants.
   b) was brought to the house by the servants.
   c) were brought to the house by the servants.

8. a) was told by her stepsisters
   b) wasn’t told by her stepsisters
   c) was tell by her stepsisters

9. a) put into
   b) was put into
   c) wasn’t put into

10. a) caught by the fairy
    b) was caught by the fairy
    c) were caught by the fairy

11. a) was changed into
    b) wasn’t changed into
    c) were changed into

d) Oral Judgement Activity (Affective Activity):

Read the following situations. Check whether you experienced or saw these situations before.

(Aşağıdaki cümleleri okuyup daha önceden böyle durumlarla karşılaşıp karşılaşmadığınızı evet ya da hayır şeklinde işaretleyiniz.)

1) A lot of food was eaten at our New Year Party. **Yes** **No**

2) The last exam results were announced by our teacher very late**.** **Yes** **No**

3) I was sent to a private high school by my parents**.** **Yes** **No**

4) I was offered a lunch or a drink by my friend last week. **Yes** **No**

5) I was given a nice new year present a day before the New Year. **Yes** **No**

6) A lot of good wishes for 2010 were made by my family and me. **Yes** **No**

7) My grandparents were visited by my family last Bayram. **Yes** **No**

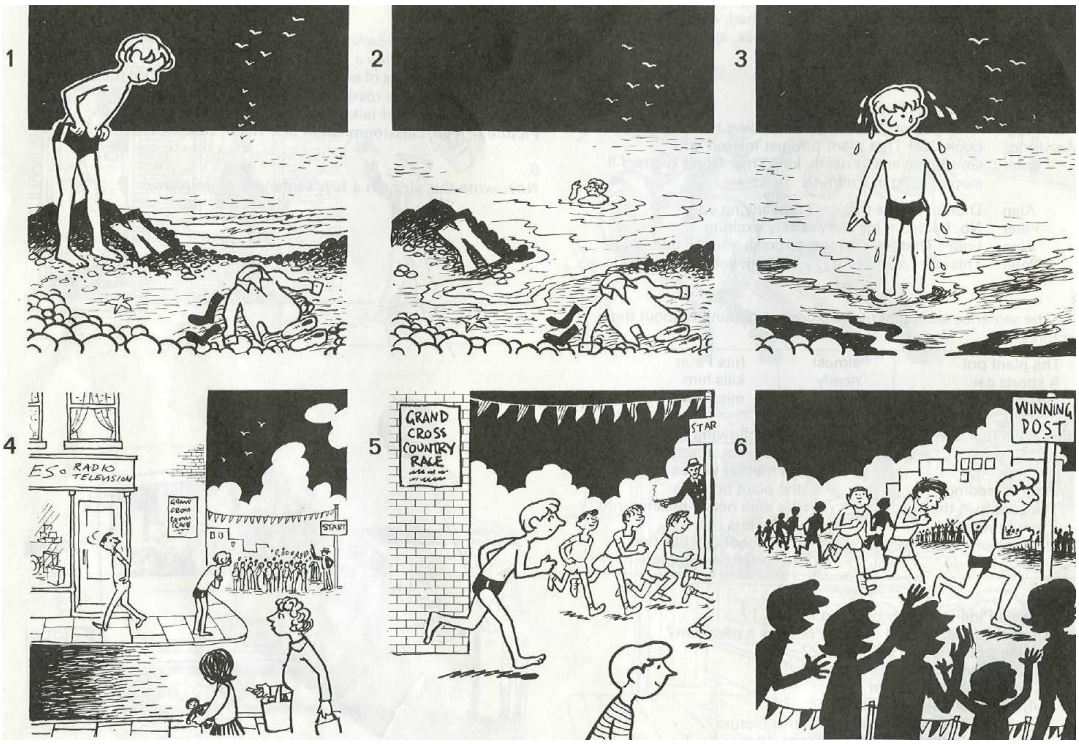
Note: Feedback will be given by the instructor after each task treatment.

Appendix 7

Input Group- Structured Input Activities for Relative Clause

a) Picture sequencing (Referential Activity): Students individually put the pictures of the story in the right order after reading the story (*<u>text comprehension</u>* takes place in this activity**)**.

(Aşağıdaki resimleri okuduğunuz metne uygun olarak doğru sıraya koyunuz)



Taken from *Beginning Composition through Pictures*

b) *Matching Activity (Referential Activity):* Students are asked to look at the following sentences related to the text and requested to match them with the pictures of the story (*text comprehension* takes place in this activity).

