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**L2 ENGLISH GRAMMAR THROUGH FORM FOCUSED
INSTRUCTIONAL DESIGN**

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L2 English Grammar through Form Focused Instructional Design

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Declaration

I hereby declare that the Doctoral Thesis “**L2 English Grammar through Form Focused Instructional Design**”, which I wrote myself, has been prepared in accordance with ethical and scientific values, and all the sources that I have used are included in the References.

01/02/2018



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Approval

We hereby certify the report prepared by Yunus Emre AKBANA and presented to the committee in the oral thesis defence examination held on 1 February 2018 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

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*This study is dedicated to the memory of my father Giyaseddin AKBANA (1948-2016)
and older sister Fatma AKTUNÇ (1974-2017).*



Abstract

L2 English Grammar through Form Focused Instructional Design

One of the current initiatives embarked on to ameliorate the quality of English language teaching involves the implementation of a complex issue in SLA; form focused instruction in an EFL learning environment. The researcher has carried out this study to investigate the impact of form focused instruction on young adult EFL learners' language proficiency and L2 interlanguage writing development, and both the learners and researcher teacher's perceptions towards the implementation. The contribution of this research to the field may seem to feature a form focused instructional model allowing room for uptake to fill the local gap in the literature.

This study employing mixed-methods research design was conducted with the participation of 40 university prep class elementary EFL learners at a state university in Turkey. The experimental group comprised of 20 students while the control group consisted of another 20 participants. The participants in the experimental group were exposed to form focused instruction over 12 weeks while the ones in the control group were traditionally being subjected to lecture method. This study was instrumented with tests accounting for quantitative data collection tools, and semi-structured interviews with students, self-reflective uptake sheets driven learner journals, and teacher journals to incorporate qualitative instruments. The overall effect of form focused instructional interventions was examined on six different areas of grammar. In addition, students' overall writing skills and syntactical complexity development were analysed.

This current study reports the results of pre-, post- and delayed post-tests statistically analyzed via non-parametric tests (Friedman and Wilcoxon Tests) employing SPSS (v.22 for

Mac), which indicate that form focused instruction has a slight positive influence on young adult EFL learners' language proficiency, particularly L2 English writing skill. On the other hand, the merits of triangulating the quantitative results with those of qualitative ones contributed to the dissertation research by promoting the impact of form focused instruction through the lenses of both learners and the researcher teacher's. The findings of the study may seem to indicate that employing form focused instruction in EFL teaching has various positive cognitive and affective aspects both for learners such as engaging with language, making discoveries, developing autonomy by internalizing a learner-syllabus and noticing techniques via uptake, and for the teacher such as the contribution to his professional development and motivation. All in all, the study discusses several methodological and pedagogical implications and concludes with suggestions for further research.

Keywords: English prep-class, focus on form, form focused instruction, reflection, syntactic complexity, uptake.

Özet

Yapı Odaklı Öğretim Tasarımı yoluyla İkinci Dil olarak İngilizcede Dilbilgisi

İngilizce öğretiminin kalitesini iyileştirmek için başlatılan mevcut girişimlerden birisi, ikinci dil ediniminde karmaşık bir konu olan İngilizcenin yabancı dil öğrenme ortamında yapı odaklı öğretimin uygulanmasını içermektedir. Araştırmacı, yapı odaklı öğretimin yabancı dil olarak İngilizceyi öğrenen genç yetişkinlerin dil yeterliğini ve yazma aradillerindeki gelişimleri, ve hem öğrencilerin hem de araştırmacı öğretmenin uygulamaya yönelik algıları üzerindeki etkiyi incelemek için bu çalışmayı gerçekleştirmiştir. Bu çalışmanın alana katkısı, edimsel çıkarıma (uptake) yer veren bir yapı odaklı öğretim modelini ön plana çıkararak alanyazındaki yerel bir boşluğu doldurmak olarak görünebilir.

Karma araştırma yöntemlerine sahip olan bu çalışma, Türkiye’de bir devlet üniversitenin İngilizce hazırlık programında temel seviyede olan 40 öğrencinin katılımıyla yürütülmüştür. Deney grubunda 20 kişi yer almışken kontrol grubu da diğer 20 öğrenciden oluşmuştur. Deney grubundaki katılımcılar 12 hafta boyunca yapı odaklı öğretime maruz kalmışken bu süre zarfında kontrol grubundaki katılımcılar geleneksel İngilizce öğretim modeline tabi tutulmuştur. Bu çalışmanın veri toplama araçları nicel açıdan testlerden, ve nitel açıdan ise öğrencilerle yapılan yarı yapılandırılmış mülakatlar, öz yansıtımlı edimsel çıkarım güdümlü öğrenci günlükleri ve öğretmen günlüklerinden oluşturulmuştur. Yapı odaklı öğretimsel uygulamaların genel etkisi altı farklı dilbilgisi konusu üzerinden incelenmiştir. Ayrıca, öğrencilerin genel yazma becerileri ve sözdizimsel karmaşıklık ilerlemeleri de analiz edilmiştir.

Mevcut çalışma SPSS (Mac için 22. versiyon) parametric olmayan testler (Friedman ve Wilcoxon) üzerinden istatistiksel olarak analizi yapılan ön-son-ve-gecikmeli-testlerin sonuçlarını ortaya koymaktadır. Bu sonuçlara göre yapı odaklı öğretimin İngilizceyi yabancı

dil olarak öğrenen genç yetişkinlerin yeterliğinde özellikle yazma becerileri üzerinde az denilecek kadar olumlu etkisinin olduğunu göstermektedir. Öte yandan, nicel veriyi nitel veri ile desteklemenin sunduğu değer bu doktora araştırmasında hem öğrenci hem de araştırmacı öğretmenin gözünden yapı odaklı öğretimin olumlu etkisini desteklemiştir. Bu çalışmanın bulguları, yabancı dil olarak İngilizce öğretiminde yapı odaklı öğretimin yürütülmesinin hem öğrenciler için dile karşı çaba gösterme, keşifte bulunma, öğrenci izlencisini oluşturarak otonomi kazanma ve edimsel çıkarım üzerinden farketme (noticing) teknikleri gibi, hem de öğretmen açısından kendi mesleki gelişimine olan katkı ve motivasyon gibi birtakım olumlu bilişsel ve duyuşsal etmenleri ortaya koymaya çalışmaktadır. Son olarak, bu çalışma çeşitli yöntemsel ve eğitimsel uygulamaları tartışarak ileri araştırmalar için öneriler ile sona ermektedir.

Anahtar Kelimeler: Edimsel çıkarım, İngilizce hazırlık sınıfı, sözdizimsel karmaşıklık, yansıma, yapıya odaklanma, yapı odaklı öğretim.

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Abbreviations

AL	Applied Linguistics
CEFR	Common European Framework of References
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FFI	Form Focused Instruction
FLT	Foreign Language Teaching
FoF	Focus on Form
FoFs	Focus on Forms
GJT	Grammaticality Judgment Test
KSU	Kahramanmaraş Sütçü İmam University
L2	Second Language
MCT	Multiple Choice Test
MLT	Mean Length of T-Units
ÖSYS	Higher Education Council Students Selection and Placement Centre
PT	Production Test
RQ	Research Question
SD	Standard Deviation
SLA	Second Language Acquisition
TBLT	Task Based Language Teaching

Chapter I: Introduction

This chapter starts with a background of the study which is backed up with a short theoretical background in order to introduce the research. It then introduces the statement of the problem and outlines the purpose, the research questions posed, limitations with delimitations, assumptions and the significance of the study. Following these sections, the chapter provides information on the terminology used in this study and presents the related literature in the subsequent sections.

Background of the Study

There has always been a spotlight on language since human beings have existed on earth. People have always sought ways to learn languages and transfer it to subsequent generations. By doing so, there are thousands of languages in the world now. In the past, the most popular and the necessary languages were Latin and Greek, which were particularly influential in philosophy in Greece and in education in Europe. However, in the 21st century, English has become the lingua franca with many varieties which are called World Englishes. In a pursuit to teach English, there have been many methods or theories developed; however, the most popular one over the last 40 years seems to be the Communicative Language Teaching (CLT) or Task Based Language Teaching (TBLT) (Tomlinson & Masuhara, 2018). CLT is a very broad approach to teaching and there can be a large number of practices in the classroom. However, the following five features of CLT outlined by Nunan (1991, p. 279) shed light on a set of approaches: (1) There is an attention on learning for enabling communication via interaction. (2) The presentation of real-life texts is designed into the learning environment. (3) The learners are equipped with opportunities for focusing on language as well as the learning process. (4) Learners' experiences are appreciated as they potentially contribute to the learning process in the classroom. (5) Both in-class or out-class

language learning activities are attempted to be linked to each other. Under this umbrella of main features of CLT, many researchers and teachers have adopted various forms of practices which can serve for classroom activities closely related to outside language in different instruction types.

In Second Language Acquisition (SLA), several input and output theories have played major roles in language pedagogy. The most popular theories over the last 40 years can be listed as: Input Theory, Output Theory, Noticing Hypothesis and Interaction Hypothesis. In 1985, Krashen developed his input theory which focuses on the idea of Comprehensible Input. Swain (1985) developed the input-output theory - it is called in different names: The Output Hypothesis or The Comprehensible Output Hypothesis. Krashen (1994) regards it as a rival theory to Comprehensible Input. Briefly, both theories complement each other on how to learn and teach the acquisition system of a second language. Long (1996) developed the comprehensible input hypothesis with “Interaction Hypothesis” which called for a great need for the input to be comprehensible through interaction. In addition, with the assistance of conducting input enhancement and consciousness raising activities, Schmidt (1990) proposed “Noticing Hypothesis”. The “Noticing Hypothesis” totally focuses on the noticing of the language features such as language forms, routines and patterns.

Theoretical Background

There has been a plethora of rigorous research carried out in both SLA and CLT in terms of instruction types and input hypotheses both locally and universally. In the earlier studies of CLT, the formal instruction was not effective scientifically (Millard, 2000). Though, later developments have strongly suggested that formal instruction should take place in CLT but the main feature should be on meaningful communication. One of the main recent studies evaluating Form Focused Instruction (FFI) within the scope of CLT is that of El-

Dakhs' (2015) where the instructional intervention stages of Ellis' (1998) - input, processing, output and feedback - were used and the results showed that these techniques play a crucial role in getting the compatibility of FFI with CLT. Therefore, El-Dakhs' (2015) study sermonizes us to use Ellis' (1998) different techniques with an additional focus on learners' uptake in implementing FFI activities in CLT or more broadly Foreign Language Teaching (FLT) setting.

The rationale to apply FFI derives from Schmidt's (1990) *Noticing Hypothesis*, according to which formal language features may remain unprocessed if they are not explicitly noticed by learners. This was in conflict to Krashen's (1982) *Comprehensible Input Hypothesis* in that exposing learners to language slightly above the learners' proficiency would be sufficient for language acquisition. In addition, VanPatten (2002) took not only the input itself or noticing language features into consideration but pointed also to meaning in the *Input-Processing Model*, which mainly focuses on the form-meaning connections. It was noticed by VanPatten (2002) that Second Language (L2) learners take notice of preferably the meaning rather than the form during they process input. This led to the formal instruction in L2 as it would pave the way for L2 learners to process the input to serve for the long run.

Getting the above-mentioned hypotheses in mind, Ellis (1990) proposed the FFI as a solution for learners to get the language features in mind and an approach for teachers to implement. Following Schmidt's (1990) *Noticing Hypothesis*, Ellis (2001) proposed a learning/teaching approach by means of "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms" (pp. 1-2). El-Dakhs (2014) views FFI as an approach that "emphasizes relating forms to their communicative functions, noticing forms during communicative interaction and retrieving forms in communicative contexts" (p. 6).

The term, FFI, serves as a hypernym representing a host of different terms in the literature such as “analytic teaching” from Stern (1990), “focus-on-form (FoF)” and “focus-on-forms (FoFs)” from (Long, 1991), “corrective feedback/error correction” and “negotiation of form” from Lyster and Ranta (1997) as quoted in Ellis (2001, p. 2). Besides, Ellis (2016) asserts that the earliest definition of FoF belongs to Long (1988) as quoted below.

[A] focus on form is probably a key feature of second language instruction because of the salience it brings to targeted features in classroom input, and also in input outside the classroom, where this is available. I do not think, on the other hand, that there is any evidence that an instructional program built around a series (or even a sequence) of isolated *forms* is any more supportable now, either theoretically, empirically, or logically than it was when Krashen and others attacked it several years ago. (Long, 1988, p. 136; italics in original).

(Ellis, 2016, p. 2)

According to Ellis, Basturkmen and Loewen (2002), in FoFs, there is an order of: “presentation of a grammatical structure, its practice in controlled exercises, and the provision of opportunities for production-PPP” (p. 420). FoF has been regarded conducive to language teaching and learning for a variety of following reasons (as cited in El-Dakhs, 2015): Firstly, Doughty and Williams (1998) advocate that FoF accelerates the degree of learning progress, leads to long lasting accuracy and raises the ultimate level of attainment. Secondly, FoF compensates for the insufficiency of traditional teaching methods that exclusively focus on language form and of meaning based teaching methods, which neglect formal instruction (Izumi & Bigelow, 2001). Thirdly, Doughty (2001) indicates that FoF supports learners in one cognitive event including focusing on form, meaning and use at the same time. Finally, FoF is believed to be “the most effective way to combine meaning and accuracy and to allow

learners to discover grammar through real life examples rather than memorizing sterile rules” (Sanchez & Obando, 2008, p. 186, as cited in El-Dakhs, 2015, p. 1127).

Uysal and Bardakci (2014) advocate the current problem of the present study in Turkey that teachers teaching English grammar generally prefer to use a traditional FoFs approach though they are trained to follow FoF techniques in interactive based approaches in their undergraduate education programs. Thus, this sort of fallacy addresses a gap between what is deployed in real classroom teaching within the light of the teachers’ beliefs and practices and the latest developments in the field of SLA. In addition, their study indicates a vast number of teachers in Turkey employing the following procedures in their teaching: using translation into the mother tongue, teacher-centred instruction where learners are passive, and deductive and explicit approaches to grammar teaching, where learners learn rules and do not do practice sufficiently. Last but not least, Tomlinson and Masuhara (2018) argue that most of the L2 classrooms and coursebooks around the globe still follow a forms-focused (FoFs) teaching; however, they suggest following meaning oriented and communication based approaches such as task-based or text-driven approaches which engage the learners to experience the language and feature form to achieve meaning and respond to the text.

Statement of the Problem

In traditional methods, teaching English was inspired from the traditional teaching methods of Latin and Greek. Grammar Translation Method and Direct Method became the traditional teaching methods of English in the 1950s. In 1980s, the shift changed to CLT; however, in 2000s and forth on, the post-method era has started. With respect to the post-method era, all the methods are evaluated in a similar way to what extent they work. They may work in different contexts with different methods or practices taken from different

principles of various methods. Particularly, the most famous method over the last 40 years, namely, CLT, has been evaluated in different classroom settings in different countries – Bax (2003), Bell (2003), Canale and Swain (1980), Canale (1983), Karakaş (2013), Kırkgöz (2005, 2007), Kumaravadivelu (1994, 2001), Richards and Rodgers (2001), Rodgers (2000), Swan (1985a, 1985b), Savignon (2001, 2007) – to name but a few. As CLT proposes the idea that the activity types conducted in classroom should be meaning oriented, there is a shift toward using FFI, which drives the attention to using FoF activity types. This study takes this ambiguity as a research problem of this dissertation thesis to implement in classroom. The specific problem in running foreign language classrooms stems from the idea that at Kahramanmaraş Sütçü İmam University (KSU), the setting of the study, the English as a Foreign Language (EFL) instructors are in the common view that they make use of CLT and TBLT or they make use of other teaching methods eclectically in their classroom; however, the extent to which the meaningful activities are carried out in foreign language classrooms still stands as a matter of question. Therefore, the problem is believed to lie at the core of the process of running activities in their own teaching. This study will underpin this problem in an effort to provide both learners' and the researcher teacher's views in classroom teaching setting by making use of FoF based activities.

So as to shed light onto the current believed problem at KSU, a questionnaire and a semi-structured interview were conducted. Please note that the questionnaire and the semi-structured interview results will not be shared with the findings of this study. However, to provide sufficient information from the results of these tools, the author attempts to provide insights into the exhortation of the intelligibility of the research problem with the following lines.

The questionnaire aimed at evaluating the teachers' views on their perceptions and attitudes of how language is taught by them. Also, this questionnaire has its own particular

added value to support the validity of the research problem. To strengthen the existence of the research problem in addition to this questionnaire, a semi-structured interview was conducted on how the EFL instructors at KSU teach grammar. According to the results revealed in analysis of the questionnaire and the interviews, the teachers reported that they followed an instructional practice that tended to be grammar focused. Additionally, there are conflicting beliefs, as the teachers stated that they disfavoured a grammar driven approach while they conceptualized teaching English basically as teaching grammar rules.

Apart from the teaching styles, philosophy or approaches of the instructors, they also shared their ideas on the written performances of students, in which they did not observe sufficient target forms and linguistic features. As writing is a skill mirroring the students' own interlanguage development in production privileging the desired output of the provided input, it requires to be evaluated. This study aims to bring insights on the written performances of students who receive FoF instructional interventions. The present study investigates this ambiguity and provides activities designed with FoF instructional interventions and their effect on both the students' overall proficiency and the writing skills.

Purpose of the Study

The fundamental purpose of this study is to investigate the impact of form focused instructional interventions on specific grammar themes; namely, Prepositions of Time, Adjectives (ending with -ed / -ing), Basic Infinitives and Gerunds, Comparatives and Superlatives, Compounds of Some, Any, No, Stative Verbs, on the general proficiency and written performances of students at A2 (CEFR) foreign language classrooms at a state university. In order to achieve this, the sub-branch of FFI; FoF instruction, which receives great attention over the last few decades, is examined through different instructional intervention stages; input-intake-output and feedback, as proposed by Ellis (1998).

In detail, this study examines FoF instruction through utilizing Ellis' (1998) intervention stages with an additional stage, uptake. Within the context of EFL, most teachers share the same view on carrying out communicative based teaching styles in their classes, and they need communicative activities to do so. These activities usually come from the textbooks; however, this study is designed to depict the flexibility of teachers' modifying these activities. However, the learner aspect should be well developed in terms of the provided activities through processing information. Applying Ellis' (1998) instructional intervention stages, this study aims at shedding light on the teaching procedure of modifying the input into the EFL classroom which would pave the way for output-oriented FoF instruction in classroom setting. To the author's knowledge, this has not sufficiently attracted the attention of researchers to utilize *uptake* through FFI by applying Ellis' (1998) instructional intervention stages. Last but not least, this study also aims at revealing the researcher teacher's views regarding implementing interventional programme. The ultimate purposes of the study outlined heretofore can be listed as below:

- implementing FoF activities following Ellis' (1998) instructional intervention stages with an additional stage; uptake,
- finding out how learners perceive this implementation for their own learning,
- revealing how the researcher teacher perceive this implementation for his own professional development,
- examining if it has an effect on the learners' language development by analyzing their level of general proficiency and writing production in particular.

Statement of Research Questions

This study addresses the impact of FFI on both learners' general proficiency and writing skill development over deploying quantitative and qualitative methodologies. Several studies compare groups to investigate the effects of an intervention or any tasks; however, the researcher, should not measure only one construct. It is high of importance in order for accessing to the holistic gain of the intervention. For example, such studies focusing only on error correction can get attention only to accuracy, which can lead to more harm in fluency or complexity of the students' writing rather than help on their accuracy. Writing is considered to be deeply rooted with the performance of using the target language and forms and functions. Therefore, the researcher should analyse the participants' texts in terms of syntactic complexity in their written performances in addition to their general proficiency over the target forms to realize which forms are amenable to FFI (Polio, 2012; Williams & Evans, 1998).

Considering the suggestions above, this study tries to find answers to the research questions below:

Research Question 1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?

Research Question 2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?

Research Question 3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?

3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

3.b. Is there any correlation between the students' second language writing development and syntactical complexity development in both groups?

Research Question 4. What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

Research Question 5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

In order to answer these questions, the following variables; more details of which can be found in the methodology chapter of this study, have been set:

1. Dependent Variables: Students' scores achieved on the pre-test before the treatments, post- and delayed post-tests following the treatment.
2. Independent Variables: FFI treatment informed by Ellis' (1998) interventional stages with an additional stage; uptake.
3. Control Variable: Proficiency level.

Limitations of the Study

This study has been conducted within the scope of following limitations:

- The experimental and control groups of the study are limited to two intact classes at School of Foreign Languages at KSU. The sampling population could be larger in order for generalizing the obtained findings of the study.

- The research data were gained in the fall term of 2016-2017 academic year. The period of conducting the study could be extended to the whole year to cater for more findings on the students' language development.
- Within the scope of the research, instructional interventions include only the problematic grammatical and language functions observed within the light of the placement and proficiency tests. The contents of the instructional interventions could be larger by employing all the grammatical and language functions in the whole language education that students are exposed to.
- The impact of form focused instructional interventions on the writing skills of students has been investigated. Other language skills such as speaking, reading and listening, could be investigated as well.
- The impact of the form focused instructional interventions has been investigated by comparing the statistical results of pre-, post- and delayed post-tests. The analysis instrument could also be made comparable by covering the results of the exams (quizzes, portfolios and midterms) executed administratively.
- The instructional intervention model, i.e. input-intake-output-uptake and feedback, has been used in addition to self-reflective uptake sheets and journals. The correlations of each stage could be investigated deeply as well.
- Self-reflective uptake sheets driven learner journals and semi-structured interviews have been employed to gain students' opinions regarding their learning process and their views towards Form Focused instructional interventions. The instruments were compared and analysed with the data obtained from teacher's journals. The instruments in concern are self-reports, some other tools such as video recording and stimulated recall techniques could be used in order to establish more actual reflections on the students' learning behaviours.

- The self-reflective uptake sheets have been utilized as an assisting tool for the learners to help them keep their journals. However, they could be also used for a reflective tool for the teacher in order to give a voice to what the researcher teacher noticed in the format of uptake sheets. This could pave the way for the researcher to compare both parties' views in more depth studies and the potential contribution to the students' internal syllabus, learning habits and language development.
- Students' written productions have been investigated in terms of syntactical complexity. The students' written productions could further be investigated in terms of other factors such as accuracy and fluency in lab settings.
- The questionnaire and interviews conducted with instructors working in the research setting assisted the researcher to establish the research problem of the current study. However, questionnaires and interviews are self-reports that do not reveal information about actual teaching practice, which could be also investigated through video recorded observations. Stimulated recall techniques could also be used to balance the findings and to discuss the results with the instructors in a compromise.

Assumptions

Taking the scope, design, participants and the teaching philosophy of the current research into consideration, the following assumptions can be stated below:

- Form Focused instructional interventions have an impact on the second language writing development of students.
- Form Focused instructional interventions have an impact on the syntactical complexity of the students' writing productions.
- Form Focused instructional interventions have an impact on the interlanguage development of students.

- Form Focused instructional interventions have an impact on internal syllabi of students.
- Self-Reflective Uptake sheets have an impact on the students' learning habits metacognitively.

Significance of the Study

This research targets contributing to the SLA research in the Turkish context by catering for scientific evidence to the contradictory views and debates over FFI. Differently from previous studies, this research includes young adult learners and a researcher teacher in a university setting in Turkey. This study can also provide valuable insights into coursebook selection, curriculum design and material development units of English preparatory programs in the Turkish context. In addition, this study potentially contributes to professional development by identifying awareness in the institution that the instructors could be well informed on what to teach via which teaching principle, tool and instructional options. That is to say, this study can well be representative in order to initiate the need for developing the professional development unit in the institution and also it can inspire other prep-schools at other universities on the extent of using FFI or other instructional interventions in classroom.

Terminology

Below is dedicated to provide definitions of terms used throughout this study in an alphabetical order.

Form Focused Instruction: It is not an approach, a method or a technique but just a label to refer to any approach that involves instruction that focuses learners' attention on form. It contrasts with meaning-focused instruction (e.g. content-based instruction or TBLT). (R. Ellis, personal communication, May 8, 2017). According to the researcher of this study, it is an instructional option for teachers to equip learners with learning skills to discover rules.

Focus on Form: “Any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms.” (Ellis 2001, pp. 1-2). The purpose is to attract the attention of learners to the form.

Planned Focus on Form: It is an option of Focus on Form and also called as Proactive/Pre-Emptive Focus on Form. It necessitates to include previously preferred forms into the admist of instruction where commnunicative tasks can be made use of for allowing the learners to discover language via several techniques such as communicative input and textual enhancement techniques (Nassaji & Fotos, 2011a).

Incidental Focus on Form: It is an option of Focus on Form and also called as Reactive Focus on Form. The target teaching form (language feature) is not pre-selected and attention takes place incidentally during the learner is focusing on meaning and can be achieved via recasts, and negotiation of meaning during communicative interaction (Nassaji & Fotos, 2011a).

Focus on Forms: Focus on Forms can be realised when the following sequence is followed in an instruction “presentation of a grammatical structure, its practice in controlled exercises, and the provision of opportunities for production-PPP” (Ellis, Basturkmen & Loewen, 2002. p. 420). The purpose is to direct the attention of learners to the form.

Implicit Form Focused Instruction: The extent to which an activity attracts the attention of learners on form (Ellis, 2016).

Explicit Form Focused Instruction: The extent to which an activity directs the attention of learners to form (Ellis, 2016).

Uptake: "Uptake refers to a learner's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the learner's initial utterance " (Lyster & Ranta, 1997, p. 49).

Review of Literature

This section dwells information on the instruction options in Second Language with a focus to introducing Form Focused Instruction. In addition to the detailed information about Form Focused Instruction, this chapter targets presenting the previous studies conducted both at local and global scale. Finally, illustrating the theoretical techniques used in instructional models, this part attempts to conclude with a model of instructional model informed by Ellis (1998).

Principles of Instructed Second Language Learning

SLA is still at its onset and a sub-field of Applied Linguistics (AL) and though nobody can afford its exact onset, many researchers share the common view that it was late 1960s that the interest about how second languages are acquired was raised empirically and theoretically. Ellis (2005) asserts ten principles in compelling learner centered instructional package for language pedagogy. These principles are listed below.

Principle 1. *“Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence”* (Ellis, 2005, p. 210).

Formulaic expressions are viewed to play a major role in language use that paves the way for a better understanding of rule-based competence (Long, 1991) which can be run through focus on forms (from now on FoFs) according to Myles (2004). It was also evidence in AlHassan and Wood’s (2015) quantitative study that the explicit instruction of form focused techniques had a positive impact on the twelve Second Language (L2) learners’ writing skills through formulaic sequences.

Principle 2. *“Instruction needs to ensure that learners focus predominantly on meaning”* (Ellis, 2005, p. 211).

When language is learnt in a natural way, the speakers of that language focus on the thing they want to say (meaning) rather than the way they want to say (form). Communicative activities can be chosen and run in task-based approach to achieve it by creating contexts that speakers can undertake the pragmatic meaning (content) of the message.

Principle 3. *“Instruction needs to ensure that learners also focus on form”* (Ellis, 2005, p. 212).

According to Ellis (2005), there are different ways for instruction to serve in FoF, but to name a few he claims that it could be well achieved by employing input processing or output processing in inductive grammar lessons which aims promoting the noticing technique of forms previously selected. Also, a good FoF instruction can be achieved by embedding tasks which focus on comprehending the input and producing the output. Another way is to do with the methodology deployed such as the required time for planning, and the feedback type.

Principle 4. *“Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge”* (Ellis, 2005, p. 214).

Most researchers share a common view that L2 competence requires implicit knowledge. The tasks which are communicative in their nature casts importance on the instruction targeting implicit knowledge as it requires meaning-focused communication supported by some FoF. Explicit knowledge is considered to be only of value provided that learners can utilize this particular knowledge in authentic performance settings. The value of explicit or implicit knowledge is evaluated in three ways depending on interface hypothesis. Each of these ways advocates various approaches to implement teaching. *The non-interface position* gives rise to a *zero grammar approach* by setting priority on task-based teaching which is a meaning centered approach. *The interface position* promotes PPP – where the grammar is taught in explicit way at the first phase and practiced till it is completely *proceduralized*. *The weak interface position* could have been preferred to pave the way for

consciousness-raising tasks (Ellis, 1991) which necessitate learners to make discoveries of their own language rules. Shortly, the fourth principle advocates the instruction to be in need of a design devoted to developing the two; implicit and explicit knowledge by prioritizing the first one (Ellis, 2005).

Principle 5. *“Instruction needs to take into account the learner’s ‘built-in syllabus’”* (Ellis, 2005, p. 216).

The very first research into naturalistic L2 acquisition displayed that language learners are prone to pursue similar sequences of acquisition. A plethora of research indicated that the sequence of acquisition accumulated the same for L2 learners and acquirers. Research (Ellis, 1989; Pienemann, 1989) proved that learners who were subject to instruction, by and large, performed with higher levels of grammatical competence than others who acquired L2; however, the instruction was uncertain that learners could acquire what they had been instructed (Ellis, 2005).

Principle 6. *“Successful instructed language learning requires extensive L2 input”* (Ellis, 2005. p. 217).

A number of experts or investigators might showed objection to Krashen’s comprehensible input which seem to be the sole necessary technique for acquisition. They show agreement on the importance of input for approximating the learners’ interlanguage development with the major role of implicit knowledge which necessitates to achieve L2 communication highly effective. But they argue that production is also vital to the learning process. Principle 7 below provides more detail on this issue. In order for providing sufficient access, it is paramount of importance for teachers to use L2 in classroom as the total medium of instruction and support students to gain input outside classroom. If the students are just exposed to the input provided with lessons focusing on their course book, they might not become highly proficient L2 users (Ellis, 2005). Similarly, Tomlinson and Masuhara (2018)

favour task-based teaching approach as the most popular approach these days to ensure “linguistics or nonlinguistic outcomes” (p. 35).

Principle 7. *“Successful instructed language learning also requires opportunities for output”* (Ellis, 2005, p. 218).

Many researchers agree that production plays a crucial role in L2 learning. Asserting opportunities to output in addition to Swain’s (1985) the term *pushed output*; where a learner can achieve to produce messages in a clear and explicit way, supports task based language teaching programmes. It is optimally procured with activating learners to execute good performance both in oral and written activities (Ellis, 2005).

Principle 8. *“The opportunity to interact in the L2 is central to developing L2 proficiency”* (Ellis, 2005. p. 219)

In this principle, the focus is on meaning; however, it might be accomplished by following FoF techniques with interactional modifications aided with making input comprehensible, ensuring corrective feedback as well as driving learners to adjust their own output in uptake (Ellis, 2005).

Principle 9. *“Instruction needs to take account of individual differences in learners”* (Ellis, 2005. p. 220).

According to Ellis (2005), provided that there occurs an established match of both the instruction and the learners’ learning styles, then the learners are motivated, and learning potentially grows into more success.

Principle 10. *“In assessing learners’ L2 proficiency it is important to examine free as well as controlled production”* (Ellis, 2005. p. 221)

The type of assessment procedures employs a fundamental objective in identifying the forms more amenable to FFI. In this respect, Norris and Ortega (2000) over a meta-analysis of 49 studies digging in FFI touched upon the effectiveness of an instruction with a requisite of

its assessment style. According to their study, Ellis (2005) outlines four types of assessment below:

- Metalinguistic judgement (e.g., a grammaticality judgement test),
- Selected response (e.g., multiple choice),
- Constrained constructed response (e.g., gap filling exercises),
- Free constructed response (e.g., a communicative task). (p. 221)

The last one is viewed to be best achieved via tasks. There are three ways to assess the concerning performance (Ellis, 2003 as quoted in Ellis, 2005. p. 211); “(1) a direct assessment of task outcomes, (2) discourse analytic measures and (3) external ratings.” The second bullet is not feasible for classroom teachers who are running intensive programs as it is necessary to transcribe speech and subsequently calculate measures such as the ratio of errors to clauses, the degrees of complexity, accuracy and fluency. The number three is practical yet it necessitates adequate expertise to provide the validity and reliability of the ratings of learner productions. The first bullet point proffers the most guarantee (Ellis, 2005).

A number of SLA researchers have noted that learners are more effectively motivated and their language acquisition is more facilitated in meaning-based courses, yet so, learners cannot establish and improve accuracy on some concrete linguistic features when they are not exposed to FFI. That is to say, learners need not only meaning based courses but also the ones with FFI. (Lightbown, Spada, Ranta, & Rand, 1999; Lyster, 1994; L. White, 1991). Accordingly, in their review of experimental studies on the inclusion of FFI in meaning-based teaching, Norris and Ortega (2000) propose that this technique can promote interlanguage development and/or augment the accuracy in L2 learners’ use of the target language. However, we need to emphasize facilitating learning through engaging with language by making discoveries and transferring the language use into authentic contexts via the recent approaches to language teaching; for example, CLT.

Form Focused Instruction and Communicative Language Teaching

The pedagogical aspect that CLT encompasses has augmented the way of teaching in second language classrooms in a vast number of places in the globe. Many SLA researchers and teachers agree that learners who receive meaning-based instruction and get actively involved in L2 interaction display considerable progress in lexical, syntactic and morphological knowledge of L2. These types of exposure to meaning-based contexts are primarily observed in immersion programs and content-based L2 and EFL programs. However, the extent to which errors break communication stands partly as a proof to determine the need and more importantly the effectiveness of FFI in L2 and/or EFL contexts (Spada, Lightbown & J. White, 2005).

In CLT situations where students are monolingual, they tend to have common interlanguage patterns. This makes some erroneous and non-target like productions comprehensible to their classmates and peers. At this point, explicit FFI contributes to their increased accuracy (Spada, Lightbown & J. White, 2005). Taking this statement partly, the researcher of this study has provided explicit instruction on mistakes detected in the written productions of the students in the experimental group.

Poole (2005, p. 53) proposes several elements for researchers and teachers, who experience local instructional needs and problems, realities of classroom teaching and the compulsoriness of following a mandated curriculum-textbook-and-materials that CLT based activities and assessment should be implemented in classes where collaboration can be promoted without any code switching. In the current study, different ways of instructional input types are employed in the framework of FoF in keeping in mind that Ellis (1990, p. 187) states “knowledge is differentiated” that various types of input are required to attain various types of knowledge.

Form Focused Instruction

Ellis (2001) claims that FFI is a hypernym including both FoF and FoFs and further points out that the “term ‘form’ is intended to include phonological, lexical, grammatical, and pragmalinguistic aspects of language” (p. 2). FoFs follows a PPP model and in this respect Ellis, Loewen and Basturkmen (2003) quote Krashen (1982) who regards FoFs “as ‘the structure-of-the-day’ approach” (p. 150). On the other hand, FoF is defined by Ellis (2001, pp. 1-2) as “any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms”. Taking Ellis’ definition of FoF and its types; planned and incidental FoF, as basis, Nassaji and Fotos (2011a, p. 13) define planned FoF as an instruction which is consisted of a treatment including previously preferred forms and requires learners to process the meaning, and finally, suggest employing both the inclusion and practical usage of forms in communicative manners through textual enhancement. Furthermore, Nassaji and Fotos (2011a) distinguish incidental FoF since the form is not previously preferred like in planned FoF, and refer attention to take place incidentally during the learner is focusing on meaning, finally suggest the following techniques; “recasts, and negotiation of meaning during communicative interaction” (p. 13).

Ellis, Loewen and Basturkmen (2003, p. 149) provide a figure (see Figure 1 below) relating the place of FFI in language pedagogy below. Figure 1 depicts that meaning-focused instruction and form-focused instruction (FFI) are opted in language pedagogy. Also, FFI is further divided into two-sub-types; FoFs and FoF. In line with the philosophy of meaning-focused instructional perspective, Krashen and Terrell (1983) find L2 to be naturally acquired through sufficient exposure to language and they claim that the learners are expected to get the rules themselves and explicit instruction is detrimental as it spoils the natural way of acquisition or learning.

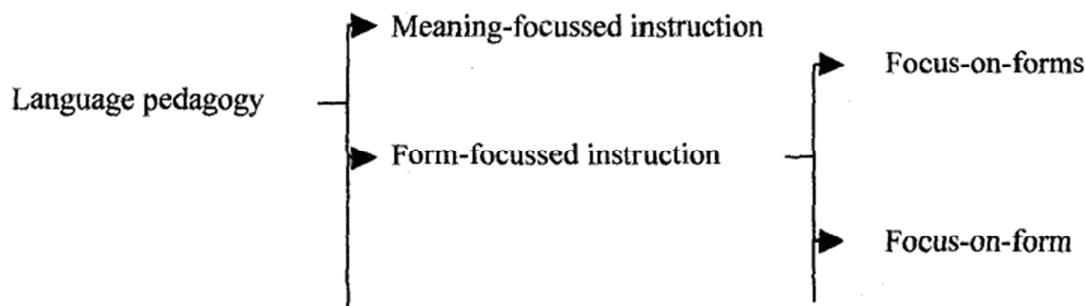


Figure 1. Pedagogical options. (Source: Ellis, Loewen & Basturkmen, 2003, p. 149)

In the field of SLA, there have been many FFI classifications (Doughty 2001; Doughty & Williams 1998b, 1998c; Lightbown 1998; Long & Robinson 1998; Nassaji & Fotos, 2004). Nassaji and Fotos (2011a) assert that what Long (1991) distinguished between FoF and FoFs has been outstandingly one of the first classifications and this has been mostly cited and could assist researchers to develop an understanding towards the concept of FFI. According to Long (1991), FoF is acknowledged to attract the learner's attention to linguistic forms "as they arise incidentally in lessons whose overriding focus is on meaning or communication" (p. 46). On the other hand, Long (1991; 2000) consider FoFs to be placed in traditional methods where the language is presented to the learners in discrete, separate and isolated ways. Long (2000) considers FoF to be more favourable than FoFs for three reasons. FoF is a learner-centered instruction, amenable to learner's internal syllabus, and it arises in need. FoFs is regarded disadvantageous per contra for three reasons that it is not viewed to have a match with learning process, not built on needs, and generally engenders tedious lessons.

Types of Form Focused Instruction

Long's (1991) words "focus-on-form overtly draws students' attention to linguistic elements as they *arise incidentally* in lessons whose overriding focus is on meaning or

communication (pp. 45-46)” lead us to understand that FoF should be conducted in meaning or communication based classes that meet communicative needs (as quoted in Ellis, 2001).

Several studies have started to ignore the word ‘incidental’ that some are cited to cater for experimental studies where a pre-selected (planned) language feature is taught. In addition, Ellis (2001, p.15) cites Long and Robinson (1998) that they proposed three examples of FoF: (1) seeding a reading text, (2) incidental teaching of a linguistic problem and (3) integrating recasts into the first language acquisition of children. In this manner, it is stated that while the number two and three back up incidental FoF, the number one fail to support it as it is to do with planned FoF.

In order to prepare grounds for SLA researchers to conduct experimental studies on FoF, incidental FoF seemed implausible in contrast to Long and Robinson’s (1998) taxonomy of FoF. Doughty and Williams (1998a) promotes the importance of planned FoF by analysing students’ linguistic needs in order to determine the linguistic forms that stand in need for treatment.

Ellis (2001) also points out a difference as to whether the learners’ learning development gets the most of it by focusing on several problematic linguistic forms in an intensive way or from a “scatter-gun approach” where many-sided problematic linguistic forms are dealt with in an extensive and non-systematic way, excursively and haphazardly without any repetition of the treatment (2001, p. 16). Then, Ellis conceptualizes FFI in three types rather than two types (FoF and FoFs) as illustrated in Table 1.

Table 1

Types of Form Focused Instruction

FFI Category	Focus	Attention to Form
1. FoFs	Form	Intensive
2. Planned FoF*	Meaning	Intensive
3. Incidental FoF	Meaning	Extensive

*FoF: focus on form

** FoFs: focus on forms

Adapted from Ellis (2001, p. 17)

Table 1 illustrates that the place of primary focus and the way of attention to form is over FoFs, planned FoF (proactive/pre-emptive FoF; consisted of preselected forms) and incidental FoF. FoFs differ from planned and incidental FoF in that it attracts primary attention on the form. In addition, FoFs differs from incidental FoF in that it requires attention to form intensively. Planned FoF differ from FoFs in that it requires primary focus on meaning, particularly the context in which the language function is important, and from incidental FoF in the distribution of attention to form. Incidental FoF is different from planned FoF since it requires the learning process to be conducted extensively while it focuses on the meaning as planned FoF does but FoFs does not.