(Aşağıda verilen hikâye ile ilgili cümleleri elinizdeki resimlerle eşleştiriniz.)

a) The boy whose clothes were lost decided to join the race. *Picture*-----

b) The boy wore his swimming trunk to swim in the sea. *Picture*-----

c) The boy stopped at the corner where he watched the race. *Picture*-----

d) The boy whose clothes were left on the beach began to swim. *Picture*----

e) The boy passed the finishing-line where everybody stood and cheered him. *Picture*-----

f) The water quickly reached the place where the boy left his clothes. *Picture*-----

c) Multiple Choice (Referential Activity): A part from a famous Turkish tale, *The Bald Boy* is given below. Read the tale and choose the correct sentence that fits the meaning of each context.

(form- meaning comprehension takes place in this activity)

(Aşağıda Keloğlan ve Sincap hikâyesinin bir kısmı verilmiştir. Okuyup metne uygun seçeneği işaretleyin.)

The Bald Boy and the Squirrel

Once upon a time there was a woman and his bald son was living in a town **1)**---------- because of poverty. Sometimes they did not have anything to eat at home; therefore, Bald Boy took a basket to his hand and went to the forest **2)** ---------- and brought them to her mother to cook. That day was another gloomy day and it was foggy and rainy. Bald Boy went to the forest again to collect some mushrooms and he ate some of them on his way. Later on, he sat under a big and old tree **3)** ---------- When he looked up above the branches, he saw a squirrel **4)** ----------**.** She looked at the Bald Boy, got off from the branch; and started to cry. Bald Boy held it and tried to calm her down, kissed her, hugged her.

The Squirrel **5)**---------- said, "Aaah, Ahh. You are treating me very friendly and I haven't felt that before". And the Bald Boy talked about his poverty to the squirrel. And the squirrel felt sorry for the Bald Boy **6)** ----------**.** She said:" I will do a favor to you."

They walked for hours and hours and finally, at the end of the forest they saw the rock cliff. The squirrel said that: "Go over the rock cliff **7)** ----------**.** They will ask you three questions and if you can answer them correctly, you will have your reward."

After a while, the queen of the grouses came near the Bald Boy and said that: "We are going to ask you three questions and if you can answer them, you are going to get two jar of gold as a reward."

The queen showed the Bald Boy a cherry tree **8)** ----------. She asked; "How many cherries are there on that tree?" Bald boy said "If you want to find out, you can count them."

The Bald Boy **9)** ----------got the second question soon.

The second question was that "Where is the middle of the earth?" The Bald Boy said, 'You

are standing on it. If you don't believe, you can measure it. This answer was also taken as a correct one.

For the last question, the queen **10) ----------** asked the Bald Boy, 'Which one is heavier?

'The one that sinks into the water', said Bald Boy

As a result, this answer was taken correct again and the Bald Boy had two jars of gold.

He ran to his house **11) ----------** by showing the jars of treasures.

1. a) where they were miserable there.
   b) where they were miserable.
   c) where they lived happily.

2. a) where he found some mushrooms.
   b) whose he found some mushrooms.
   c) where he didn't find anything.

3. a) whose he rested for a while.
   b) where he didn't rest for a while.
   c) where he rested for a while.

4. a) whose her eyes were on him.
   b) whose eyes were on him.
   c) whose eyes were not on him.

5. a) whose her cries made the Bald Boy miserable
   b) whose cries made the Bald Boy happy
   c) whose cries made the Bald Boy miserable

6. a) whose life was very difficult.
   b) whose his life was very difficult.
   c) whose life was very easy.

7. a) where grouses are going to shout at you.
   b) where grouses are going to welcome you there.
   c) where grouses are going to welcome you.

8. a) whose its cherries were very red and mature.
   b) whose cherries were very red and mature.
   c) whose cherries were very blue and mature.

9. a) whose answer was correct
   b) whose his answer was correct
   c) whose answer wasn't correct

10. a) whose hands weren't full of two walnuts
   b) whose his hands were full of two walnuts
   c) whose hands were full of two walnuts

11. a) where he gave the bad news to his mother.
   b) where he gave the good news to his mother.
   c) where he gave the good news to his mother there.

d) Oral Judgement Activity (Affective Activity)

Read the following situations. Check whether you experienced or saw these situations before.

(Aşağıdaki cümleleri okuyup daha önceden böyle durumlarla karşılaşıp karşılaşmadığınızı *evet* ya da *hayır* şeklinde işaretleyiniz.)

1) My friends and I usually go out for lunch to a restaurant where we have fast food. **YES** **NO**
2) Last summer I spent my holiday in Antalya where I had a great time. **YES** **NO**
3) The bus-stop where I waited for the bus was quite crowded this morning. **YES** **NO**
4) I prefer movies whose subjects are mostly action. **YES** **NO**
5) I usually buy clothes from a store whose goods are high quality. **YES** **NO**
6) In high school I had a teacher whose attitudes were strict to students. **YES** **NO**
7) The place where I was born is famous for its beautiful landscape. **YES** **NO**

Note: Feedback will be given by the instructor after each task treatment.

Appendix 8

The Student Retrospective Questionnaire

Please tick each of the following sentences as *YES* or *NO* concerning any behavior you engaged in *while you were reading the text.*

1. I tried to comprehend the content only.
(Okuduğum hikâyede ne anlatıldığını anlamaya çalıştım.) ***YES*** ***NO***

2. I tried to comprehend the structures and forms mostly.
(Okuduğum hikâyedeki cümle yapılarını anlamaya çalıştım.) ***YES*** ***NO***

3. I tried to memorize the important words related to the content of the story.
(Hikâyedeki anlam olarak önemli kelimeleri ezberlemeye çalıştım.) ***YES*** ***NO***

4. I tried to memorize the important structures in the story.
(Hikâyedeki önemli cümle yapılarını ezberlemeye çalıştım.) ***YES*** ***NO***

5. I tried to focus on the meaning mostly in the text.
(Okurken, daha çok hikayede anlatılanlara dikkat etmeye çalıştım.) ***YES*** ***NO***

6. I tried to focus on the structure mostly in the text.
(Okurken, daha çok hikayede kullanılan dilbilgisi yapısına dikkat etmeye çalıştım. ***YES*** ***NO***

7. I tried to picture or visualize information to help me remember what I read.
(Okuduğumu hatırlamama yardımcı olması için hikâyeyi kafamda canlandırmaya çalıştım.) ***YES*** ***NO***

8. While taking notes of necessary word or words, I tried to think how to express them in my writing.(Hikâye ile ilgili not alırken bunları nasıl kullanabileceğimi düşündüm.) ***YES*** ***NO***

9. I tried to translate the important words or structures into Turkish for a better comprehension.(Hikayeyi daha iyi anlamak için önemli kelimeleri ve yapıları Türkçeye çevirmeye çalıştım.) ***YES*** ***NO***

10. I could easily decide what to note down
(Neleri not alacağıma kolayca karar verdim.) ***YES*** ***NO***

11. While reading, I focused on what to read closely and what to ignore.
(Okurken neyi daha dikkatli okuyacağıma neyi önemsemeyeceğime kolaylıkla karar verebildim.) ***YES*** ***NO***

12. I stopped from time to time and thought about the order of events in the story.
(Zaman zaman durup hikâyedeki olayların sırası hakkında düşündüm.)
YES ***NO***

Appendix 9

Pre / Post- Test (If Clause, type 1)

A) Accuracy Test

I. Grammaticality Judgment Test

Decide whether these sentences are grammatically correct or incorrect. Circle *YES* if the sentence is correct , Circle *NO* if it is incorrect.. Underline the errors you find in the sentences.