Types of Focus on Form Activities

Ellis (2016) states that FoF – both interactive and non-interactive – can vary in to what extent it is obtrusive (i.e. how much it interferes with communication) and their ranking differs as regard to how obtrusive they are: The least obstructive is input flood followed by corrective recasts. The more obtrusive techniques, however, might be better formulated as FoFs techniques as conceivably “they direct rather than attract attention to form” (p. 6). All in all, FoF and FoFs “activities act on a continuum depending on the extent to which they cater to explicit or implicit attention to form” (Ellis, 2016, p. 6)

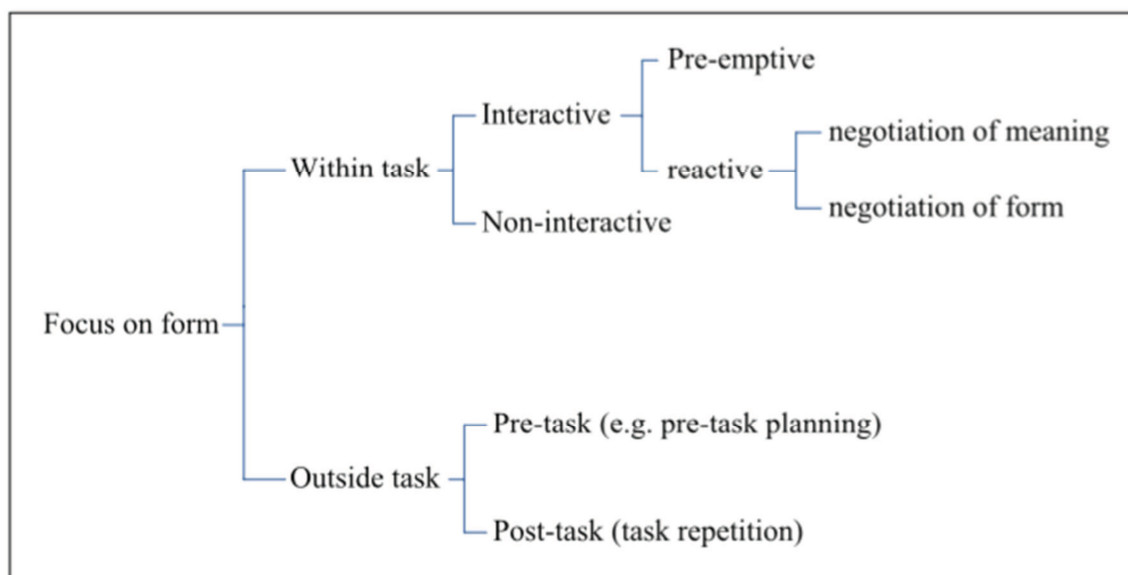


Figure 2. Types of focus on form activities. (Source: Ellis, 2016, p. 7) Reproduced with permission.

The types of pedagogical FoF activities are schematized in Figure 2 proposed by Ellis (2016, p. 7) citing the work of by Nassaji and Fotos (2010). Figure 2 illustrates that various ways of conducting FoF can be implemented. However, FoF occurs in several crucial concepts which play a major role in doing FoF as outlined below.

In a FoF activity, the meaning is vital; however, there is a struggle to highlight attention over the form. Therefore, it is a set of techniques arranged in a communicative context by the teacher and/or the students to attract attention explicitly or implicitly and generally shortly to linguistic forms which are regarded as problematic for the students. FoF can be pre-planned (pre-emptive) and so it can refer to a pre-determined linguistic feature(s) or alternatively it can be incidental (reactive) as an answer to any kind of communicative or linguistic problems occur during students are mainly focused on meaning. FoF activities can be interactive or non-interactive alternatively as well as involving both production and reception. They can be observed in both explicit and implicit approaches. Additionally, they can be found before a communicative task is implemented or in the course of being implemented (Ellis, 2016). Afitska (2015) states that Ellis (2002) examined 11 studies

investigating the effect of FFI on learners' production and the consensus was drawn on the direction of the fact that FoF had a salient effect on the acquisition of implicit knowledge. Thus, this study attempts to employ implicit teaching in the planned FoF instructional interventions and more details related to this rationale is displayed with the following section.

The Rationale Behind Preferring Planned Focus on Form as the Core of The Study

Poole (2005) provides an outline of studies in terms of the developing level of countries. Although many studies taken place in the SLA research have favoured the efficacy of FoF instruction, most of them have been conducted in more developed countries in comparison with the other developing or undeveloped settings. Studies in the USA, New Zealand and Japan have demonstrated mainly three outstanding features in common that their support of fund, supply of sufficient and up-to-date materials and often no problems related to classroom discipline. Yet, Poole (2005, p. 50) claims that there has been no study which comprehensively provides an understanding about the efficacy of FoF instruction in a developing country in which “the socioeconomic, political, and pedagogical realities may differ significantly from those in more developed countries”. In addition, teachers in a vast number of primary, secondary and higher education programs have to run certain forms in their curricula sequentially by using government-mandated materials (Poole, 2005).

These top-down curricula can well be observed in the primary and secondary programs in Turkey though teachers are a bit more free to run their free of government-mandated materials particularly in English preparatory programs of universities. Even so, there lies a constraint that EFL instructors must obey curricula norms and follow a teaching procedure and methods within the pre-selected textbooks, materials and getting their students ready for exit exams. This leaves little energy to run FoF instruction, and more importantly, as writing is the concern of the present study, the instructors should have more flexibility in

following the curricula that they need to evaluate and monitor their students' productions in L2 English. So, the board of faculty which chooses the teaching materials and textbooks, designing the curriculum, and developing assessment techniques can be informed and guided in university setting where the teachers have a voice and a lot to say. However, in primary and secondary programs in Turkey, it seems impossible due to the government-mandated materials. As there stands a curriculum to be obeyed and followed, the researcher of the study has decided to run planned FoF in order not to take any risk of incidental FoF which requires mainly more time than the curriculum requires for the instructor. On the other hand, taking into account the flexibility of using activities and materials for the favour of students in English classes at a higher education program, the researcher has captured an advantage to run FoF instruction, with up-to-date materials, and small sizes of classrooms without any experienced discipline problems in a developing country, Turkey.

Studies Investigating Focus on Form in Various Settings

In SLA research, FoF instruction has been largely investigated. Below is a detailed table providing key findings from research on FoF. In Table 2, Afitska (2015) attempted to include the summaries of main conclusions drawn from various studies in terms of: impact, use, effectiveness and research on both teachers and learners.

Table 2

An Overall Findings from Research on Focus on Form

Focus	Finding	Source
Impact of FoF instruction on language learning	FoF may promote learners' linguistic development	Bouffard and Sarkar (2008), Doughty and Varela (1998), Ellis (2002), Harley (1998), Lightbown and Spada (1990), Loewen (2005), Lyster (2004), Mennim (2003), Muranoi (2000),
FoF in CLT classrooms	FoF may not harm to the communicative flow of the lessons	Doughty and Varela (1998), Ellis et al. (2001a, 2001b), Seedhouse (1997),
Using implicit and explicit FoF	Using both explicit and implicit FoF strategies may have positive impact on language learning Implicitly eliciting FoF may boost language learning Explicitly eliciting FoF may boost language learning	Spada (1997) Loewen (2004), Lyster (2004), Ellis (2002), Fuente (2006)
FoF and learners	Learners' positive beliefs on attending to form and meaning at the same time Learners' noticing may boost their L2 proficiency Initiating FoF, learners seem to point lexical aspects It seems, the more a proficient a learner is, the more they are prone to realise form than the lower proficient learners	Doughty and Varela (1998) Hanaoka (2007), Mackey (2006), Mennim (2007), Williams (1999), Ellis et al. (2001a) Williams (1999)
FoF and teachers	Divergency between the teachers' beliefs and practice in terms of running FoF in CLT based classrooms Teachers' experience may seem to be an indicator of their use of FoF	Basturkmen et al. (2004) Mackey et al. (2004)

Afitska (2015, p. 63) Reproduced with permission.

Apart from the indispensable number of studies investigating FoF though some are illustrated in Table 2 above, and some remarkable FoF centered studies are presented below.

Leeman, Arteagoitia, Fridman, and Doughty (1995) compared FoF instruction and meaning-focused instruction. There were two groups of advanced Spanish learners in a US college in their study. FoF instruction was employed in one group while meaning-focused instruction was employed in another group. The study reveals that students, who were exposed to FoF instruction, did better than other students who were exposed to meaning-focused instruction in achieving grammatically more correct language productions in terms of Spanish verbs. Another empirical study of Doughty and Verela (1998, as cited in Poole, 2005) put forth the variations within the acquisition of English tense with teenagers studying in high US ESL science. The participants were classified in a group exposed to corrective recasts and in another group exposed to teacher-led instruction. The proficiency of both groups was investigated through a post-test design. The results revealed that corrective recast instruction group showed greatly better results than the other group which was exposed to teacher-led instruction. The study of Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995, as cited in Poole, 2005) focused on a different angle to FoF in that it investigated the technique of textual enhancement. It included an experimental and a control group, targeting the students' performance on using verbs. The participants in the experimental group were exposed to enhanced texts, but those in the control group were not subject to any particular intervention of textual enhancement. The participants in the experimental group did outperform those in the control group in using Spanish verbs forms more significantly via think-aloud protocols. Textual enhancement assisted students to attend to forms more generally as it promoted the learner's input via highlighted forms. Williams and Evans (1998) studied the concept of input flooding with two groups of B2 (CEFR) level of learners in an ESL setting on the use of *passive voice* and *adjectival participles*. One group received input flooding while another group was examined in terms of being a control group. Regarding passive voice, the students in the experimental group outperformed the control group with a better grammatical

performance though there were no evaluated significant differences between the groups in achieving adjectival participles (Poole, 2005).

In addition, several hypotheses have also been investigated through FFI in the literature. Implicational Generalization Hypothesis (from now on IGP) and ‘default hypothesis’ are preferred to be included in this section below.

Laufer (2005) tested the “default hypothesis” of vocabulary acquisition according to which most of the words are acquired in L1 through written input not instruction. Basic assumptions; noticing, guessing ability, guessing-retention link, repeated exposures and retention link, and the extrapolation assumptions were tested and a new alternative hypothesis has been developed; namely, Planned Lexical Instruction (PLI). PLI can be implemented with FoF and FoFs approaches, but can be utilized with different techniques and/or activities. PLI has been tested by affording opportunities for providing noticing, ensuring correct lexical information and forming and expanding knowledge through a number of vocabulary focused activities. By doing so, the author does not object to the vocabulary gained from reading, or the idea that reading is not a source of information for learning vocabulary; however, the study stands as a point to present PLI as a primary source of vocabulary knowledge through incidental and pre-planned lists.

Ammar and Lightbown (2005) tested the IGP hypothesis in more relative clauses that could have effect on less marked relative clauses. The setting of the study was a secondary school in Tunisia and the participants were native speakers of Arabic. A totalling number of 34 low-intermediate Tunisian students studying EFL took place in that research. An instructional package was implemented with four groups incorporating two main parts: a take-home part and an in-class part covering three thirty-minute sessions for each group. The control group and the experimental groups were subject to the same kinds of in-house activities. The whole instruction was performed by the first author in a classroom. Students

were invited to join the sessions after school hours. The sessions were made up of three activities; namely, elicitation, rule presentation, practice activities. The findings of the study on post-test measures showed that the experimental groups displayed superiority on relativization than a control group. The gap of the study may be regarded as a measurement of the students' ability to perform a number of types of relative clauses in both speaking and writing spontaneously. All in all, that study stands as a proof for ameliorating further research to identify the impact of instructional intervention on students' spontaneous production, particularly orally, of relative clauses and the retention of the concerning instruction.

There have been also other studies investigating the misuse of some linguistic patterns or features that some of them are presented in an effort below.

Spada, Lightbown and J. White (2005) touched upon the importance of providing instruction which is not solely explicit regarding L2; however, which should additionally draw the emphasis on the specific variation between L1 and L2 as research shows that FFI promotes correcting the errors stemming from the differences between L1 and L2. Participants in that research were nearly 90 students aged between 11–12 years old whose L1 was French. The participants constituted four intact classes in Montreal area that two of them received instruction - each group on possessive determiners (his and her) and on question formation - and two groups were uninstructed with a special package. Within the instruction over four weeks, corrective feedback and interviews were conducted with students. Based on the pre- and post-tests, the results of this research study indicated that the group which received instruction on possessive determiners showed better command over the other comparison classes. Another instructed group of question formation showed much better improvements with that of the comparison groups though their performance was not sufficiently significant to be evaluated. The differences between the linguistic features investigated in this study stand as an explanation for the findings in that a misuse of

possessive determiner may arise communication problems than question formation, therefore the effect of instruction on possessive determiners indicates the impact of form/meaning mapping on the efficacy of explicit FFI. Accordingly, the studies of J. White's (1998) and J. White and Ranta's (2002) indicate that learners sharing a common interlanguage show misuse and misunderstanding in using possessive determiners, *his* and *her*. Particularly, the misuse of possessive determiners; *his* and *her*, has been observed in J. White's (1998) study using *his* where *her* is intended and this sort of error is more likely to interrupt the flow of communication.

Szudarski (2012) conducted a study with 43 Polish speakers of English aged 18 at secondary school in an EFL context. The participants of the study were in three intact classes; of which two were experimental with 26 students, and a control group with 17 students. The instruction covered ten verb-noun collocations and all the groups received pre- and post-tests while the control group was not subject to the treatment. The treatment was given in 45 minute of lessons in three consecutive weeks. The experimental groups received instruction based on reading leading production through meaning-focused instruction plus FoFs in one group, and through meaning-focused instruction in another. The control group just received pre-and-post-tests. The findings revealed that the learners in meaning-focused instruction plus FoFs group outperformed the learners in meaning-focused instruction and the control group in the selected collocations. The study also implicated that the number of linguistic items could be increased to have a better insight on the effectiveness of such instruction.

Baleghizadeh (2010) investigated FoF in a CLT classroom by conducting a descriptive study with 11 participants majoring in different fields at different universities, aged 22 in average and taking intermediate speaking course in a private language institution located in Tehran, Iran. Findings indicated much lower number of focus on form episodes (i.e. LREs: Languae Related Episodes) observed one in every 15 minutes out of ten hours of meaning-

focused instruction in comparison with a similar study. In addition, the study revealed very insufficient number of instances of pre-emptive FoF and propose an implication of providing teacher training courses deployed of the instructional value of FoF and conveying it to the trainee teachers.

Alcón (2007) investigated the effectiveness of teachers' incidental FoF on vocabulary learning with 12 Spanish speakers aged between 14 and 15 learning English conducting 17 sessions of 45-minute audio teacher-led conversation in meaning-focused instruction in ESL setting. The instrumentation of the study included learners' diaries, post- and delayed post-test results investigating teacher involvement in pre-emptive and reactive vocabulary based FoF episodes. The findings of the study indicated that teacher reactive FoF episodes facilitated vocabulary learning, but could not facilitate noticing on the one hand, teachers' pre-emptive FoF episodes were found effective in noticing and use of lexical items on the other hand. On the whole, incidental FoF could be advantageous for learners suggested by the light of measurements within the particular setting of the study.

Basturkmen, Loewen and Ellis (2002) investigated metalanguage in FoF by collecting the data from 12 hours of audio-recorded language teaching consisting of ten lessons; five of which from an intermediate and another from a pre-intermediate level of students in Auckland, New Zealand. The participants of the study involved two teachers and 24 young adult students (12 students were in each class) mainly from East Asia besides from Europe. The data were observed through the records. The communicative and FoF approach teaching contexts attracted the attention of the study that consisted of information and opinion gap tasks, role play activities, jigsaw tasks and reading comprehension activities. Subsequent to observations of the records, the occasions were identified and they constituted FoF episodes consisting of linguistic forms functioning as grammar, lexis, spelling, discourse or pronunciation. The findings of the study revealed that metalanguage occurred in FoF and it

was not mostly of a technical nature, but non-technical. Also, it was more likely to be used by the teachers, unsurprisingly as teacher had the metalinguistic knowledge. Another finding of the study revealed the occurrence of metalanguage variably that was observed more generally in pre-emptive FoF than reactive FoF. In addition, a statistically significant relationship between the existence of uptake and metalanguage was observed in pre-emptive FoF. Accordingly, the use of metalanguage observed in this study can afford opportunities in composing linguistic forms more explicit and by doing so they can become more noticeable.

There are many other studies in the SLA literature that Norris and Ortega (2000) depicts a research synthesis of 49 experimental studies in their meta-analysis of FFI. However, the studies dealing with FFI is restricted in Turkey which paves the way for the researcher to conduct such study.

Studies Investigating Focus on Form in Turkey

In Turkey, there have not been many studies investigating FoF. Out of several graduate and postgraduate theses investigating FFI (Sen, 2004), planned FoF (Gezmiş Ceyhan, 2011), incidental FoF (Korucu, 2010) FoF through input or output models (Eş, 2003; Oruç, 2007; Turan Eroğlu, 2009), input enhancement (Özkan, 2005), input flooding (Öztuna, 2009), corrective feedback through FoF (Göksu, 2014), input-and-output-based instruction on noticing (Aydoğan Baykan, 2010), teachers' views on teaching grammar (Altunbaşak, 2010) in Turkey, the four most striking studies regarding FoF investigation among teachers, primary school students and young adults at territory level have been discussed below.

Uysal and Bardakci (2014) employed a rare research topic with Turkish EFL teachers at primary-level schools. The participants' beliefs and practices with respect to teaching grammar and the rationale behind were investigated with a totalling number of 108 teachers in state schools in Ankara, Turkey. A questionnaire in addition to a focus group interview was

administrated in order to collect the data for the study. The findings of the study indicated a predominant preference of the traditional FoFs instruction that afforded a fallacy to the curriculum goals and teachers contrarily to the theoretical suggestions in SLA. This study, additionally, revealed discussions and suggestions based on instructional options it investigated regarding teacher education and policy-making in Turkey.

Another study administrated in Turkey are of Elgün's (2009) master thesis study and a consecutive article of Elgun-Gunduz, Akcan, and Bayyurt (2012). The study was carried out by examining the role of integrated and isolated FFI in terms of L2 lexical and grammatical progress, and writing skill development of 120 private primary school students in Turkey. The study was conducted in order to fill a universal gap in integrating or isolating form-focused and meaning-focused practice in EFL context as FFI and content-based language instruction have already been investigated by many researchers in ESL context. Integrated FFI was performed in one; while isolated FFI was performed in another private primary school. In order to find which technique would work for the students, data were triangulated through pre- and post-tests, two essays measuring the L2 lexical and grammatical progress, and writing development, additionally, the students' attitudes towards the instructional packages were also under investigation via questionnaires and interviews. The study concluded with the advocacy of FFI in all measurements in addition to a clear preference of the instruction in concern.

Similarly, Gezmiş Ceyhan (2011) investigated the efficiency of planned FoF on the success of primary school students at a state school in Turkey. In this doctoral thesis, the research design was informed by experimental design employing an experimental and a control group. The experimental group received training on two grammatical themes; when/while clauses and present perfect tense, while the control group followed traditional lecturing method. The researcher was not the teacher at the setting and trained an EFL teacher

who was teaching at the same school. The interventions took six weeks to complete. Applying a pre-,post-and-delayed-post tests in addition to qualitative instruments such as interview and document analysis, the study revealed that the students in the experimental group outperformed those in the control group in terms of the performances of students in the target forms. The study favoured use of planned FoF in all measurements with low level children.

Pertaining to the study which was conducted with young adults at territory level in Turkey is of Coşgun Ögeyik's (2011). Coşgun Ögeyik (2011) incorporated FFI with teaching poetry with 19 secondary year students majoring in an English Language Teaching (ELT) department of a state university. In teaching poetry by providing discovery activities, to serve for the philosophy of FFI, the teacher followed three steps in eliciting FFI. The participants were asked to (1) decode the complex features of language in poems at surface level, (2) restructure and simplify the poems with their own productions at deep level, and finally, (3) discuss their written texts with others at meta-cognitive level. The study indicated several outstanding findings. To list, the students felt engaged with language, achieved to handle the surface structure of poems by considering formal features of language and show access to the deep structure of language, became more confident in terms of cognitive and affective perspectives by realising the semantic features and evaluating their language outcome. Briefly, the study revealed that FFI assisted the participants of the study to develop implicit knowledge by using discovery techniques in explicit knowledge.

By taking into account these studies conducted in Turkey, the current study attempts to include review of literature and methodology in its design with some failures and recommendations pointed out in the SLA literature. Norris and Ortega (2000 as cited in Ellis, 2001) summarize the failures of the experimental FFI studies that they have often failed to meet requirements of the complex nature of FFI. That is to say, those studies included complex designs to investigate a number of variables and their interactions to each other

instead of simpler designs employing a few variables. The concerning studies do not embody pre-test and post-tests with a control group and their designs are not easily replicable. They fail to present sufficient information regarding the dependent, independent and moderator variables. They also fail to provide findings for further interpretation and an apparent list of findings. Such failures do not make it easy for readers to be aware of the interactions among results across studies and draw specific conclusions. Accordingly, Ellis (2001) states that researchers should conduct studies presenting the complex nature of FFI and/or overcoming the failures by a simplification in design that Norris and Ortega (2000) recommend. By taking into mind the recommendations explained in an attempt above, the current study includes several certain criteria.