1. If John wakes up early this morning, he won't miss the school bus.
YES NO

2. I will go on a summer holiday if I will pass all my exams. YES NO

3. My sister will help me with my homework if I won't ask her YES NO

4. He might come to the party if I invite him. YES NO

5) If you don't eat healthy food, you will keep fit. YES NO

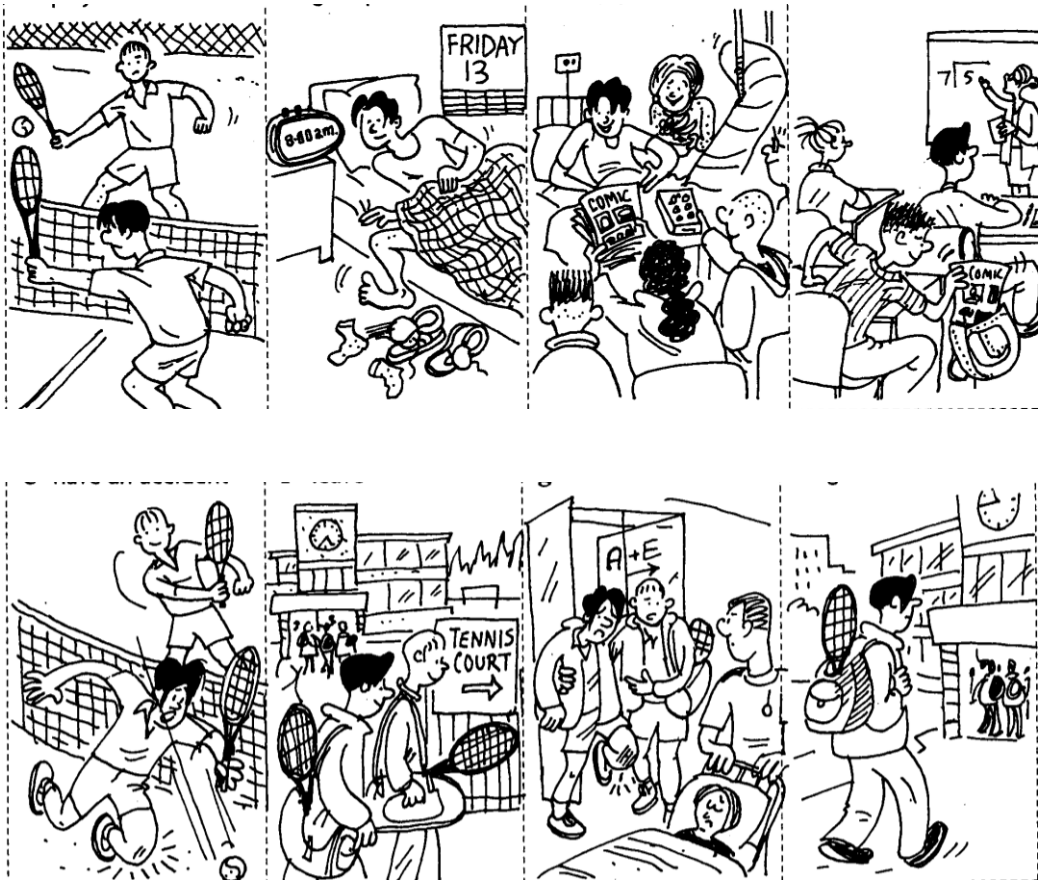
6) I can find a better job if I will have more experience. YES NO

7) If we don't start the meeting now, it won't finish on time. YES NO

8) If you will help me with the work, I finish it quickly. YES NO

II. *Interpretation Test*

Choose the correct sentence that best describes the picture.



1. a) If Peter and Tom finish the game, they won't have a drink together.
   b) If Peter and Tom will finish the game, they have a drink together.
   c) If Peter and Tom finish the game, they will have a drink together.

2. a) If John gets up early tomorrow morning, he will miss the first lesson.
   b) If John gets up early tomorrow morning, he won't miss the first lesson.
   c) If John will get up early tomorrow morning, he won't miss the first class.

3. a) If they visit him in the hospital they won't buy presents to him.
   b) If they visit him in the hospital, they will buy presents to him.
   c) If they will visit him in the hospital, they buy presents to him.

4. a) The students won’t understand the lesson if they don’t take notes.
   b) The students will understand the lesson if they don’t take notes.
   c) The students will understand the lesson if they will take notes.

5. a) If the boy hits the ball hard, his friend might not get hurt.
   b) If the boy hits the ball hard, his friend might get hurt.
   c) If the boy will hit the ball hard, his friend might get hurt.

6. a) The boys can arrive at school on time if they will leave the tennis court early.
   b) The boys can arrive at school on time if they don’t leave the tennis court early.
   c) The boys can arrive at school on time if they leave the tennis court early.

7. a) If the doctor looks after the boy’s leg, the boy might feel better.
   b) If the doctor doesn’t look after the boy’s leg, the boy might feel better.
   c) If the doctor will look after the boy’s leg, the boy might feel better.

8. a) If the boy goes to school, he will meet his classmates.
   b) If the boy doesn’t go to school, he will meet his classmates.
   c) If the boy won’t go to school, he will meet his classmates.

B) Production Test

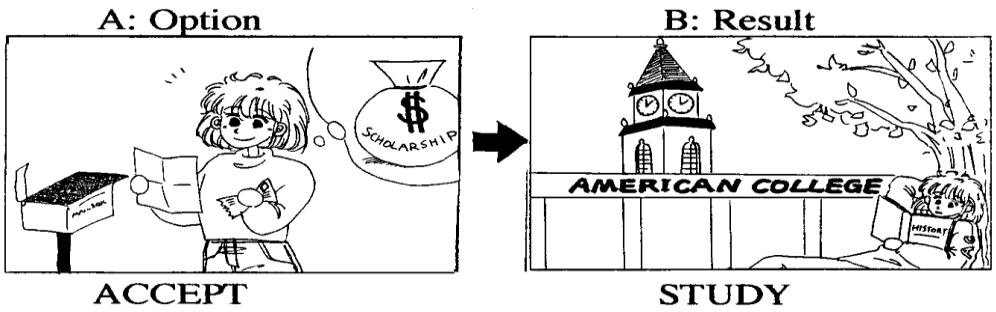
I. Picture-cued production test

Lisa has many options when she finishes her high school. The following pictures illustrate different options and their results. She did not decide what to do yet. She will choose from them**.**

In each pair Picture A shows Lisa's option, and Picture B shows the result of this option**.**

- Use the verb given below each picture when you make a sentence
- Start each sentence with If Lisa…….

1.



If Lisa ----------, ----------

2.

TRAVEL

SEE

If Lisa ----------, ----------.

3)

GO

SPEAK

If Lisa ----------, ----------.

4)

LOOK FOR

THE PLANET HOTEL

WORK

If Lisa ----------, ----------.

5.

MEDICAL SCHOOL

STUDY

BE

If Lisa ----------, ----------.

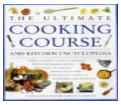
6) Aunt Jo's Farm

LIVE

LEARN

If Lisa ----------, ----------.

7)



TAKE

BECOME

If Lisa ----------, ----------

8)

FIND

MARRY

If Lisa ----------, ----------.

II. Written Completion Task

Read the following anecdote about Nasreddin Hodja and write 4 meaningful if clause sentences related to the anecdote.

(Aşağıdaki Nasrettin Hoca fıkrasını okuyup fıkrayla ilgili olarak anlamlı 4 tane şart cümleciği oluşturun.)

Nasrettin Hoca ile İddia

Bir gün Nasrettin Hoca ve arkadaşları iddiaya tutuşmuşlar. Eğer Hoca karanlık ve soğuk bir gecede, sabaha kadar köy meydanında bekleyebilirse arkadaşları ona güzel bir ziyafet çekecekmiş. Şayet bunu beceremezse, o arkadaşlarına ziyafet çekecek. Kararlaştırılan gün Hoca meydanın ortasında, sabaha kadar tir tir titreyerek beklemiş. Sonra yanına gelenlere:

- Tamam demiş. İddiayı kazandım.
- Ne oldu ne yaptın demişler.
- Bekledim sabaha kadar demiş.
- Hayır demişler. Sen uzaktaki bir mum ışığıyla ısınmışsın. İddiayı kaybettin!
- Ziyafetimizi hazırla.

Hoca çaresiz kabul etmiş. Ziyafet vakti kocaman bir kazanın altına minicik bir mum koymuş. Güya yemek pişirecek.

- Ne yapıyorsun? Demişler. Kıs, kıs gülerek cevap vermiş:
- Bu mum sıcağıyla size yemek pişireceğim arkadaşlar. Uzaktaki bir mum ışığıyla ben nasıl ısındıysam, bu kazandaki yemek de öyle pişecek!

1. If Hodja ----------, ----------

2. If Hodja ----------, ----------

3. Hodja ---------- **if** ----------

4. Hodja ----------**if** ----------

Appendix 10

Pre / Post- Test (Past Passive)