Critics of Long's Focus on Form Model by Ellis

In the work of Ellis (2016), a critical review is presented, and in this regard, this section provides related literature which employs criticisms against FoF. Ellis (2016) claims that Long first used the term FoF in 1988 in a review of research of instructed interlanguage development. Following the usage of the term for the first time as FoF, and FoFs, the two instructional models have been attributed as programs or approaches by Long (1988). Later, Long (1991 as quoted in Ellis, 2016) detailed and enlarged the differences observed within the two approaches. FoF was elaborated as it “overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (pp. 45-46). Contrarily, FoFs includes traditional language teaching made up of the presentation and practice of items extracted from a structural syllabus. According to Ellis (2016), in time, Long (1997) elaborated the difference between FoF and focus on meaning and found focus on meaning to be run in completely implicit language learning by means of content-based instruction or particularly in immersion programmes in which the

students' focus was more or less completely on meaning. Again Ellis (2016) states that in studies of Long's (Long, 1996, 1997; Long & Robinson, 1998), Long drew the attention of researchers and theorists in SLA on the noticing hypothesis of Schmidt's in order to cater for the problems with FoFs and focus on meaning approaches and the powerfulness of FoF. Long's main points are summarized in Table 3 by Ellis (2016, p. 3).



Table 3

An Overview of Long's Views about Three Approaches to Form Focused Instruction.

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

Ellis (2016, p. 3) Reproduced with permission.

In this respect, according to Ellis (2016), Long's views about FoF can be classified as encompassing a FoF that:

- appears in interaction including the learner;
- *is reactive* (arises as a response to a *communication problem*);
- *is incidental* (not *pre-planned*);
- *is brief* (no conflict with the basic focus on meaning);

- *is typically implicit (no metalinguistic explanation);*
- *draws on noticing (attention to target L2 linguistic forms);*
- *elicits a form-function mapping; established an approach to teaching (FoF) that dissimilitude from a traditional form-centered approach (FoFs). (p. 3-4 italics as in original)*

Long generally (1991, 1996, Long & Robinson, 1997) is in the view that FoFs involves the explicit teaching of linguistic forms informed of a structural syllabus. However, explicit teaching can also be observed well in the last phase of PPP (presentation-practice-production) that requires learners to take active roles within the scope of communicative activities orally or in written production. At this point, Doughty and Williams (1998a) state that FoF and FoFs do not take place at the ends of a continuum and point out the main difference that FoF results in a focus on the formal features of the language while FoFs is restricted to such a focus. Hence, it can be said that including FoF in a FoFs approach is possible as the last phase of the PPP can allow room for it (Ellis, 2016).

Ellis (2016) reviews that “Long initially viewed focus on form as an interactional phenomenon” and “it occurred when a communication problem arose and was addressed while learners were interacting with the teacher or other learners and negotiation of meaning occurred”. However, negotiation can occur even there is no communication problem. Long considers FoF to take place when the learners raises a problem in learning. There are also occasions that teachers preempt a problem and learners can also do so by asking questions related to a linguistic problem. Then researchers prepare Language Related Episodes (LREs); or so called FoF episodes in the SLA literature, in order to exclude linguistic problems rather than making students uptake and repair them, yet they are based on problem. Interactive FoF is then defined as the pre-emptive or responsive attention to form, which takes place amidst

an activity, - is primarily meaning focused - and that deals with either a linguistic or linguistic problem (p. 6).

Theoretical Proposals

Ellis (1990) made an elemental distinction between meaning and FFI that the meaning-focused instruction requires the learner to be engaged in communication where the fundamental endeavour concerns the exchange of meaning and where there is no cognizant endeavour to attain grammatical correctness. FFI requires the learner to be engaged in activities, which have been particularly designed to teach definite grammatical features. The input, which emanates from these two types of instruction, varies pertaining to its communicative aspects along with the type of answer it commonly elicits in the learner. That is to say, meaning-focused instruction may be prone to enabling the learner to listen to and to perform better territory of language functions than FFI; relatively, FFI emboldens the learner to analyse the formal features of the language while meaning-focused instruction emboldens semantic processing.

A form-focused lesson perpetually provides the learner input to reach the instructional target. Also, Tomlinson and Masuhara (2018) advocate using form-focused materials in which the aim is to “involve contextual communication in order to achieve an effective outcome” and the learners become more “engaged” and “motivated” (p. 34). Fundamentally, Ellis (1990) puts forth the following utterance “it is the learner and not the textbook or the teacher that determines in what way the input is attended to” (p. 188). However, there are some techniques in the SLA literature that researchers use in presenting the input or getting the students to the output. The techniques used in the FoF instructional interventions of the current study are presented briefly below. Heretofore we have attempted to reveal that there is a consensus among researchers on eliciting FFI explicitly or implicitly, through FoF or FoFs,

planned or incidental and so on. However, the need for implementing FFI in an effective way lies at the crossroads of equipping the instruction with a rich diet of task types and/or techniques promoting language learning. Therefore, below is dedicated to present those task types or techniques incorporated with the present study.

Consciousness-Raising Task

The teacher as well as the learner can use this technique to focus on form. The term in concern was first used by Sharwood-Smith (1981) as was regarded to include learner in the learning process to grasp directly or less directly provided linguistic features of the language in grammar. Smith (1981, p. 162) attracts the attention in consciousness-raising tasks on the “type of the learner” and the “general learning context”. In time, its definition has been clearer in the works of Rutherford and Smith (1985) by referring to a type of increased awareness regarding discrete or certain linguistic forms. Ellis (2002) claims that the term, consciousness-raising, stands for “an attempt to equip the learner with an understanding of a specific grammar feature” (p. 168) and reports that “the main purpose of consciousness raising is to develop explicit knowledge of grammar” and “help the *learner* to know about the grammar” (p. 169).

Input Enhancement

According to Barrios-Espinosa (1991), in the study of Sharwood-Smith’s (1991), the term ‘input enhancement’ was proposed as a replacement of ‘consciousness raising’ that the particular interest of the study was to create a state of mind towards conveying the most salient linguistic material to the learner externally or internally. However, Schmidt (1990) proposes ‘noticing hypothesis’ in order to fill that gap to fulfil the requirements of language processing by the learner. Accordingly, Sharwood-Smith (1991) represents the idea that learners should be provided with a kind of input that they should elaborate its meaning by

themselves or, in some cases, can ask the teacher and the instruction should be explicit particularly in complex rules.

Comprehensible Input Hypothesis

One of the prominent models out of numerous models in SLA theories is the input hypothesis or monitor model developed by Krashen in 1970s and 1980s that include five hypotheses; namely, “The Input Hypothesis”, “The Acquisition and Learning Hypothesis”, “The Monitor Hypothesis”, “The Natural Order Hypothesis”, and “The Affective Filter Hypothesis”. The very first works of the monitor model and, particularly, the input hypothesis took its place in the SLA field in 1977 by Krashen. In all the hypotheses the common point is to provide learner input, which is comprehensible. Chastain (1988) points out that Krashen (1981) distinguished learning and acquisition from each other in that an L2 could be either acquired through picking up the language rules subconsciously in real life contexts or learnt through picking up rules consciously in classroom settings. No matter what the distinction between learning and acquisition is, the goal is to make the most use of natural input available to individuals in exposure to language (Krashen, 1985).

The hypothesis “Comprehensible Input” was introduced by Krashen in 1985 that the study focuses on the way that individuals internalize and acquire a language. This hypothesis explains that input should be comprehensible when it is slightly beyond the learner’s level ($i+1$; “ i ” represents *interlanguage*) and be enough and understandable by the learner. This condition is the only conducive condition to learning. By getting and activating positive evidence, that includes adding rules up to the interlanguage system of the individual, can lead the acquisition of the particular structure or build up a native-like structure. Briefly, Krashen (1985) asserts the idea that being subject to “Comprehensible Input” is the sole requisite for the realization of language learning.

Noticing

As Chastain (1988) indicates there is a need for further interest in SLA research focusing on the need for comprehensible input. In order to utilize the input that learners are subjected to as intake, there is a need for language learning to occur; that is, conscious awareness of a previously unlearned form in the target language. This awareness has been termed as 'noticing'. The term *noticing* proposed by Schmidt (1990) caters for a stage or processing that the learners can use before converting input into intake and Schmidt also views attention to control the access to conscious awareness and affords an opportunity for the occurrence of noticing. In short, the selective attention and conscious awareness are the requirements of memory which would pave the way for noticing take place preliminarily. According to Chaudron (1985 as cited in Barrios-Espinosa, 1991), there is a term that 'preliminary intake' that takes place between the input and the background knowledge or working memory data that the learners can use in his/her linguistic development. Schmidt's "Noticing Hypothesis" differs from Krashen's "Comprehensible Input Hypothesis" since "intake is the part of the input that the learner notices" Schmidt (1990, p. 139). Schmidt (1994) also argues that some attention should be on the language form, which leads to focus on form, that noticing is regarded to be leading to learning (Barrios-Espinosa, 1991).

Uptake

Within a broad definition Lyster and Ranta (1997) suggest the definition of uptake in their following words "Uptake refers to a learner's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the learner's initial utterance (p. 49)". Similarly, Loewen (2004) regards uptake to be a reaction or answer to the teacher's feedback on the learner's wrong linguistic production. Various researchers have conducted their studies on uptake that

most of them focused uptake in SLA setting. Afitska (2015) provides a general insight on uptake by conveying the findings of various researchers that when the negotiation episodes were complex the rates of learner uptake were identified as higher. That is to say, the negotiation episodes “included more than the basic three turns of initiation (learner’s error), response (teacher’s corrective feedback), and follow up (uptake)” (p. 68). Also, Afitska (2015) adds that the learners can modify their output after correction from the teacher as soon as they have comprehended what has been corrected.

The learner behavior to the teacher’s feedback on the correctness of a linguistic feature, uptake, has been the core of many FoF studies (Afistka, 2015; Ellis, Basturkmen, & Loewen, 2001; McDonough, 2005; Loewen, 2004; Shamsudin & Karim,2013) but not in Turkey to the author’s knowledge. Observing this local gap by not employing uptake in FoF studies in Turkey, the present study intends to fill that gap through examining the participants’ uptake in FoF instruction.

A Production-Based Theory: The Comprehensible Output Hypothesis

The comprehensible output hypothesis, which is a production-based theory in its own nature, was introduced to the SLA theory by Swain (1985) that particularly attracts the attention not only to the comprehensible input which would not suffice the learners to achieve advanced levels of grammatical competence or production. However, in order to achieve that the learners should be well equipped with using his/linguistic repertoire in meaningful settings and contexts. As the production is expected to contribute to acquisition, the learner has to be pushed to attain high levels of grammatical accuracy. There are three roles of output to be conducive to attain the purpose in concern: (1) the learner is ‘pushed’ to make her/his input comprehensible in making use of her/his target-like linguistic repertoire; (2) the learner has the chance of testing his hypotheses; (3) production increases development from semantic to

syntactic processing as the attention is over the functions or form. (Swain, 1985, p. 248-249 as cited in Barrios-Espinosa, 1997). Accordingly, Ellis (1994, p. 284) states that the advocacy of learning new linguistic features by means of output practice is difficult, which is in line with the studies of Ellis (1993, 1995) and VanPatten (1993). However, ‘pushed output’ might promote control over the linguistic features in an interlanguage development system of a L2 learner (Barrios-Espinosa, 1997).

Nassaji (2000, p. 241) states that “Much has been written on both theoretical and empirical levels, about the idea of focus on form and the suggestion that some kind of form-focused activity need to be incorporated into second language (L2) communicative contexts. However, much less work has been published on how this aim can be pedagogically fostered”. In this sense, the intervention stages of Ellis are vital to foster this aim. The present study takes Ellis’ (1998) various instructional options, which also inspired El-Dakhs (2014, 2015) in order to evaluate FFI within CLT. Ellis (1998) states that the previous and early FoF research aimed to reveal which FFI worked; however, they did not make use of different kinds of FFI though they tried to contrast FoF with focus on meaning. Therefore, there have been macro-optional instructions with their micro-optional activity types illustrated in order to reveal which FFI instruction it the most effective. This quest has also been to the interest of recent studies within FFI that Ellis (1998) inspires.

A Model of Form Focused Instruction Techniques of the Present Study

Mainly, the FFI techniques are categorized under four macro-options by Ellis (1998) as input, processing, production and feedback stages which are shown in this section and utilized in the FoF instructional interventions of the current study. The first instruction intervene is carried out with the “Structured-Input” technique followed by VanPatten (1993). This option promotes learning via listening or reading. Their responses to the input stimuli

vary mostly from verbal to nonverbal. They can show their understanding of the forms by drawing a picture, carrying out a command, showing agreement or disagreement and ticking a box. Below is an example of a grammar task indicating this option; learners have been observed to get confused when they use predicate adjectives (e.g. bored and boring) so they are simply asked to show their agreement or disagreement with various statements to the following:

Input Stage

An Example of an Input-Flooding Task

Do you agree or disagree with these statements?

1. Quiet people are boring.
2. I am bored when someone tells a joke.
3. People who gossip a lot are very irritating.
4. I get irritated with small talk.
5. It is interesting to talk about yourself.
6. I am interested in people who always talk about themselves.

Original Source: Ellis (1998, p. 44)

The above activity is an “input flooding task” where learners are subject to the language form and the learners are interested in meaning that they have to carry out in a conversation but with the accurate language forms, so it exactly fits to CLT: It is important to note that while measuring the effectiveness of Structured-Input, both productive and receptive skills should be tested. The teacher takes attention on the target linguistic form by means of typographic enhancement such as boldening the text or oral enhancement. By doing so, the

form becomes more noticeable to the learner without any need to provide explicit formal instruction (El-Dakhs, 2015).

Processing Stage

Another instruction type is “Explicit Instruction” in which the aim is seeking answer the question of “Should the teachers teach explicit rules directly or carry out activities enabling learners to discover the rules autonomously?” On the one hand, learners are presented clearly with the grammar rules in direct explicit teaching though on the other, they are asked to complete consciousness-raising tasks which cover specific grammar usages.

Although several studies show that direct explicit instruction plays a major and quick effect on learning, the indirect explicit instruction activities are more effective as the learners are getting in double difficulty of both solving the problem and communicating with others in a group activity. This leads the learner double success (Ellis, 1998).

El-Dakhs (2015) suggests a micro-optional technique; grammar problem task, in the processing stage. In this task, the learners get engaged with discussions and negotiations so as to develop the rules. During the task, students are expected to realise the rules on several accurate sentences concentrating on a specific grammatical pattern through interaction with others in pairs or groups. An example is adapted below.

Check the sentences and formulate a rule.

- If I were rich, I would go to the space.
- He would be more successful if he did not have an accident.
- She could recover her illness if she followed the doctor’s advice.

Adapted from El-Dakhs (2015, p. 1129)

The students run a problem-solving task for generating a grammar rule, since the above sentences provide an opportunity of focusing on the use of conditionals in English.

Production Practice

There are several devices to carry out production stage, however, Ellis (1998) suggests the below examples of Production-Practice Tasks in that the learners can approximate to the automatic attainment of target language use.

a) Text Manipulation

Fill in the blanks below.

1. Alex died ____ 2010 ____ a Wednesday ____ June ____ half-past two ____ the afternoon.

2. Andy died ____ 2013 ____ a Monday ____ April ____ half-past three ____ the afternoon.

b) Text Creation

Talk to two people about their birth-time. (year/month/ day/time of the day)

c) Now, fill in this table.

	Full Name	Year	Month	Day	Time
1					
2					

Report it to the class about the two people.

Adapted from Ellis (1998, p. 48)

The important point in conducting such above activity is the readiness of the learners regarding their communicative competence and language input. In addition, though they can have language input or knowledge, they may not have the skill to communicate or talk to the others. As one activity can work better than another, dictogloss task and the editing task can also be tried in a foreign language classroom.

Feedback Stage or Negative Feedback Stage

Various strategies have been employed to give feedback. Spada and Lightbown (2008) proposes a guessing game, which provides explicit feedback including metalinguistic explanation and terminology by the teacher. The learners are engaged in a guessing game and the teacher pays attention on the error submitted by the student with an extra repetition of the copula. Later, the teacher asks the student to look at the board in order to add the correct structure. This is defined as an integrated FFI activity according to Spada and Lightbown (2008) because the teacher firstly prepares his students on how to make question forms and writes examples of suitable questions forms on the board with an isolated FFI technique and later the teacher makes use of the structures with the students in a guessing game. Once, the students get the correction treatment in an explicit way by focusing on the form directly by the teacher and they succeed in repairing their errors the guessing game continues. By doing so, the meaning and form becomes integrated, in addition, this activity becomes communicative which involves content, meaning and language focus at the same time.

Negative feedback as a recast is suggested by Ellis (1998) in order to show students that their production is incorrect in the due course time of a teaching and learning process. It helps learners to cure their failure in their own output by the light of the grammatically accurate ones. This sort of activity is often observed in production practice. Below sets a good example adapted from Ellis (1998, p. 52):

Student: We were move here in 2015.

Teacher: Oh, you moved here in 2015.

Student: Yeah, in 2015.

As the above example shows the technique of recasting, the student commits an error and the teacher cures the error in an indirect way by just reformulating the whole sentence including the correct structure. The aim here is to fulfil the gap between the learners' language competence and the fluency in the language use because such example arises naturally in communication. Ellis (1998) quotes that Lyster and Ranta (1997) revealed recasts to be the most frequent correction types in French immersion lessons and they also identified the five types of feedback: "1) explicit correction, 2) clarification requests, 3) metalinguistic feedback, 4) elicitation technique 5) repetition" (p. 52). However, a researcher or a teacher can ponder a question of which of the above is the most effective type of feedback and at this point the students' uptake is important and Lyster and Ranta answer the question with the elicitation technique where the teacher tries to ascertain the correct form from the learner. On the other hand, Ellis (1998) states that uptake is defined as "learners' attempt to repair their own errors" elicitation seems meaningful (p. 52). But, it needs to be investigated though teachers should always trust in their own practice. This is an area in which the most effective way of feedback has not been clearly stressed.

Summary

In this chapter, the introduction covering the aims, research questions, significance of the study, and limitations of the study were displayed in a section. Review of literature in a separate section was presented with the related studies in global and local scales and particular attention was paid on the concept of form focused instruction.

Chapter II: Methodology

Introduction

This chapter is devoted to presenting information about the research design of the study. The main points addressed in this chapter are comprised of the setting, the procedures followed to apply form focused instruction in classroom environment, the piloting, and the data collection tools. In addition, this chapter provides information on the statistical and content analyses that were carried out to analyse the collected data with a view to seeking answers to the research questions.

Objectives and Research Questions of the Study

The ultimate purpose of this study is to investigate the overall impact of form focused instruction on tertiary level students' L2 English development, with a focus on the development of writing skill in their interlanguage development. In the light of this objective, the following research questions were posed:

1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?
2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?
3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?
 - 3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

3.b. Is there any statistically relationship between the students' second language writing development and syntactical complexity development in both groups?

4. What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

Research Design of the Study

In the early research about Form Focused Instruction (FFI), initial studies were conducted with quantitative data. However, since 1990s, the focus has started to be on qualitative studies done in real classrooms. According to Lazaraton's report (2000), which presents the statistics of articles published in various journals about FFI over a 7-year period (from 1991 to 1997), quantitative studies overweigh. Accordingly, out of all the articles in these journals, 88% of them were detected as quantitative, 10% were classified as qualitative and the other 2% were identified as partially quantitative. By relying on this report, Ellis (2001) claims that "interpretative researchers" should "have an understandable desire to change the results" (p. 27), by conducting more qualitative-oriented studies.

The present study adopts a descriptive approach which allows the researcher to describe the effect of a specific variable (in our study, it is FFI treatment) according to Karasar (2008). It has been designed to investigate the effects of FFI by employing qualitative research design. The data were collected via different instruments which gathered mainly qualitative data. These instruments were comprised of learner journals prompted by self-reflective uptake sheets, teacher journals and semi-structured interviews. However, in order to

achieve triangulation, this study also presents the quantitative data analysis of results elicited by pre-, post- and delayed post-tests about the target forms. So, this study employs a mixed-methodology research design since both qualitative and quantitative data are collected and analysed. Johnson, Onwuegbuzie and Turner (2007, p. 120) refer to mixed method approach as the "class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies".