A) Accuracy Test

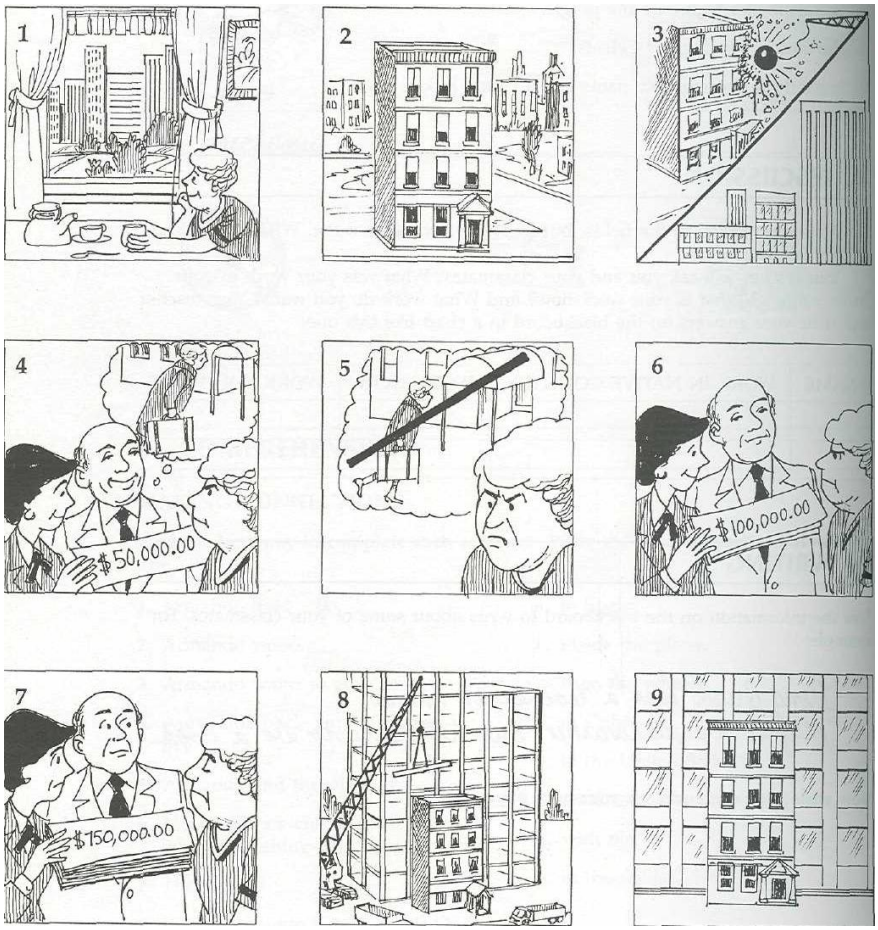
I. Grammaticality Judgment Test

Decide whether these sentences are grammatically correct or incorrect. Circle *YES* if the sentence is *correct* , Circle *NO* if it is *incorrect.* Underline the errors you find in the sentences.

1. I was send to a private high school in England. ***YES*** ***NO***
2. All the cake was eaten by the boy. ***YES*** ***NO***
3. That house built in 1998. ***YES*** ***NO***
4. Tom wasn't ask to come to the party. ***YES*** ***NO***
5. My sister and I was took to hospital after too much dinner. ***YES*** ***NO***
6. Jack and Linda were told the truth finally. ***YES*** ***NO***
7. We allowed to go out during the lesson by the teacher. ***YES*** ***NO***
8. Jack gave a lot of advice by his parents. ***YES*** ***NO***

II. Interpretation Test

Choose the correct sentence that best describes the picture.



Taken from *Easy True Stories*

1. a) The view of outside was watch by the old lady.
   b) The view of outside was watched by the old lady.
   c) The view of outside watched the old lady.

2. a) The house was build a long time ago.
   b) The house built a long time ago.
   c) The house was built a long time ago.

3. a) The old house was pulled down for a new building.
   b) The old house pulled down for a new building.
   c) The old house was pull down for a new building.

4. a) The old lady offered $50,000.00 to move out.
   b) The old lady was offered $50,000.00 to move out.
   c) The old lady was offer $50,000.00 to move out.

5. a) The old lady gave a check for $ 100,000.00 to the people from the company.
   b) The old lady was give a check for $ 100,000.00 by the people from the company.
   c) The old lady was given a check for $ 100,000.00 by the people from the company.

6. a) The next day, the old lady was asked to take the check for $ 150,000.00 by the
   people.
   b) The next day, the old lady was ask to take the check for $ 150,000.00 by the people.
   c) The next day, the old lady asked the people for a $ 150,000.00 check.

7. a) A new building was make behind the old lady's building.
   b) A new building was made behind the old lady's building.
   c) A new building made behind the old lady's building.

8. a) Finally, the old lady's building was torn down by the company.
   b) Finally, the old lady's building was tear down by the company.
   c) Finally, the old lady's building wasn't torn down by the company.

B) Production Test

I. Picture-cued production test

Look at *the five pictures* about *Leonarda's Masterpiece* and make meaningfully and grammatically correct past passive sentences by using the verbs given under the pictures.

(Aşağıdaki resimlere bakarak ve resimlerin altındaki filleri kullanarak anlam ve yapı olarak doğru geçmiş zaman edilgen cümleleri oluşturun.)