Perry (2005) argues that the amount of methodology a study uses determines the design of the study whether it is qualitative, quantitative or combining both. In addition, there are many studies in classroom research which take place in the middle of the continuum of two extremes; quantitative on the one end and qualitative on the other. Employing both quantitative and qualitative methodology in one study may be attributed to the call for mixed-method approaches in research design. (Creswell, 2002; Johnson & Christensen, 2003; Tashakkori & Teddlie, 1998, 2003)

Regarding the philosophical soundness of this research design, according to Allison and Pomeroy (2000), the current quantitative methodology is related to positivism which necessitates the quest for explaining, predicting, and controlling. Besides, this study employs a qualitative methodology which is related to constructivism aiming to conceive "the subjective meaning of the individual in its various constructions and reconstructions" (p.94).

According to Gass and Mackey (2007, p. 172), in classroom research, where experimental studies are conducted, students in intact classes are assigned to different groups. To illustrate, one class may be assigned to be the treatment group, in which they receive a particular form of instruction, and another comparable class can be assigned to cater for the control group. The rationale behind following this procedure is explained via the need to "... isolate the effects of the variable under investigation (in this case, form focused instruction)

on, the students' test scores or attitudes toward the learning process". That is to point out, "the researcher intervenes in the learning process and then measures the effects of the intervention" (p. 172). Similarly, Pawlak (2017) proposes that the research methodology in FFI studies should rely on classroom based research; particularly, quasi- or experimental designs (Pawlak, 2013), as to provide more ecological validity and to allow room for resonating the findings with EFL practitioners.

This study employs an experimental design to investigate the impact of FFI on SLA. The study was carried out at the preparatory program of a state university in Turkey, where the researcher is employed as a full time instructor. The school administration provided two intact classes for the researcher. These classes were in the same level (A2 regarding CEFR) at the beginning of the study and the placement scores were closely similar to each group (Experimental $M = 40.20$, Control $M = 42.50$). Thus, the only selection criterion for the sampling was the language proficiency of the participants. Having a variable paved the way for non-probability sampling procedure. This assignment is in line with the procedures that Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel (2014) suggest for establishing a variable and then choosing the groups one for experimental and other for control in a non-random way. Thus, the participants were chosen on the basis of purposive sampling as their language proficiency was the variable of choice.

Accordingly, Ellis (2008) also suggests employing intact classrooms involving a quasi-or-experimental design as the researcher cannot randomly assign the participants to the experimental and control group of the study. In this study, the participants have been selected by depending on their proficiency level as the only variable for inclusion. Their proficiency level of English was determined with an inhouse placement exam administered at the beginning of the academic year. As there were two groups and they would be compared in terms of the effectiveness of the FFI instruction, one group (the experimental group) received

instructional intervention (FFI treatment as independent variable) and the effects were measured on dependent variables (overall performance and writing performance). Another group (the control group) received no special treatment. They were instructed with communicative approach in which the skills were presented in an integrated way and the language forms did not take a special attention. Both the results of pre-test and post-test and post-test and delayed post-tests were compared in two groups of similar level of English.

The research design of the present study is given in Table 4 with the corresponding methodology, instruments and analysis of each research question.

Table 4

Research Design of the Study

Research Questions	Methodology and Instruments	Analysis
1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?	Quantitative Tests (Pre, Post, Delayed-Post)	Statistical Analysis (Friedman- Wilcoxon Signed Rank Test)
2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?	Quantitative Tests (Pre, Post, Delayed-Post)	Statistical Analysis (Friedman- Wilcoxon Signed Rank Test)
3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?	Quantitative Writing Tasks (Pre, Post, Delayed-Post)	Text Analysis and Statistical Analysis (Wilcoxon Signed Rank Test)
3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?		
3.b. Is there any correlation between the students' second language writing development and syntactical complexity development in both groups?	Scores and T-Unit Values out of Writing Tasks	Spearman's Rho Correlation Test

Continuation of Table 4.

Research Questions	Methodology and Instruments	Analysis
4. What are the students' perceptions reflected through:		
4.a. learner journals about being involved in the treatment?	Qualitative Learner Journals and Interviews	Inductive Content Analysis
4.b. semi-structured interviews about being involved in the treatment?		
5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?	Qualitative Teacher Journals	Inductive Content Analysis

Table 4 shows that the research questions with related methodology and instruments in addition to the analysis methods. The aim of the first research question is to reveal the participants' instant performance development with a post-test on the target forms; namely, Prepositions of Time, Adjectives (ending with -ed / -ing), Basic Infinitives and Gerunds, Comparatives and Superlatives, Compounds of Some, Any, No, Stative Verbs. The second research question targets to reveal the participants' performance in retention with a delayed-post-test on the same target forms. The third research question aims to reveal the participants' written performance rather their general proficiency as intended to reveal in the first two research questions. Regarding the aims of the fourth and the fifth research questions, the fourth research question aims at revealing the participants' perceptions in the experimental group towards the FFI they were exposed to. The fifth research question targets dwelling on the perceptions of the researcher teachers' perceptions towards the FFI he ran in the experimental group. As Table 4 depicts, the first three research questions of the study were based on quantitative analyses to be done via SPSS (v. 20 for Mac). In an effort to seek answers to the first three research questions, as the data found to be nonparametric as shown

in Table 10 in Analysis of the Quantitative Data section, a Friedman Test and a Wilcoxon Two Signed Rank Test will be run to make comparisons between test scores and the groups. On the other hand, the other two research questions (4 and 5) required qualitative data analyses for the related data collection tools to be subject to inductive content analysis. Regarding the setting, where the study was carried out, and the participants, who were included within this research, following provides detailed information.

Setting and Participants

The participants of this study are two groups of foreign language learners of English enrolled in the preparatory programme of a state university in Turkey. The English preparatory class is offered to students who are from different majors on voluntary basis. They take one year of English prep-class voluntarily. There is no major offering compulsory preparatory year, at this university. The classes are formed with a heterogeneous model that welcomes students from different majors in the same classroom. The communicative teaching methodology is preferred at preparatory programme following a course book *Pioneer* (MM Publications) series (Mitchell & Malkogianni, 2015). While the treatment of present study was implemented with the experimental group, the Elementary (A2 according to CEFR) and Pre-Intermediate (B1 according to CEFR) course books were used with the control group. In the preparatory programme of KSU, students take 28 hours of English classes weekly. During class hours, students mainly follow the course book for 24 class hours. Class content is also backed up via exercises, designed by the material development unit of the programme, appropriate to the content of the previous week, and based on mostly grammar and vocabulary use. One class hour includes self-access class in which the students are expected to do follow-up activities via the Itools of the main course book series provided by MM Publications (2015).

In fall or spring academic term, students are expected to attend 85 % of each module lasting 16 weeks. The students take two quizzes, one portfolio assignment and one midterm at each module and a final exam at the end of the year. All the questions are prepared and evaluated by an experienced team in the Testing Department. The testing team consists of three EFL teachers doing PhD degree at different universities. One of them has 4 years of experience in the testing unit while another has 2 years. The head of the testing unit is the one who has 10 years of experience in testing and evaluation. He has attended a considerable number of professional development seminars and workshops and is regarded as an expert on validity and reliability issues at the research setting.

Concerning the main course book series; Pioneer (Mitchell & Malkogianni, 2015), followed in the preparatory programme of the setting, the related introductory and methodological aspects have been found to be built on CLT approach and compatible to CEFR as cited in the official website of the publishing company (<http://www.mmpublications.com/Secondary-Adult/Pioneer-British>).

Regarding the main study, data collection and the form focused instructional interventions were conducted in the fall term of 2016 and 2017 academic year with two intact classes in A2 level and instructed both in A2 and B1 (CEFR) language proficiency levels. The language proficiency level was determined by an in-house placement test at the beginning of the academic year. During the phase of class formation, placement scores was the main criterion for the Testing Unit. Additionally, gender was another criterion of the testing team to pay attention. They strived for equal number of female and male students in each class.

The experimental group included 11 male and 9 female students totalling the number of 20 students aged between 18-23 with an average of 18.90. The control group included 12 male and 8 female students totalling the number of 20 students aged between 18 and 20 with an average of 18.20. The intact classes were heterogeneous in terms of the department of the

students as they majored in International Relations, Electric-Electronic Engineering, Mechanical Engineering, Civil Engineering, Business Management, Public Management and Economics. The groups were homogenous in terms of the language level determined by an administrative placement test. At the beginning of the research, the number of students was 24 in the experimental group and 23 in the control group; however, due to absenteeism and failure in end of module exam, a total number of 7 seven students were excluded; 4 from the experimental and 3 from the control group. The obtained quantitative data from pre-tests and qualitative data from learner journals were also excluded by informing the students with a view to gaining their consent.

To gather more information about the two groups, individual self-description forms were filled in by the learners at the beginning of the first term and informal conversations with the learners were scrutinized and evaluated. Out of 40 participants consisted of equal number of 20 students in each group, 14 participants from experimental group and 15 participants from the control group came from Kahramanmaraş, the rest 6 from experimental and 5 from the control group stated that they came from neighbouring provinces and eastern parts of Turkey. The form also revealed that the students belonged to the middle- or lower-middle class families as indicated by monthly income of their families, which was also mentioned in a previous study Rathert (2013) conducted at the same setting but different students though they resemble a very similar finding. All the students had the same L1; Turkish, the same as the researcher of the study. Two participants from the experimental and three participants from the control group reported that they had taken 10 hours of English lesson in a week at high school and the rest of the students stated 2-4 class hours per week. It is prime of importance to note that all the related information from the self-description form was supplied by the students on voluntary base and any evaluation of the accurateness of the data could not be made. Teasing apart the data supplied from the participants, it was abstained

from gathering more information on personal issues as the research questions of the study did not seek to identify any relationship between the students' personal information and the implementation of form focused instruction.

Having anecdotal evidence gathered from students in face to face informal conversations, it can be assumed that the students, who opted for the English preparatory programme at KSU come from an educationally disadvantaged background in comparison to other universities located in the western part of Turkey. The reason is that most of the students come from families which have low or middle class income and they grew up in the eastern parts of Turkey. Also the report of Higher Education Information Management System (2016) reveals that out of seven geographical regions in Turkey; Marmara Region accommodates 3.290.615 students followed by Anatolian region with 2.219.251 students, Aegean Region has 1.413.612 students, Black Sea Region hosts 1.290.857 students, Mediterranean Region, where KSU is located, includes 1.019.835 students, and followed by the last two regions Eastern and South Eastern Regions employing 803.821 and 499.646 students respectively. This statistical report might be assumed to shed light onto the location of Kahramanmaraş and its neighboring Eastern and South Eastern Regions to serve with low number of students who opt with rather low university entrance exam scores (ÖSYS, 2016). As the findings of the study show in the answers given to the research question 4b, the students indicate several issues about their past learning habits and experience. Thus, the students seem to have a very poor command of English when they start at the preparatory programme. Additionally, they have negative English learning experience before university at high school and secondary school. As the researcher teacher has been teaching in the setting over 9 years, it can be claimed that the preparatory students are not familiar with independent learning or learner centered teaching, which is also referred in the findings of the research question 4b in the Findings Chapter. Thus, this research makes an attempt at filling the gap in

learners' learning habits. Following are the instruments which are used within the scope of this study.

Instruments

Serving with a mixed-method approach research design, the present study includes two main types of data collection instruments; namely, quantitative and qualitative methodologies. The instruments in both methodologies were separately exposed to a thorough investigation to prefer and adapt so as to provide reliability and validity to collect the data. As for the quantitative data collection instruments, a proficiency test was executed three times; before the treatment (pre-test), after the treatment (post-test) and late after the treatment (delayed-post-test). The test had been piloted before it was implemented in the main study. The reason to pilot the test was to find out the reliability and validity degrees to improve the wording, layout, and comprehension of the items. The qualitative data collection phase was realized by semi-structured interviews with learners, learner journals (assisted with a sub-tool; self-Reflective uptake sheets) and teacher journals. Regarding each qualitative data collection instrument; wording, questions as well as the format were prepared by the researcher and revised several times by the supervisor. Subsequent to revision of the instruments in and after the piloting, the final versions were implemented in the main study. Following sections are devoted to providing detailed information of the formation of each instrument.

Tests

Within the scope of the study, the proficiency tests have been administrated twice; one for the pilot data and one for the main data. In this research, the proficiency tests are referred as tests; "Pre-Test", "Post-Test" and "Delayed-Post-Test" which are identical to each other applied at three intervals. These tests (See Appendix F) utilized in this study were the final versions out of the pilot study.

An institutional proficiency exam executed in September in 2015 assisted the researcher to detect the linguistic structures in which the students had difficulty. Subsequent to detecting the weak grammar topics for which the students needed special treatment, six grammar themes were developed to serve with employing form focused instruction techniques. These grammar themes were aimed to be measured in the piloting phase through the tests at three intervals. In addition, a separate writing task was embedded to the tests in an attempt to investigate the participants' written interlanguage development.

There were mainly four parts in the tests. The first three parts included a Multiple Choice Test (MCT), a Grammaticality Judgment Test (GJT) and a Production Test (PT). The last part included a writing task. These three tests were believed to both diagnose the students' proficiency and to depict their development regarding the six grammar themes. L. White (2003, p.18) suggests that in order to investigate the development of a particular linguistic pattern of grammatical theme in the interlanguage system of an L2 learner, more than one methodology is necessary to make the interlanguage of L2 learner "amenable to inspection". In this regard, she suggests GJT which would help the researcher to gain insights on the linguistic competence of the language learner though it would be totally uninformative without other methodologies to gain more aspects of the linguistic competence. For this purpose, Ellis (2012) emphasizes the importance of cross-checking the linguistic competence of an L2 user by MCT for leading the researcher to get the selected response. He also points at GJT as a useful tool of leading the researcher to get the metalinguistic judgments and other methodologies such as PT for constructed response.

We used the MCT in order to get students' preferences over the provided options to each question. In order to prevent any randomly chosen option in the MCT, we added the GJT in order to gain insights on students' judging a sentence grammatically correct or not. In addition, we added the PT that students were expected to produce syntactically accurate

statements with the provided scrambled words. The rationale behind utilizing three different tests in an attempt to reveal students' linguistic competence was to cross-check the students' performance over different tests. In the last part of the test, we added a writing task which required the students to write *a compare and contrast paragraph* with a word limit of 150 at least. Table 5 below provides detailed information regarding the tests utilized at pre-, post- and-delayed intervals in this study.

Table 5

The Overall Distribution of The Test Items

Grammar Themes	Parts of The Test			
	Multiple Choice Test (MCT)	Grammaticality Judgment Test (GJT)	Production Test (PT)	Writing Task
Basic Infinitives & Gerunds	1-3	19-21	37-39	A compare and contrast paragraph.
Prepositions of Time	4-6	22-24	40-42	<i>Variables</i>
Comparatives & Superlatives	7-9	25-27	43-45	- At least 150 words. - Timed
Adjectives of Manner (ending with -ed/-ing)	10-12	28-30	46-48	- No external source allowed. - At class.
Compounds of Some, Any, No	13-15	31-33	49-51	- Explicit instruction given to make use of all the grammar themes.
Stative Verbs	16-18	34-36	52-54	
Total Items	18	18	18	

Table 5 depicts that 54 questions comprised the first three parts of the test. In the first part of the test, MCT employed 18 questions. In the second part, GJT involved 18 questions and in the third part of the test PT consisted of another 18 questions. Each part addressed the

same target grammar forms that were represented via different question forms. The distribution of questions in each part represented linear equivalence with each other. All the items in each part were analysed in terms of test reliability and validity. Further details can be found in the piloting section. In addition, there was a writing task embedded into the test. Regarding the writing part of the tests, the instruction, prompts and timing were subjected to rewording and face validity by the researcher and the supervisor of the study. The writing tasks within the instructional interventions were designed in order to serve realistic contexts by including prompts relevant to the grammar areas under investigation. This stimulated context was carried out in a controlled setting within the last 15 minutes of each session in order to provide ecological validity and reduce the effects of uncontrolled variables (Polio, 2012).

Though 15-minute time was allocated for writing task during the pre-test phase, the participants demanded for time extension at the post-test and delayed-post-test. Consequently, it was decided to allow students 20 minutes for the writing task during these phases. After the piloting, the prompts were redesigned in an attempt to provide basis for covering all the grammar topics. It was found useful to write all the investigated grammar themes on board before implementing each writing test. The researcher provided explicit instructions for the participants on the importance of using as many grammar themes as possible. In order to do that, he listed all the grammar themes on the board at each pre-, post-and-delayed-post-test. The writing task was delivered after every student finished the first three parts of the test. The students were not allowed to use any external sources such as dictionary or a grammar reference and get help from others. Table above illustrates parts of the tests with the overall distribution of items.

Test Reliability

Reliability is defined by DeVellis (2005, p. 317) as “The proportion of variance in a measure that can be ascribed to a true score” (p. 317). Ekmekçi (1999, p. 37) states that reliability can be established by making use of a measurement instrument, it manifests similar results if it is executed within alike cases, and further claims that a test can be labelled unreliable with regard to several factors such as “measurement error, student fatigue, and test setting problems”. Also, Ekmekçi (1999) proposes several factors such as the length and duration of a test, and the salient features of the items measuring the input the students earlier received. By taking these points into consideration, the researcher has developed and prepared the test by adopting and modifying from different sources (Kennedy-Isern, n.d.; Reppen, 2012)

Cronbach’s Alpha value, which is also termed as Coefficient Alpha, is considered as an internal consistency by Cortina (1994) and describes this estimate as “it takes into account variance attributable to subjects and variance attributable to the interaction between subjects and items” (p. 98). Regarding the acceptable values of Cronbach’s Alpha, Lerson-Hall (2010) depicts a general view that the correlational value of Cronbach’s Alpha is stated acceptable when it is above 0.70 and the level between 0.70-0.80 as the valid value. Büyüköztürk et al. (2014) classify the values more specifically as the correlational absolute values between 0.70-0.99 show high, 0.30-0.69 show middle, and 0.01-0.29 low levels of correlation. For research purposes, Fraenkel and Wallen (2006) confirm that ‘a useful rule of thumb is that reliability should be at least .70 and preferably higher’ (p. 161). Conducting the statistical Cronbach’s Alpha Reliability Test on the piloting of the tests over SPSS (v.22 for mac), the test revealed high reliability degree as all the three tests had α (Alpha) value more than .70. (Pre-test $\alpha = .70$, post-test $\alpha = .84$, delayed-post test $\alpha = .89$). For a complete list of all the items, Appendix J shows the statistical reliability values of pre-test, Appendix K depicts the results of post-test and Appendix L illustrates the results of delayed post-tests.

Test Validity

Validity is recognized as the extent that a test plays the main role in measuring what it is intended to measure and Ekmekçi (1999, p. 38) defines validity as “the extent to which the results of the procedures to be applied serve the intended purpose” to measure. Also, Hughes (1989, p. 22) states that “the more a test is content valid, the more accurately it measures what it is supposed to measure”. In order for ensuring content validity of tests, the researcher has collaborated with one native speaker of English and an expert on testing issues teaching English in the same setting of the research. Their opinions were sought whether the whole test covered the target linguistic features comprehensively. They looked for some certain ambiguities casting doubt on the validity of a test proposed by Nunan (1992), which are confusing instructions, challenging lexical items or language features with the test items, disproportionate levels of difficulty of the test items, ill-structured test items, vagueness, test items serving irrelevantly to the objectives of the test, inadequate number of items for testing the purposes that are tested within the items in a test or thoroughly. Ultimately, the tests passed through a number of modifications and were tried in the pilot study to cater for the validity issues and the final version has been used in the main study. In the piloting phase of the study, the researcher aimed at revealing the following:

- Whether participants had any problem or ambiguity with the items in the test,
- Whether the test items were judged as valid,
- Whether the test items were reliable,
- Whether the test items would serve for the purpose of the study and diagnose the problematic linguistic features comprehensively.

Semi-Structured Interviews

A semi-structured interview (See Appendix R) was administered with the students in the experimental group in order to gather qualitative data regarding the activities and the students' general learning experiences. During implementing this instrument, the researcher also asked in depth questions about dichotomies or compromises revealed from the students' journals. By utilizing this instrument, the researcher could elicit all information about the students' perceptions of their own interlanguage development. In these interviews, a subsample of 8 out of 20 students were invited in accordance with two variables; voluntariness and extreme or deviant sampling. The reason for applying extreme or deviant sampling strategy was due to gathering more information from the ends of a continuum of proficiency among students as Teddlie and Yu (2007) point out that such extreme cases "are expected to yield especially valuable information about the topic of the interest" (p. 81). That is to say, prior to commencing the interviews, six low-achievers and six high-achievers in classroom environment were detected by the teacher and those students were requested to join the semi-structured interviews. Among these 12 participants, a total number of 8 students; four low-achievers and four high-achievers, were completely voluntary to share their ideas in the semi-structured interviews. The researcher held 6 sessions of interviews with these 8 students totalling a number of 48 interview sessions. Following each week in which a phase of the treatment was given, the interviewees were invited to the researcher's office and they had conversations in Turkish based on the questions in the interviews (Appendix R). The reason for conducting the interview sessions in Turkish was due to access to students' views without any misunderstanding. The researcher took confirmation from the students by summarizing his notes at the end of each interview in order to prevent any misunderstandings.

Learner Journals

The participants ($n = 20$) in the experimental group were assigned to keep a journal to describe their perceptions towards each session at home. By doing so, that qualitative instrument piled up 120 learner journals over 6 treatment sessions. A sample learner journals is provided in Appendix D. The participants were asked to use L1 Turkish for their convenience; however, they were also free to write in English in cases they would feel comfortable. In these journals, the participants were required to share their opinions and feelings; to discuss strong and weak points at lessons; and finally, to express their expectations from the teacher.

In the piloting phase of the study, learner journals and self-reflective uptake sheets were utilized as two different instruments to collect the piloting data. The self-reflective uptake sheets were collected immediately after the sessions were completed. However, it was realized that the students could not produce sufficient information in journals. After the piloting phase, the researcher and the supervisor decided to utilize the self-reflective uptake sheets as a sub-tool of learner journals. The rationale behind utilizing the self-reflective uptake sheets as a sub-tool of the journals was to serve with a reminder set of self-produced notes and develop more ideas in the journals with the accounting of checklist informed by Bloom's Revised Taxonomy. Below provides more information concerning the self-reflective uptake sheets.

Learners' Self-Reflective Uptake Sheets: The participants in the experimental group were asked to reflect what they learned during the lessons by note taking and evaluating their own learning via this sub-tool (See Appendix B for English version and Appendix C for Turkish Version). This sub-tool is of particular importance for the current study as it affords an opportunity to present students' reactions about their learning process, in which case the students are considered to uptake the input in the lessons (VanPatten and Benati, 2010).

Participants were particularly asked to write about the things they became sure that they learnt. In order to assist the students in this manner, the uptake sheets included a part out of Bloom's Revisited Taxonomy developed by Anderson et al. (2001) in which the students evaluated their own learning. The students were allowed to keep their notes in their L1 Turkish to remind their learning process; uptake, in order to reflect on their learner journals.

Teacher Journals

The researcher was the teacher of both intact classes in the present study. The researcher did not collect any data from the control group but collected qualitative data over his teacher journals in the experimental group. The researcher kept a journal (See Appendix E) following each session. The number of the teacher's journals was six accumulated for six treatment sessions. In these journals, the teacher shared his views about strong and weak points he observed in the lessons. The teacher focused on his opinions towards running form focused instruction techniques and the students' involvement, motivation and in-class reactions.

Pilot Study

Data collection for piloting the study was administered in the spring term of 2015-2016 academic year. There were 80 students in the prep-school, each class had 20 students. In this study, two groups of the same level students totalling a number of 40 were selected. Determining the proficiency level of the participants was executed through a placement exam at the beginning of the spring term of 2015-2016 academic year. Data collection sessions were administered in two separate classrooms (one constituting for the experimental and another for the control group) in order to carry out an experimental study of piloting. As Table 6 illustrates the pilot study began in February and ended in May, so it lasted for 12 weeks.

Table 6

The Summary Report of The Timeline of The Pilot Study

Date	Procedure
February, 2016	Consent Forms for Participants of Piloting the Study + Pre-test of Piloting
February, 2016	Treatment of Piloting
March, 2016	Treatment of Piloting
April, 2016	Treatment of Piloting in Process
May, 2016	Post Test + Delayed Post Test of Piloting (End of May)

Table 6 illustrates the summary of the timeline of piloting the study with the piloted pre-, post- and delayed post-tests. In addition, the detailed workflow in piloting the interventions of the study are given in Appendix I. After the first three weeks of the study, according to absenteeism, the number of students in each group decreased from 20 to 13 in the experimental group and 20 to 14 in the control group. The researcher contacted those absent students in person and found out that the students were unwilling to attend the programme as it was totally voluntary and cost them no failure except for succeeding in the prep-programme. They just felt that if they did not attend the classes, they were still able to continue as freshmen in their undergraduate programs. When this problem was investigated deeply, the students confessed that at the beginning of the fall term everybody had been in the class and they had started to attend the classes with a lot of willingness, but when time passed they started to get bored with the hard work of language learning and they started not to attend the classes regularly. Consequently, after about three weeks in the spring term, they learnt that they were dismissed from the programme since they had exceeded the absenteeism limit. By taking this problem into consideration, the researcher decided to conduct the present study in the fall term of the 2016-2017 and had minor absenteeism problems with the

students, which would not change the pace of the study. Henceforth, the number of participants in the pilot study was counted as 13 in the experimental group and 14 in the control group.

In the experimental group, the participants' age ranged from 18 to 22 with an average of 18.70 and 8 of them were female and 5 of them were male students. In the control group, the participants' age ranged from 17 to 22 with an average age of 18.20 and 8 of them were female and 6 of them were male students. As all the students at School of Foreign Languages followed the same procedures of learning English as a foreign language on a modular approach of one whole year, the participants of the pilot study shared common characteristics with that of the participants who took part in the main study in order to serve as serving real audience.

Procedures for Data Collection

A lot of different pre-,and-post-designed-tests have been used in the SLA research that investigate instructed language teaching based on input and output effects. Some of them are grammaticality judgment tests, picture-cued production tests, sentence combination tests, interpretation tests, comprehension tests, multiple choice tests in different designs (Eş, 2003; Izumi, Bigelow, Fujiwara & Fearnow, 1999; Izumi, 2002; 2003; Oruç, 2007; Rosa & O'Neill, 1999). Within the design of our pre-, post- and post-delayed tests, we have made use of a multiple choice test, a grammaticality judgment test, a production test and a writing paragraph task so as to serve the purpose.

Prior to commencing the study, the scope, aim, content, duration and the procedures of the study were explained to the institution and the participants. The necessary official permission asking for collecting the relevant data to be used for publishing purposes from the institution was granted as shown in Appendix S. Obtaining the results of the placement exam

administered in the Preparatory Programme at School of Foreign Languages, two intact classes, which had similar average scores, were selected. One experimental group with an average score of 40.20 and a control group with an average score of 42.50 out of a full score of 100 were chosen. After informing the participants about the study, they were requested to sign a consent form (see Appendix A). The participants were further informed that the data collected from the tests, learner journals driven by self-reflective uptake sheets and interviews would be made use in line with the purposes of the study, kept confidential and anonymous. All procedures conducted within the main study are also summarized in Table 7 below. In addition, the detailed workflow conducting the interventions of the main study are provided in Appendix M and the related instructional interventions are also provided in Appendix N.

Table 7

The Summary Report of The Timeline of The Main Study

Date	Procedure
September, 2016	Consent Forms for Participants of the Study + Pre-test
October, 2016	Treatment in Process
November, 2016	Treatment in Process
December, 2016	Treatment in Process
December, 2016	Post Test + Delayed Post Test (End of December)

A pre-test instrument of the study was administered to all the participants on 27th September 2016. The duration of the pre-test took nearly 70 minutes. The implementation of the interventions (i.e. treatment) began on 4th October 2016 with the experimental group while the control group followed coursebook related procedures. The participants in the experimental group were subjected to six interventions and consecutive semi-structured interviews and they were asked to fulfil the self-reflective uptake sheets in-class hours and

subsequently keep journals of the interventional days. The interventional program ended with a post-test applied to both groups on 2nd December 2016 covering a period of 10 weeks. Subsequently, a delayed-post test was administered to all the participants four weeks later than the post-test; on 27th December 2016.

Treatment Package and Target Forms

The treatment design of the study was conducted for piloting in the spring term of 2015 and 2016 academic year and for the main study in the fall term of 2016 and 2017 academic year. It involved two intact classes of which the experimental group received intervention of form focused instruction involving various kinds of input techniques leading the students to written production and following a feedback cycle over their written performances. The control group received nothing different from their own syllabus and followed course book procedures. The common share of both the groups are pre-, post- and delayed post-tests, which afford an opportunity to compare the results between groups. Apart from the instructional activities, the researcher has also executed the following tools in order to serve for the purposes of data collection: “Tests (pre-, post-, delayed-post), Self-Reflective Uptake Sheets driven Learner Journals, Teacher Journals and Semi-Structured Interviews with Students”. Table 8 illustrates the overall design of the study below.

Table 8

The Treatment Design of The Study

Experimental Group	Control Group
Pre-test	Pre-test
Intervention from 2 to 4 class hours over 12 weeks	No Intervention
Instructional Intervention Activities	
<ul style="list-style-type: none"> - Input Enhancement - Structured Input - Noticing - Interpretation - Consciousness Raising 	The Course book
Tools	
<ul style="list-style-type: none"> - Self-Reflective Uptake Sheets - Learner Journals - Teacher Journals - Interviews with Students 	No Qualitative Tools
Feedback Cycle on Production	Feedback on course book productions
<ul style="list-style-type: none"> - Self-Edit - Peer-Edit - Teacher-Edit 	
Immediate Post-test	Immediate Post-test
Delayed Post-test	Delayed Post-test

Table 8 shows that the two groups received a pre-test. Following the pre-test, the experimental group was subjected to FFI by including form focused instructional intervention activities informed by input enhancement, structured input, noticing, interpretation and consciousness raising techniques or activities. In order to do so, the teacher started from teaching firstly explicit to implicit in time in accordance with the L2 English development of the students since lower levels required more explicit teaching rather implicit teaching which was evidenced previously with the piloting phase of the study. The instructional intervention activities (See Appendix N) applying form focused instruction in the experimental group were adopted from a grammar book series (Reppen, 2012) and all the necessary permissions of use for academic purposes were granted from Cambridge University Press. The activities were developed by the researcher and the supervisor after conducting the pilot study with necessary amendments in design, content and procedures. In the experimental group, the teacher followed coursebook procedures on running the related listening, reading, and speaking parts of the unit of the week in order not to hinder the students' performance on the administratively executed exams such as quizzes, midterms or final exams. However, he followed FFI procedures in the experimental group when illustrating the grammar rather than utilizing the grammar section of the coursebook and did so in the writing part as well. On the other hand, he followed traditional lecture method over the coursebook which was based on CLT approach in the control group. Regarding the tools to data collection, the researcher made use of qualitative tools as shown in Table 8: Self-Reflective Uptake Sheets that the students took notes during the class hours, Learner Journals that the students kept at home, Teacher Journals that the researcher teacher kept subsequent to each intervention, and Interviews with Students, which were semi-structured in format and run in the researcher's office subsequent to each intervention. In addition, at the end of each intervention in order to carry out the writing tasks, the teacher followed a feedback cycle focusing on a process

approach similar to that of Keh's (1990) with a pre-writing stage based on a reading text followed by drafting and editing stages subsequently. Yet, the main focus in our intervention involved the editing stages which were assumed to contribute to make discoveries in English as the core philosophy of FFI. These editing stages included; firstly, a self-edit stage, where the learner edits her/his text in the light of the provided prompts; secondly, peer-edit stage, which was carried out to receive and provide open feedback among poor and good students symmetrically or asymmetrically assigned by the teacher in accordance with their classroom and writing performances; and finally, teacher-edit stage where the teacher provided feedback to the learners. These editing stages were inspired by Celce-Murcia (1991) and applying symmetrical (between similar level of proficiency) or asymmetrical (from an expert to a student or a good student to a poor student) feedback ways were inspired by Hanjani and Li (2014). All in all, the virtue of feedback in writing has been considered to contribute to the autonomy of learners according to Hyland (2000, as cited in Razi, 2016). Table 8 also shows that there was a post-test conducted to both groups after the intervention lasted 12 weeks covering 6 weeks of intervention and 6 weeks of collecting subsequent data; namely, the data retrieved from the learner journals and the semi-structured interviews. In addition, Table 8 shows a delayed-post-test which was applied four weeks later than the post-test to both groups. To refer to the classroom procedures in detail, a sample lesson plan of each experimental and control group is provided with the Appendices G and H separately.

Procedures for Data Analysis

As suggested by Brown (1998 as quoted in Razi, 2004, p. 97), studies employing experimental research designs should have five variables; “dependent, independent, moderator, control, and intervening variables”. Figure 3 below displays the variables.

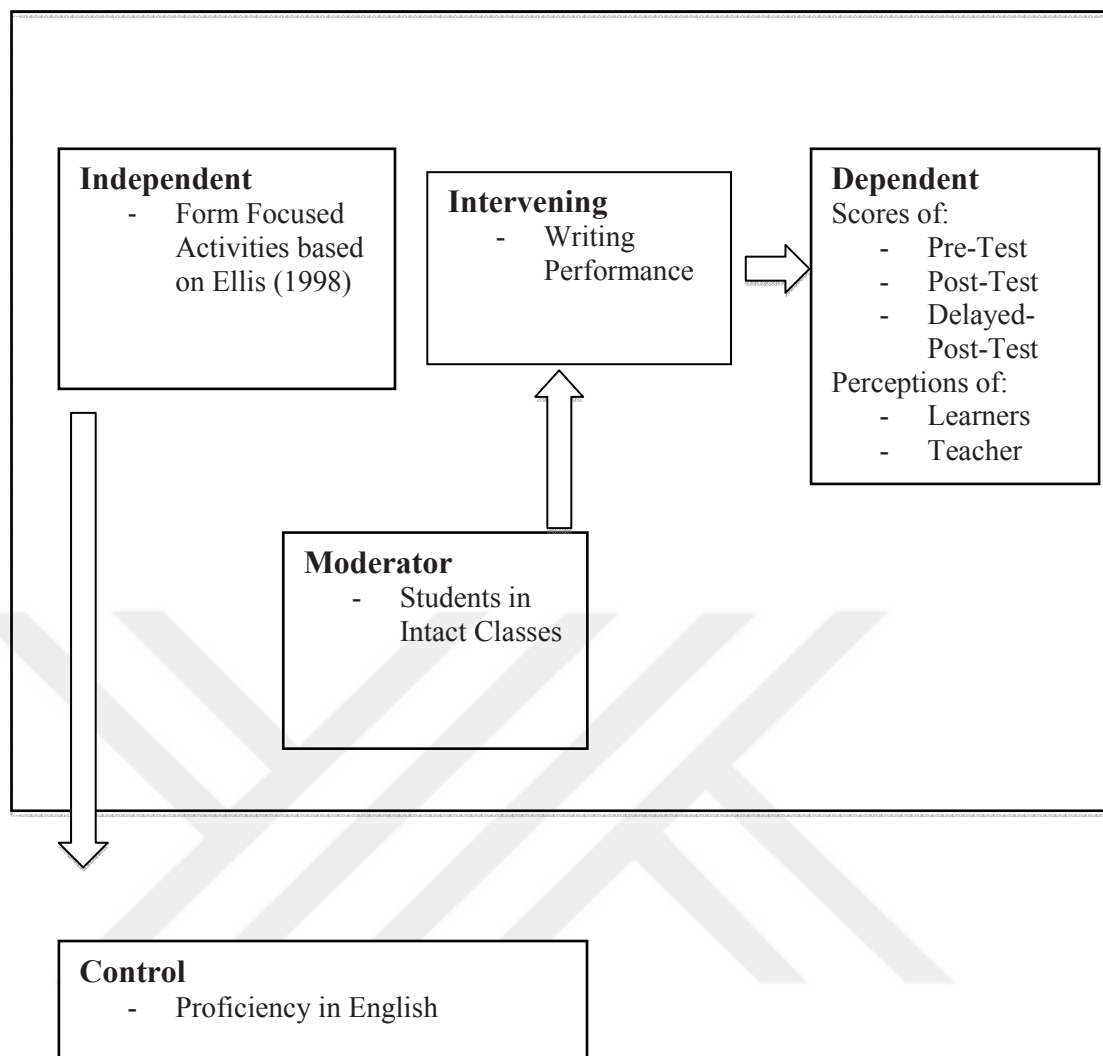


Figure 3. Variables in the main study. (Adapted from Razi, 2004, p. 97; 2010, p. 188; original figure by Brown, 1988)

As Figure 3 demonstrates, the independent variable involves the FFI activities designed by following the instructional stages of Ellis (1998). As this study aims to compare the impact of this independent variable on students' L2 English interlanguage development, the dependent variables perform as the scores gained through the tests in addition to their and the teacher's views. It is difficult to control every variable in experimental studies, therefore the students' writing performance can stand for the intervening variable and the students' proficiency English as the controlling variable. As Biedroń and Pawlak (2016) suggest, researchers should not only continue to pay their investigation on a wide variety of individual

factors as they do not suffice for the concerns of EFL practitioners in classroom settings. For this reason, we only preferred the language proficiency level for the controlling variable to resonate with practitioners. As the present study relies on any probable differences between the intact classes, the moderator variable is viewed to involve the students in experimental and control groups to make comparisons over through the dependent variables. Finally yet importantly to note, in such experimental studies investigating the impact of an independent variable on an dependent variable, Razi (2010) suggests not to incorporate any extraneous variables which might turn out to be dangerous on the validity of the study.

In the current study, the input was categorized by various input techniques involving input enhancement, input flooding and consciousness raising activities leading to written output. All the provided input were in line with the contents of the structured syllabus of the prep-programme so the learners were not provided with different content or linguistic feature than the one in their syllabus. The design of the interventions was carried out in planned focus on form instruction techniques. The sub branch of focus on form, planned focus on form as proposed by Ellis (2001), is preferred to involve students during a learning context. These techniques were carried out within the instructional intervention stages of Ellis (1998); (1) input, (2) processing, (3) output and (4) feedback. Therefore, the first stage was informed by the syllabus and the second stage was administered within the focus on form instruction techniques including learners' self-reflective reports on their uptake. The third stage, output, was administered with the results of their written productions of each target linguistic feature given in the treatment. Regarding the fourth stage, feedback, the aim was to examine the extent to which the learners uptake the input. In order to do that, their metacognitive processing was observed through teacher initiated questions during lesson and after each writing task that revealed their mistakes.

More specifically, before each intervention both the experimental and the control group received a pre-test about the topics to be covered in the treatment. The control group followed the coursebook guidelines. The experimental group followed the coursebook grammar topics in the interventions which were designed within form focused instructional activity types. The researcher also made use of the ready focus on form activities from the coursebook as well. After conducting the interventions, the participants' performances on the post-tests were evaluated in terms of their general second language development and particularly their writing performances by following Polio's (2012) suggestion "if the researcher wants to draw any conclusions about how the students' writing changes over time, a pre-test must be given and the writing tasks should be counterbalanced" (p. 152) with the post-tests. Similarly, Yang and Sun (2015, p. 301) state that this indice should be documented to be one of the most reliable measure of language development in writing. In addition, delayed post-tests served for measuring the retention of the target features.

One important factor that was investigated was complexity in the students' writing products. Wolf-Quintero, Inagaki, and Kim (1998) suggest ways of measuring complexity which is one of the core measurements of writing in this present study. Taking their suggestion in mind, the writing parts of the pre-, post and delayed post-tests were analyzed in terms of syntactic complexity by calculating the ratio of t-units (the minimal meaningful terminal unit) to tokens. As Housen and Kuiken (2009) point out, the complexity involves "size, elaborateness, richness, and diversity" (p. 464), the researcher needed to judge each sentence with assistance of an expert in assessing writing and get assistance from a native speaker of German but teaching English for 16 years with more than 10 years of testing and evaluation experience. He also conducted academic studies on complexity. This was regarded by the researcher to enhance interrater validity. Polio (2012) suggests to take assistance of an

expert on calculating the reliability of the complexity by ensuring similar results at each time between inter-raters (or inter-coders).

The researcher utilized quantitative methods to answer the first three and qualitative methods to answer the last two research questions of the study. The researcher utilized the pre, post-, and delayed-post-tests to answer the first two questions of the study.

Analysis of the Quantitative Data

The tests used in the main study had Cronbach's Alpha reliability values as shown in Table 9

Table 9

Cronbach's Alpha Reliability Values of Tests

	Experimental Group	Control Group
Pre-Test	.72	.73
Post-Test	.77	.74
Delayed-Post Test	.88	.88

As shown in Table 9, the tests administered at three intervals to both groups indicate to be a good instrument with a reliable value of at least over than .72. In addition, the normality of distribution was tested with Kolmogorov-Smirnov test. The results are presented in Table 10 below.