1) **PAINT** The painting _____

2) **BUY** The painting _____

3) **VISIT** The painting _____

4) **STEAL** The painting _____

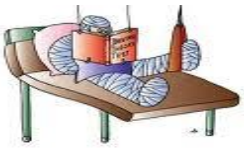
5) **FIND** The painting _____

6) **GIVE BACK** The painting _____

Tokyo Museum of Art

7) **CUT** The cake _____

8) **TAKE** The man _____



II. Written Completion Task

Read the following anecdote about Nasreddin Hodja and write 4 meaningful past passive voice sentences related to the anecdote.

(Aşağıdaki Nasrettin Hoca fıkrasını okuyup fıkrayla ilgili olarak anlamlı 4 tane geçmiş zamanlı edilgen yapı cümleleri oluşturun.)

Doğuran Kazan

Hoca bir gün komşusundan ödünç bir kazan almış. Geri verirken içine küçük bir tencere yerleştirmiş. Adam, ne olduğunu sorunca, kazanın doğurduğunu söylemiş Hoca. Haliyle komşu bu işe çok sevinmiş. Aradan bir müddet geçtikten sonra, Hoca, adamın kazanını ödünç olarak bir daha istemiş. Adam seve seve kazanını tekrar vermiş Hocaya. Uzun zaman geçmiş, ancak Hoca bu sefer kazanı sahibine geri vermemiş. Adam, Hoca'nın evine varıp sormuş: 'Yahu, bizim kazana ne oldu?' 'Ha! Sizin kazan mı? Sizlere Ömür!' 'Aman, Hocam! Kazan bu; nasıl ölür?' 'Komşum, vallahi saçmaladın yine. Kazanın doğurduğuna inanıyorsun da öldüğüne mi inanmıyorsun?

1. A few days ago a large cooking pot _____
2. A smaller pot _____
3. The large cooking pot _____
4. The pot _____ this time.

Appendix 11

Pre / Post- Test (Relative Clause- where- whose)

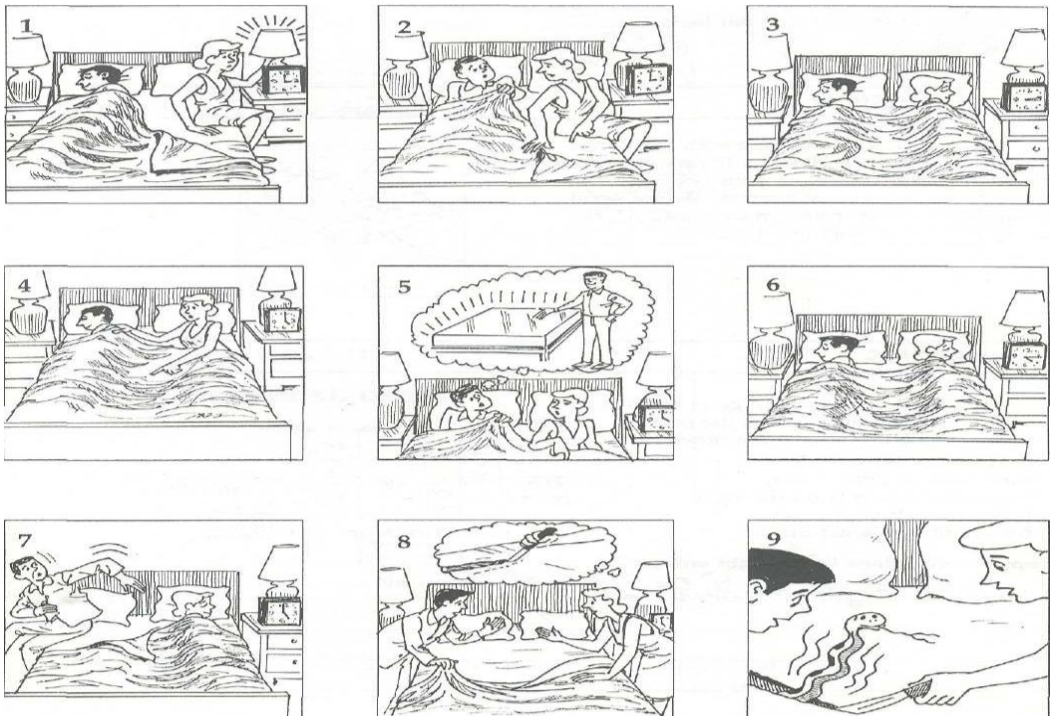
A) Accuracy Test

I. Grammaticality Judgment Test

Decide whether these sentences are grammatically correct or incorrect.