Table 10

*Kolmogorov-Smirnov Normality Test Results of Pre-,Post-and-Delayed-Post Test Responses**(N = 40)*

Items	Pre-Test			Post-Test			Delayed-Post Test		
	\bar{x}	<i>SD</i>	<i>p</i>	\bar{x}	<i>SD</i>	<i>p</i>	\bar{x}	<i>SD</i>	<i>p</i>
1	.25	.43	.000	.27	.452	.000	.47	.50	.000
2	.10	.30	.000	.20	.405	.000	.37	.49	.000
3	.30	.46	.000	.52	.505	.000	.65	.48	.000
4	.47	.50	.000	.85	.361	.000	.82	.38	.000
5	.12	.33	.000	.40	.496	.000	.35	.48	.000
6	.47	.50	.000	.77	.422	.000	.75	.43	.000
7	.27	.45	.000	.75	.438	.000	.75	.43	.000
8	.27	.45	.000	.82	.384	.000	.72	.45	.000
9	.35	.48	.000	.80	.405	.000	.75	.43	.000
10	.32	.47	.000	.62	.490	.000	.47	.50	.000
11	.07	.26	.000	.67	.474	.000	.60	.49	.000
12	.25	.43	.000	.52	.505	.000	.50	.50	.000
13	.30	.46	.000	.32	.474	.000	.35	.48	.000
14	.20	.40	.000	.57	.500	.000	.62	.49	.000
15	.47	.50	.000	.77	.422	.000	.62	.49	.000
16	.20	.40	.000	.37	.490	.000	.40	.49	.000
17	.17	.38	.000	.32	.474	.000	.42	.50	.000
18	.32	.47	.000	.35	.483	.000	.55	.50	.000
19	.22	.42	.000	.90	.303	.000	.80	.40	.000
20	.35	.73	.000	.35	.533	.000	.35	.62	.000
21	.50	.87	.000	.60	.77	.000	.32	.65	.000
22	.37	.49	.000	.67	.47	.000	.65	.48	.000
23	.52	.84	.000	10.00	.59	.000	.90	.84	.010
24	.25	.43	.000	.67	.47	.000	.85	.36	.000
25	.47	.75	.000	.77	.57	.000	.85	.48	.000
26	.45	.63	.000	.60	.54	.000	.75	.58	.000
27	.30	.46	.000	.50	.50	.000	.70	.46	.000
28	.37	.77	.000	.62	.83	.000	.45	.59	.000
29	.30	.68	.000	.65	.73	.001	.37	.54	.000
30	.40	.77	.000	.57	.71	.000	.75	.74	.006
31	.30	.68	.000	.47	.78	.000	.30	.56	.000
32	.37	.77	.000	.65	.57	.000	.72	.64	.002
33	.42	.81	.000	.62	.77	.000	.55	.78	.000
34	.71	.80	.001	.85	.76	.020	.65	.73	.001
35	.27	.45	.000	.57	.50	.000	.65	.48	.000
36	.45	.84	.000	.90	.77	.033	.95	.84	.017
37	.45	.50	.000	.65	.48	.000	.65	.48	.000
38	.37	.49	.000	.75	.43	.000	.75	.43	.000
39	.27	.45	.000	.60	.49	.000	.77	.42	.000
40	.17	.38	.000	.77	.42	.000	.57	.50	.000

Continuation of Table 10

Items	Pre-Test			Post-Test			Delayed-Post Test		
	\bar{x}	<i>SD</i>	<i>p</i>	\bar{x}	<i>SD</i>	<i>p</i>	\bar{x}	<i>SD</i>	<i>p</i>
41	.20	.40	.000	.50	.50	.000	.60	.49	.000
42	.07	.26	.000	.45	.50	.000	.52	.50	.000
43	.80	.40	.000	.80	.40	.000	.77	.42	.000
44	.17	.38	.000	.50	.50	.000	.52	.50	.000
45	.42	.50	.000	.67	.47	.000	.60	.49	.000
46	.02	.15	.000	.25	.43	.000	.32	.47	.000
47	.17	.38	.000	.55	.50	.000	.45	.50	.000
48	.05	.22	.000	.22	.42	.000	.35	.48	.000
49	.27	.45	.000	.87	.33	.000	.75	.43	.000
50	.37	.49	.000	.85	.36	.000	.62	.49	.000
51	.07	.26	.000	.22	.42	.000	.22	.42	.000
52	.00	NA	NA*	.25	.43	.000	.35	.48	.000
53	.05	.22	.000	.25	.43	.000	.40	.49	.000
54	.40	.49	.000	.67	.47	.000	.72	.45	.000

NA = The analysis reported empty values.

As Table 10 shows all the items with *p*-values less than .50, the data for all items in each test did not indicate a normal distribution. Seier (2002) proposes that in cases when the total number of participants in an experimental study is less than 50, the researcher should utilize nonparametric tests. Since the total number of participants is less than 50 (experimental $n = 20$, control $n = 20$), we decided to run nonparametric statistical tests.

By utilizing the tests to address the first two research questions; mean scores, standard deviation values, and significant differences between pre- and post-test and post-and-delayed-post-test allowed to make a comparison between test results in both experimental and control groups. Lack of normal distribution led us to run a nonparametric statistical significant difference test (Wilcoxon Signed Rank Test) on the data. Statistical Package for Social Sciences (SPSS v.22 for Mac) was used to analyse the gathered data.

Scoring Procedures

The scoring of the items in each test was administered on each item with 0 for incorrect and 1 for correct responses in the Multiple Choice and Production Tests. Regarding the MCT, it was simple as the participants only opted for the options provided under each question. Below is an example item extracted from the test utilized in the study.

Item 12 (MCT)

Silence is _____ for me.

- a. relaxed
- b. interested
- c. boring
- d. excited

According to the sample extract displayed above, the participants who chose option 'c' received 1; other participants who recognized the other options as correct answer received 0. Regarding the PT, the scoring procedure was run over the same scores; 0 and 1. In this test, the participants were requested to make any necessary changes or additions. If they had minor spelling or punctuation mistakes, we did consider them acceptable. Below is an example item extracted from the test.

Item 54 (PT)

I / sure / understand / me / you

.....

For such an item displayed above, the participants could change the main subject pronoun of the question from *I* to *you* and formulate a meaningful sentence like *You must be sure! (that) I understand you* along with the possible answer 'I'm sure you understand me!'. In this item, the measured linguistic competence was the participants' linguistic competence in using stative verbs in present simple form. In the scoring procedures of the PT items, we followed the scoring procedures of Gass and Mackey (2007). They suggest including two values for the scoring of acceptable and unacceptable linguistic performance of the students. The acceptable score '1' was labelled to the correct production of the measured linguistic pattern under investigation. However, when labelling '1' for a statement which met the needs of the linguistic pattern under investigation, we also checked the rest of the sentence to be not

ill-formulated in a way to change the whole meaning. Regarding the scoring of incorrect productions of the students, we used the score ‘0’.

Pertaining to the scoring procedure for GJT, we employed 3 values for entering them into SPSS. We identified 0 for incorrect (if a student failed both to recognize and produce the correct version) statements, 1 for correct (if a student recognized the correctness of a statement and succeeding in correcting the item when it was needed) statements, 2 for partially correct statements (if a students judged the statement as incorrect but could not produce the correct form). An example from the test is displayed below.

Item 21 (GJT)

Karla doesn't mind to do the washing up.

CORRECT INCORECT

.....

The extract above intends to determine the participants' performance on recognizing the mistake (infinitive *to do*) used after the verb *mind* and produce a gerund combination of *mind doing*. The participants who recognized the sentence by ticking the correct box were identified with a score of ‘0’ on SPSS. A scoring option was generated from the participants who succeeded in recognizing a mistake and ticked the incorrect box but produced another ill-sentence were identified with a score of ‘2’ on SPSS. That kind of participants showed a partial correctness though they did not recognize the roots of the mistakes in typical items in the test. A final option was generated for participants, who both recognized the mistake by ticking the incorrect box and produced correctly in the blanks, with a score of ‘1’ on SPSS. The procedures for scoring the participants' choice and judgment in GJT were followed by the scoring procedures from the literature (Ellis, 2012; Gass & Mackey, 2007; L. White,

2003). By following the aforementioned scoring procedures of the items in the tests, below are the methods used for answering the first two research questions of the study.

Analysis of the Qualitative Data

With a view to analysing the qualitative data coming from the learners' journals, semi-structured interviews and the teacher's journals, all the qualitative instruments were subjected to inductive or in other words conceptual content analysis. The researcher was assisted by two independent raters for carrying out the qualitative part of the data. The independent raters having a doctorate degree in ELT were experienced in conducting inductive or conceptual content analysis methods. The inter-rater reliability on coding the data for all the three sets of qualitative data (teacher and learners' journals, interviews) was revealed with a consistency between the rater over %90. The main procedures followed in the content analysis of the data gathered through learner journals, teacher journals and semi-structured interviews were subjected to the coding methodology of Saldana (2009). An example of initial coding which paved the way for categorizing and establishing themes is illustrated below with an example from learner journals in Figure 4.

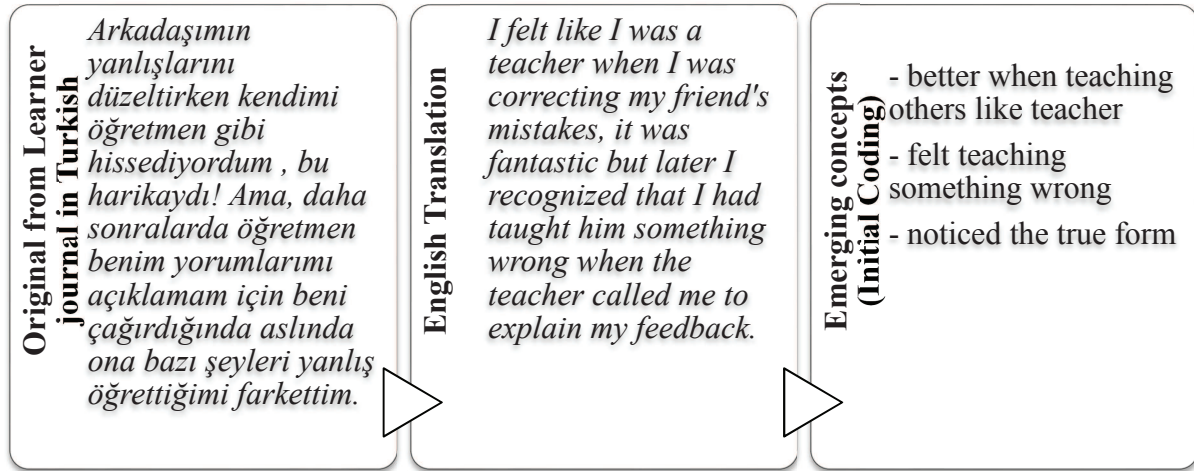


Figure 4. Identifying concepts in qualitative data (Example from Learner Journal) Adapted from Cabaroğlu and Rathert (2017, p. 166)

The emerging concepts which were determined through the initial coding step were then encoded into simpler categories as the same procedure was followed in Cabaroğlu and Rathert (2017) following Miles and Huberman's (1994) suggestion for researchers to establish the categories in line with the emerging concepts. We did select highly simple but truly representative category names through this approach by the light of the terms that can be used for labelling the category from the literature (autonomy, cognitive dimensions, affective filter *et cetera*). A coding frame from the sample above (Figure 4) is displayed below in Figure 5.

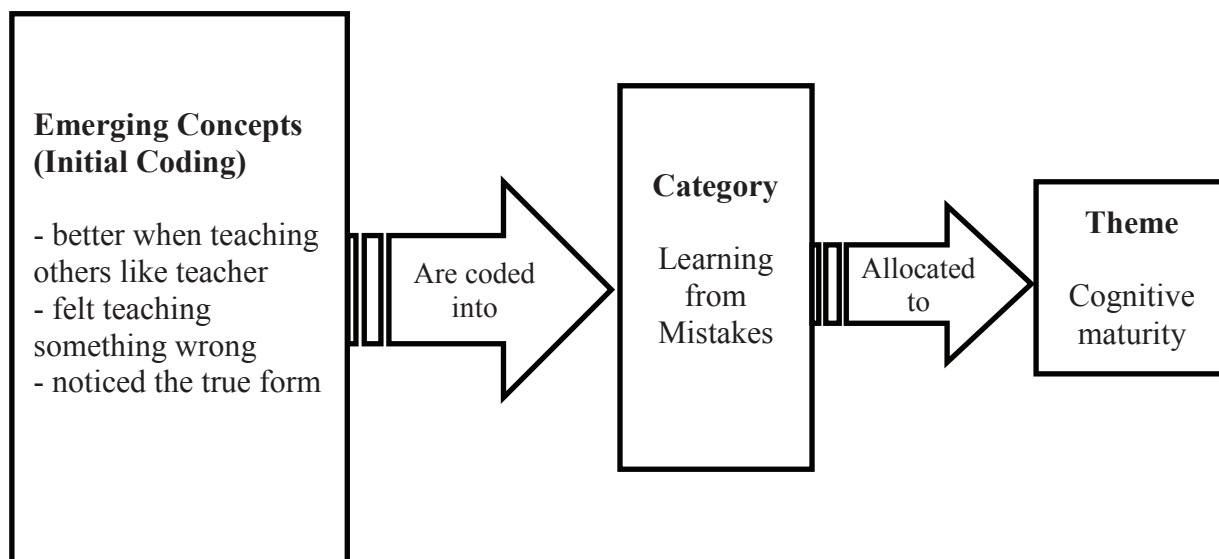


Figure 5. From initial coding to theme (Example entries from the content analysis) Adapted from Cabaroğlu and Rathert (2017, p. 167)

Subsequent to establishing the categories, the categories were clustered into similar categories operationally to fit together into one umbrella term; theme. The whole process of the coding in the content analysis procedure involved testing the codes in an ongoing process of the data analysis by checking whether emerging concepts needed to be coded in separate codes or label into the same codes for preventing too specific codes. By doing so, the researcher had the opportunity to get the interrelatedness of the initial codes into emerging codes which were the categories and consequently the themes for the analytical procedures of the qualitative data.

Text Analysis

The data obtained from the written tasks were qualitative which required to carry out text analysis. In order to calculate syntactic complexity out of this qualitative dataset, the researcher attempted to utilize several software programmes measuring the syntactic complexity of the texts. An online analysis tool was https://www.lex tutor.ca/tools/ex_sent/. Another tool was an application; “TAASSC: Tool for The Automatic Analysis of Syntactic

Sophistication and Complexity” (Kyle, 2016) and compatible to run on IOS software. For a more detailed analysis, the researcher also tried to use “Web-based L2 Syntactical Complexity Analyzer” (Lu, 2010).

The programmes counted both the word and t-unit numbers and provided the ratio of word to t-unit number; mean length of t-units (MLT). The researcher and an independent rater calculated the MLT values of 20 percent of the uploaded texts manually. However, the results were not the same with the raters’ judgment and each tool’s results. Subsequently, the researcher decided to calculate the MLT values manually with the help of an independent rater. The independent rater was experienced on complexity analysis previously and had a study (Rathert, 2015).

The researcher and an independent rater quantified the data in order to run statistical tests on SPSS. The quantifying process involved counting of words and t-units at each sentence. Below are dedicated to explaining the quantifying process.

Hunt (1965, p. 20) defines a t-unit to be a “minimally terminable unit”, and it is “one main clause with all the sub-ordinate clauses attached to it”. This definition has been recognized by other scholars; exactly the same definition in O'Donnell, Griffin, and Norris’ study (1967), similarly in Loban’s study (1976) with “communication unit” (p. 9).

In order to access the syntactic complexity of a text, Wagner, Puranik, Foorman, Foster, Gehron Wilson, Tschinkel and Thatcher Kantor (2011) suggest the common measurement way of gaining Mean Length of T-unit(s) (MLT) by getting the ratio of the total token (word) to t-units (i.e. tokens/t-units). In this regard, Hunt (1965, p. 20) refers this measurement to be “a good index of maturity” in interlanguage development of an L2 user.

In this study, we counted the words on Microsoft Office Word (2011 for Mac) in raw. We did not utilize any tool such as auto correct or auto spelling and grammar in order to protect the originality of the data. Following were the steps we employed by modifying from

O'Donnell, Griffin, and Norris (1967) in word counting process:

- We excluded the repetitive words,

Example: *I can suggest ~~I can suggest~~* (3 words)

(extracted from P7. Pre-Test Written Text)

- We counted contractions as separate words,

Example: *I'm, I'd, He's* (2 words)

(extracted from P5. Post-Test Written Text)

Counting the repeated words increased the MLT values by increasing the rate of t-units and decreasing the number of subordinate clauses. Not only a large number of the students used contractions, but also several students did not use contractions in their passages. In order to be fair among all the passages, it was decided to count contractions like *I'm, I'd, He's* as separate words.

In t-unit calculation, we adapted the procedures of Elley, Barham, Lamb, and Wyllie's (1978, pp. 74-75) which were listed by Hunt (1965) and developed with minor modifications on the light of Mellon's study (1969):

- (1) Each independent clause, in addition to its subordinate clauses and embeddings considered as one T-unit.

Example: *If you go to Gaziantep you should definitely eat 'Baklava' because baklava is a famous dessert.* (1 T-Unit)

(extracted from P7. Delayed-Post-Test Written Text)

- (2) Coordinating conjunctions such as "and", "but", "yet", and "so" were considered as markers which separate adjacent T-units (except for situations in which they separated two subordinate clauses).

Example: *You and your friends can do a lot of things in K.Maraş.* (1 T-Unit)

(extracted from P12. Post-Test Written Text)

(3) A clause was considered as an expression including both a subject, or coordinated subjects, and a finite verb, or coordinated finite verbs.

Example: *You should visit Topkapı Palace / and talk to tourists.* (2 T-Units)

(extracted from P17. Delayed-PostTest Written text)

(4) Sentence fragments formed from exclusion of a single word were regarded as T-units, with the missing word provided.

Example: *If you go to Adana you should definitely eat 'Adana Kebab' which is a famous dish.* (1 T-Unit)

(extracted from P6. Delayed-Post-Test Written Text)

(5) Interjections, parentheses, unintelligible words and sample tags were discarded.

Example: *(İstanbul) you can visit Topkapı Palace, Blue Mosque, Hagia Sophia, Grand Bazaar, Galata Tower and Maiden's Tower. That's all.* (1 T-Unit)

(extracted from P3. Post-Test Written Text)

(6) Minor mistakes were tolerated if the whole statement was intelligible.

Example: *You send a e-mail with me.* (The intended correct version was *You sent an e-mail to me.*)

(extracted from P2. Pre-Test Written Text)

The above are the procedures with sample sentences from participants' own written texts. Although some scholars' views differed from each other, we attempted to establish our own procedures in the aforementioned list. By accessing both the token and t-unit number, the raters were able to access the MLT values and convey the quantified data on SPSS for statistical purposes.

Data Analysis for Research Question 1.

Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?

Pre-test and post-test exam results of the experimental and control group participants were used for answering the first research question. These related exam results were presented via Friedman Test, compared and affirmed via Wilcoxon Signed Test in the students' overall achievement of the grammar themes. Via this research question, the researcher intended to reveal the statistical significant differences between the experimental group, who followed form focused instruction, and the control group, who followed coursebook related instruction in performing the target grammar forms. To analyse the data, the descriptive values were calculated. In addition, to refer any statistically significant difference between the pre-test and post-test results, the researcher used Wilcoxon Signed Rank Test (SPSS v.22 for Mac) in order to reveal which group performed better in each grammar theme and item.

Data Analysis for Research Question 2.

Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?

Following a similar data analysis procedure to that of the first research question, the researcher attempted to compare the performances of the participants with the post-test and delayed-post test results of the proficiency/diagnosis test. This kind of comparison allowed the researcher to investigate the long-term retention of the target grammar themes in both experimental and control group. To analyse the data, the descriptive values of mean and standard deviation values were evaluated in addition to comparing the post-test and delayed-post test results via Friedman Test and Wilcoxon Signed Rank Test (SPSS v.22 for Mac) in terms of each group's performance on the tests.

Data Analysis for Research Question 3.

Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?

3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

3.b. Is there any statistically relationship between the students' second language writing development and syntactical complexity development in both groups?

Regarding the third question, the researcher attempted to focus on the written performance of the participants in both groups. The data were collected via writing tasks added to the end of the each test (pre, post, delayed). As there were 20 students in each group, and each group took the test three times, the number of the written products was 120. In an effort to answer the third research question, the researcher used two raters' assessment of overall scores on the written productions of the students. One of the raters was the researcher and another was a PhD candidate in ELT. The raters followed a scoring rubric of Şahan (2018) in order to assess each student's written production in terms of the obtained overall score. The rubric offers a top score of 10.