Circle *YES* if the sentence is correct , Circle *NO* if it is incorrect. Underline the errors you find in the sentences.

1. I know the boy whose his hair is dark YES NO
2. We went to the place where we met interesting animals. YES NO
3. The car whose its color is red has just passed here. YES NO
4. Tom and Linda had a sunbath at the beach where they saw some famous people there. YES NO
5. The school whose students come from different countries was opened last year. YES NO
6. The hotel whose we stayed last summer is very famous in Antalya. YES NO
7. Peter bought a camera where screen quality is the best. YES NO
8. Last night I ate a good dinner at a restaurant where I went there before. YES NO



Taken from *Easy True Stories*

II) *Interpretation Test*

Choose the correct sentence that best describes the picture.

1. a) The bed where Jane slept there was uncomfortable.
   b) The bed where Jane slept was uncomfortable.
   c) The bed where Jane slept was comfortable.

2. a) Jane pointed to the bed whose mattress was unusual.
   b) Jane pointed to the bed whose its mattress was unusual.
   c) Jane pointed to the bed whose mattress was OK.

3. a) Jane and Peter, whose sleep was disturbed a few minutes ago, sat in the bed.
   b) Jane and Peter, whose its sleep was disturbed a few minutes ago, went back to bed.
   c) Jane and Peter, whose sleep was disturbed a few minutes ago, went back to bed.

4. a) A few minutes later Jane felt something in the bed where she was sleeping there.
   b) A few minutes later Jane felt something in the bed where she was sleeping.
   c) A few minutes later Jane put something in the bed where she was sleeping.

5. a) Peter, whose mind was confused, thanked the carpenter.
   b) Peter, where mind was confused, remembered the carpenter suddenly.
   c) Peter, whose mind was confused, remembered the carpenter suddenly.

6. a) Peter, whose bed was uncomfortable this time, jumped out of the bed.
   b) Peter, whose his bed was uncomfortable this time, jumped out of the bed.
   c) Peter, whose bed was comfortable this time, jumped out of the bed.

7. a) Finally they decided to cut the bed where they could sleep well.
   b) Finally they decided to cut the bed where they couldn't sleep well there.
   c) Finally they decided to cut the bed where they couldn't sleep well.

8. a) The snake whose its tongue was long popped out of the bed.
   b) The snake whose tongue was long popped out of the bed.
   c) The snake whose tongue was long didn't pop out of the bed.

B) Production Test

I) Picture-cued test

Look at the pictures and make meaningfully and grammatically correct relative clause sentences by using '*where'* and *'whose'* to complete the sentences near the pictures.

(Aşağıdaki cümleleri verilen resimler doğrultusunda yer ve sahiplik bildiren sıfat cümleciklerini kullanarak yapısal ve anlamsal olarak tamamlayın.)

1)

I know the boy _____

2)

The children went to the swimming pool _____

3)

I live in a city _____

4)

The boy went to the farm _____

5)

The students _____ passed the class.

6)

The restaurant _____ is very expensive.

7)

The girl _____ looks very beautiful.

8)

The man _____usually cooks for his family.

II) *Written Completion Test*

Read the following anecdote about Nasreddin Hodja and write 4 meaningful and grammatically correct relative clause sentences with *whose* and *where* related to the anecdote.

(Aşağıdaki Nasrettin Hoca fıkrasını okuyup anlamlı ve dilbilgisel açıdan doğru yer ve sahiplik bildiren 4 tane sıfat cümleciği oluşturun.)

Marifet Heybede

Bir gün pazara bir şeyler almaya giden Nasrettin Hocanın arkasından bir adam durun diye Hocaya seslenmiş : ‘ Hocam, kardeşim bir mektup yazdı, ben okuyamıyorum. Şu mektubu bana bir okusana.’ Farsça yazıyı iyi bilmeyen hoca mektubu adama geri verir. Adam şaşırır, Hocanın okuması yok zanneder: -"Ayıp Hoca, ayıp! Benden utanmıyorsan başındaki koca kavuğundan utan! Hoca kavuğu çıkartır mademki iş kavuktadır; Haydi giy de şunu, kendin oku bakalım mektubunu.’

1. One day Hodja went to the bazaar _____

2. The man _____asked Hodja to read the letter for him.

3. Hodja, _____gives back the letter to the man.

4. Next time Hodja won’t stop in the bazaar _____

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