The raters followed a number of procedures to assess all the written products. It is high of importance to note that the raters gained experience on utilizing the rubric in the piloting phase; however, as time passed the raters needed to establish rating conventions. Firstly, the raters chose 20 written products randomly and assessed the same products. Next, they had a small meeting to follow a think aloud protocol to discuss on their scoring results. After that, they maintained the scoring process and compared each other's scores over all the written products of the students in both groups. Subsequent to this process, the interrater

reliability of the raters' scoring of each test was calculated via Cronbach's Alpha as Peacock (1997) suggests to use this analysis in calculating interrater reliability. The Cronbach's Alpha test revealed over 90% agreement between the scorers indicating $\alpha = .97$ at Pre-Test, $\alpha = .98$ at Post-Test and $\alpha = .99$ at Delayed-Post-Test statistical evaluation. Brown, Glasswell and Harland (2004, p. 107) point out that "A high coefficient indicates that raters gave high and low scores in a similar pattern across a body of commonly rated events or performances" and also quote Shavelson and Webb (1991) on the following words: "Coefficient values exceeding .80 are accepted as robust indication that judges are rating a common construct". Finally, the average between the two scores was calculated in order to run the data on SPSS. The data were then analysed through Wilcoxon Signed Rank Test in order to compare the groups.

In order to understand to what extent the participants produced complex sentences, a sub-question; 3a, was asked and mean lengths of t-units (MLT) of each writing product were analysed. To access MLT values, the researcher and an independent rater, who studied t-unit calculation already (Rathert, 2015), calculated the t-units and the interrater reliability between the two raters was detected over %90 with α value of .92.

Subsequent to identifying the t-unit values, the researcher followed Ellis' (2012) suggestion to depict syntactic complexity values by revealing mean length of t-units through getting the ratio of token number to t-units. The researcher analysed the three sets of data (pre-post, delayed-post) through Wilcoxon Signed Rank Test (SPSS v.22 for Mac).

In order to find any correlation between the participants' overall performance on the writing skill and linguistic development in terms of syntactic complexity, the research question 3b was posed. The researcher correlated the overall scorings obtained from research question 3 to the complexity values obtained from 3a. This way, research question 3b was answered through correlation analysis on SPSS (v.22 for Mac).

Data Analysis for Research Question 4.

What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

For answering these questions, the researcher analyzed the data obtained from learners' journals, which were written in the light of the self-reflective uptake sheets, and semi-structured interviews as the perceptions of the students. Content analysis was conducted on the data extracted from the learner journals and from semi-structured interviews with one other independent rater. The content analysis process was initiated by examining 20 learner journals and 3 transcriptions of semi-structured interviews from the data available from the piloting phase. By doing so, the interraters believed to gain experience and they established conventions in order to follow for the data analysis of the learner journals and semi-structured interviews related to the main study. They firstly analysed 20 randomly chosen but the same learner journals and 3 transcriptions of semi-structured interviews and had a meeting in order for encoding the data under categories and the relevant themes. Ultimately, all the relevant data went under the same data analysis process by following the conceptual framework of Saldana (2009). While answering this question, sample extracts from both the participants' journals and their views in the semi-structured interviews will be presented in the findings section. In order to present the related sample views of the students from both learner journals and semi-structured interviews, the researcher and the interrater translated them from Turkish into English. The sample views of the students will be presented under each related category and theme.

Data Analysis for Research Question 5.

What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

To answer the fifth research question, the researcher had collaborated with two independent raters to code the data for content analysis of the teacher journals. The interraters were two Assistant Professors of ELT working at a state university and applied content analysis in their PhD Dissertations already. The researcher sent the teacher journals to the interraters and waited for 2 weeks to obtain their content analysis results. During this waiting period, the researcher established the categories and themes of the teacher journals for his comprehensive understanding of the content with a view to discuss and come to an agreement with the outside raters on developing the related concepts. After the outside raters had a mutual agreement on the concepts, the researcher had a conference call with them to come to a final agreement on conceptualizing the categories and themes for the purposes of presentation the data in the finding chapter.

Summary

In this chapter, the research design with the related research questions and the instrumentation with the analysis tools were displayed and the relevant information regarding the given treatment and the data analysis methods were detailed. In addition, necessary concepts were defined with a view to establishing rationale of this study.

Chapter III: Findings

Introduction

This chapter presents the findings of the study. The data collected through pre-, post-, delayed-post tests, self-reflective uptake sheets driven learner journals, semi-structured interviews and teacher journals were investigated in order to answer the research questions of the study.

Objectives and Research Questions

The main purpose of this study is to examine the effect of form focused instruction on the students' overall development in their L2 English and make a comparison to other students who were not exposed to form focused instruction. In addition, this study aims to explore the effect of form focused instruction on the students' written interlanguage development. This study also employs an objective of evaluating the effect of form focused instruction in terms of retention of the linguistic competence and performance through the overall achievement of the items utilized in the tests. Another objective of the study is to investigate both the students' and teacher's perceptions towards being involved in form focused instructional interventions. Employing these objectives, these study addresses the following questions.

Research Question 1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?

Research Question 2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?

Research Question 3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?

3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

3.b. Is there any correlation between the students' second language writing development and syntactical complexity development in both groups?

Research Question 4. What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

Research Question 5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

Findings of the Study

Findings of Research Question 1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?

In order to realise any significant difference among the results of the pre-test, post-test and delayed-post-test between the experimental and control groups, a Friedman test was carried out. The results of all the three sets of tests were distributed to the findings of pre-post to research question 1 and post-delayed to research question 2. For an extended view on the ties between the test results, Wilcoxon test was run to reveal follow-up pairwise comparisons. Below are details for Friedman test by comparing the median values of pre-test and post-test results.

Table 11

Friedman Test Results Between Pre-Test and Post-Test

Groups	Tests	<i>n</i>	<i>Min.</i>	<i>Max.</i>	<i>Mdn</i>	<i>p</i>
Experimental	Pre-Test	20	7.00	25.00	17.00	.000
	Post-Test	20	27.00	48.00	36.50	
Control	Pre-Test	20	7.00	26.00	16.50	.000
	Post-Test	20	17.00	36.00	26.50	

As Table 11 shows, a Friedman test was conducted to evaluate the differences in medians between the pre-test ($Mdn = 17.00$) and post-test ($Mdn = 36.50$) for the experimental group. The test was significant at the p level of $p < .01$ and the minimum to maximum values were improved highly. Regarding the results of control group, Table 11 shows that the evaluated differences in medians between the pre-test ($Mdn = 16.50$) and post-test ($Mdn = 26.50$) indicated statistically significant difference with a p -value of .000 in the Friedman test. With the median levels close to each group at the pre-test, it is apparent that the level of students in both groups was similar at the beginning of the study. Subsequent to the provided treatment, Table 11 reveals that the experimental group indicated a higher median level at the post-test results in comparison to that of control group. So, follow-up pairwise comparisons were conducted using a Wilcoxon test. Table below depicts the results.

Table 12

Wilcoxon Test Results of Pre-Test and Post-Test Comparisons within Groups

Groups	Tests	Ties	<i>n</i>	\bar{X} Rank	Sum of Ranks	<i>Z</i>	<i>p</i>
Experimental	Pre-Post	Negative Ranks	0	.00	.00	-3.92*	.000
		Positive Ranks	20	10.50	210.00		
		Ties	0				
		Total	20				
Control	Pre-Post	Negative Ranks	1	1.00	1.00	-3.88*	.000
		Positive Ranks	19	11.00	209.00		
		Ties	0				
		Total	20				

*Based on the negative ranks

Table 12 illustrates the comparisons of paired pre-post tests within each group. The Wilcoxon test confirmed the results of Friedman test. Table 12 reveals that the students in each group performed with statistically high significant differences ($p < .01$). The Wilcoxon test indicated a lower Z -value of -3.92 in the experimental group than the control group ($Z = -3.88$). Therefore, Table 12 indicates that the participants in the experimental group may seem to perform better than those in the control group. In order to depict the differences between groups, Table 13 displays the results below.

Table 13

Wilcoxon Test Results of Pre-Test and Post-Test Comparisons between Groups

Test	Ties	n	\bar{X} Rank	Sum of Ranks	Z	p
Pre-Post	Negative Ranks	1	1.00	1.00	-5.50*	.000
	Positive Ranks	39	21.00	819.00		
	Ties	0				
	Total	40				

*Based on the negative ranks

Table 13 shows that the Wilcoxon test compares the results of pre-post comparison between the experimental and control groups with a total number of 40 informants. Table 13 reveals that the elicited p -value is statistically significant, $p < .01$, between the participants' performances on pre-post comparison. The Z concern is evaluated low ($Z = -5.50$) as the negative rank was only 1. It is apparent that the evaluated statistically significant difference on Table 13 based on the evaluated significant difference on Table 12 reveals that the participants in the experimental group may have outperformed those in the control group. In order to depict the cases in which the experimental group outperformed the control group in pairwise comparison of pre-post test, below are dedicated to providing statistical results on item based Wilcoxon test results between the groups.

As for the tests implemented in order to gather data measuring students' development in time pertaining to the first two research questions of the study, the tests consisted of three parts including 18 items at each part. In each part, the proficiency of students on six different

grammar areas was measured. For a clearer understanding of the grammatical themes included in each sub-test of the pre- and post-tests, please see Table 5 '*The Overall Distribution of the Test Items*' illustrated in the previous chapter.

Table 14 illustrates the use of each grammar theme with the pre-and-post-tests examining each theme in three different test categories. Table 14 reveals 44 statistically significant differences observed via running Wilcoxon Signed Ranks Test. 14 of them are observed between the pre-and-post-test of the control group, while 30 are between the pre-and-post-test of the experimental group. Most differences are found in the grammar area of Preposition of Time (5 in the control group/8 in the experimental group), followed by Adjectives of Manner (ending with -ed/-ing) (2/6), Comparatives and Superlatives (3/4), Infinitives, Gerunds (3/3), Stative Verbs (0/5), and Compounds of some, any and no (1/4). This order may indicate that the target forms which evaluated more cases with significant differences than the other target forms seem to be more amenable to FFI in terms of instant impact over the treatment. However, there remains several cases; namely, Item 5 ($p = .035$), Item 25 ($p = .012$) Item 39 ($p = .034$), and Item 44 ($p = .020$), in which significant differences were observed in the control group but not in the experimental group. This evidence may be associated to the learning effect that the students in the control group experienced in their learning process of English under traditional lecturing method in the institution. Below is dedicated to dwelling on the statistical results in an order of grammatical themes in Table 14.

Table 14

Descriptive and Wilcoxon Test Results of Pre- and Post-Tests Regarding Control and Experimental Groups

Theme	Catg.	Item	Control Group (<i>n</i> = 20)					Experimental Group (<i>n</i> = 20)				
			Pre		Post		<i>p</i>	Pre		Post		<i>p</i>
			\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>
Basic	MCT	1	0.20	0.41	0.30	0.47	.414	0.30	0.47	0.25	0.44	.564
Infinitives and Gerunds	MCT	2	0.15	0.37	0.25	0.44	.414	0.05	0.22	0.15	0.37	.157
	MCT	3	0.40	0.50	0.45	0.51	.655	0.20	0.41	0.60	0.50	.011
	GJT	19	0.30	0.47	0.85	0.37	.005	0.15	0.37	0.95	0.22	.000
	GJT	20	0.30	0.73	0.25	0.55	.679	0.40	0.75	0.45	0.51	.920
	GJT	21	0.40	0.82	0.25	0.55	.386	0.60	0.94	0.95	0.83	.070
	PT	37	0.45	0.51	0.55	0.51	.414	0.45	0.51	0.75	0.44	.058
	PT	38	0.35	0.49	0.70	0.47	.020	0.40	0.50	0.80	0.41	.011
	PT	39	0.30	0.47	0.60	0.50	.034	0.25	0.44	0.60	0.50	.052
	Prepositions of Time	MCT	4	0.40	0.50	0.75	0.44	.035	0.55	0.51	0.95	0.22
MCT		5	0.15	0.37	0.50	0.51	.035	0.10	0.31	0.30	0.47	.102
MCT		6	0.40	0.50	0.60	0.50	.248	0.55	0.51	0.95	0.22	.011
GJT		22	0.45	0.51	0.55	0.51	.564	0.30	0.47	0.80	0.41	.012
GJT		23	0.50	0.83	0.90	0.64	.083	0.55	0.89	1.10	0.55	.045
GJT		24	0.20	0.41	0.60	0.50	.011	0.30	0.47	0.75	0.44	.013
PT		40	0.15	0.37	0.70	0.47	.001	0.20	0.41	0.85	0.37	.000
PT		41	0.25	0.44	0.50	0.51	.059	0.15	0.37	0.50	0.51	.020
PT		42	0.05	0.22	0.35	0.49	.034	0.10	0.31	0.55	0.51	.003
Comparatives and Superlatives	MCT	7	0.40	0.5	0.55	0.51	.366	0.15	0.37	0.95	0.22	.000
	MCT	8	0.35	0.49	0.70	0.47	.052	0.20	0.41	0.95	0.22	.000
	MCT	9	0.30	0.47	0.70	0.47	.033	0.40	0.50	0.90	0.31	.002
	GJT	25	0.35	0.75	0.90	0.55	.012	0.60	0.75	0.65	0.59	.739
	GJT	26	0.15	0.37	0.35	0.49	.206	0.75	0.72	0.85	0.49	.593
	GJT	27	0.40	0.5	0.50	0.51	.527	0.20	0.41	0.50	0.51	.034
	PT	43	0.90	0.31	0.75	0.44	.180	0.70	0.47	0.85	0.37	.317
	PT	44	0.15	0.37	0.50	0.51	.020	0.20	0.41	0.50	0.51	.058
	PT	45	0.35	0.49	0.60	0.50	.096	0.50	0.51	0.75	0.44	.059
Adjectives of Manner (ending with –ed/-ing)	MCT	10	0.30	0.47	0.55	0.51	.059	0.35	0.49	0.70	0.47	.020
	MCT	11	0.10	0.31	0.65	0.49	.002	0.05	0.22	0.70	0.47	.000
	MCT	12	0.30	0.47	0.35	0.49	.705	0.20	0.41	0.70	0.47	.008
	GJT	28	0.30	0.73	0.35	0.75	.928	0.45	0.83	0.90	0.85	.146
	GJT	29	0.25	0.64	0.55	0.83	.301	0.35	0.75	0.75	0.64	.109
	GJT	30	0.25	0.64	0.25	0.55	.931	0.55	0.89	0.90	0.72	.088
	PT	46	0.05	0.22	0.20	0.41	.083	0.00	0.00	0.30	0.47	.014
	PT	47	0.20	0.41	0.50	0.51	.034	0.15	0.37	0.60	0.50	.007
	PT	48	0.00	0.00	0.15	0.37	.083	0.10	0.31	0.30	0.47	.046
Compounds of Some, Any, No	MCT	13	0.20	0.41	0.35	0.49	.180	0.40	0.50	0.30	0.47	.480
	MCT	14	0.20	0.41	0.50	0.51	.109	0.20	0.41	0.65	0.49	.007
	MCT	15	0.50	0.51	0.75	0.44	.059	0.45	0.51	0.80	0.41	.020
	GJT	31	0.40	0.82	0.60	0.88	.636	0.20	0.52	0.35	0.67	.317
	GJT	32	0.35	0.75	0.55	0.51	.285	0.40	0.82	0.75	0.64	.152
	GJT	33	0.50	0.89	0.50	0.76	.829	0.35	0.75	0.75	0.79	.070
	PT	49	0.35	0.49	0.85	0.37	.004	0.20	0.41	0.90	0.31	.000
	PT	50	0.45	0.51	0.70	0.47	.096	0.30	0.47	1.00	0.00	.000
	PT	51	0.10	0.31	0.20	0.41	.414	0.05	0.22	0.25	0.44	.102

Continuation of Table 14

Theme	Catg.	Item	Control Group (<i>n</i> = 20)					Experimental Group (<i>n</i> = 20)				
			Pre		Post		<i>p</i>	Pre		Post		<i>p</i>
			\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>
Stative Verbs	MCT	16	0.25	0.44	0.30	0.47	.655	0.15	0.37	0.45	0.51	.058
	MCT	17	0.15	0.37	0.25	0.44	.414	0.20	0.41	0.40	0.50	.157
	MCT	18	0.30	0.47	0.45	0.51	.317	0.35	0.49	0.25	0.44	.414
	GJT	34	0.78	0.88	0.80	0.83	.773	0.65	0.75	0.9	0.72	.225
	GJT	35	0.35	0.49	0.55	0.51	.206	0.20	0.41	0.6	0.50	.011
	GJT	36	0.50	0.89	0.65	0.75	.454	0.40	0.82	1.15	0.75	.016
	PT	52	0.00	0.00	0.10	0.31	.157	0.00	0.00	0.4	0.50	.005
	PT	53	0.05	0.22	0.10	0.31	.564	0.05	0.22	0.4	0.50	.008
	PT	54	0.45	0.51	0.55	0.51	.527	0.35	0.49	0.8	0.41	.007

**p* represents the Wilcoxon test asymptotic significance value ($p \leq .050$)

**Catg.: Category, MCT: Multiple Choice Test, GJT: Grammaticality Judgment Test, PT: Production Test

Regarding the use of Basic Infinitives and Gerunds within the control group, Table 14 depicts that there are significant differences between the pre-and-post-test results of Item 19 ($p = .005$), Item 38 ($p = .020$) and Item 39 ($p = .034$) within the control group. When the pre-and-post-test results are compared, although the mean values show rise and standard deviation values show decrease with Items 19 (pre $\bar{X} = 0.30 < \text{post } \bar{X} = 0.85$; pre $SD = 0.47 > \text{post } SD = 0.37$) and Item 38 (pre $\bar{X} = 0.35 < \text{post } \bar{X} = 0.70$, pre $SD = 0.49 > \text{post } SD = 0.47$), the mean values show similar increase with Item 39 (pre $\bar{X} = 0.30 < \text{post } \bar{X} = 0.60$) but the standard deviation values show increase (pre $SD = 0.47 < \text{post } SD = 0.50$) which is to do with the lowest significant difference value observed among the three items in concern. Regarding the experimental group, Table 14 represents higher degree of significant differences observed in both groups. It is detected that Item 19 ($p = .000$) and Item 38 ($p = .011$) employ higher *p*-values in the experimental group than the same items in the control group (Item 18: $p = .005$, Item 38: $p = .020$). In addition, Item 3 employs significant difference with a *p*-value of .011. Briefly, regarding the participants' performance on the grammar theme of Basic Infinitives and Gerunds, the results show that both groups did perform better after they got the treatment.

Considering the performances of the participants from the two groups in both pre-and-post-tests on the use of Prepositions of Time, Table 14 reveals that experimental group employs more cases in which significant differences were observed between the pre-and-post-

test results than the control group. The overlapping items; Item: 4, 24, 40 and 42, include significant differences in both groups. Item 4 employs a p -value of .035 in the control group, and p -value of 0.11 in the experimental group. Regarding Item 24, it employs p -value of 0.11 in the control group, and p -value of .013 in the experimental group. As for the Item 40, the statistical analysis reveals p -value of .001 in the control group, and p -value of .000 in the experimental group. The last overlapped item is Item 42 with a p -value of .034 in the control group and p -value of .003 in the experimental group. Other than the aforementioned overlapped items, Item 5 shows significant difference between the pre-and-post-test results in the control group with a p -value of .035. The high number of overlapped items as evaluated above may indicate that the students in both groups were endeavoured by the language learning process. Table 14 depicts four other cases than the overlapped items within the experimental group. To illustrate, Item 6 employs p -value of .011, Item 22 yields p -value of .012, Item 23 exerts a p -value of .045, and Item 41 exhibits a p -value of .020. These superior four cases may indicate that Prepositions of Time would be found to be more amenable to form focused instruction than traditional lecture method used in the institution.

With respect to the performances of participants in both groups measured through the pre-and-post-tests on Comparatives and Superlatives, Table 14 reveals that the Wilcoxon Signed Ranks Test manifested higher number of significant differences in the experimental group than the control group. Regarding the items employing p -values lower than .050, Table 14 reveals Item 7 ($p = .000$) and Item 8 ($p = .000$) with statistically very high significant difference p -values; Item 9 ($p = .002$) with a relatively very high significant difference p -value, and Item 27 ($p = 0.34$) with significant difference p -value in the experimental group. Table 14 shows three cases which employ statistically significant differences with Item 9 ($p = .033$), Item 25 ($p = .012$) and Item 44 ($p = .020$) in the control group. As the number of significant differences observes within the experimental group is higher than the control

group, it may seem to indicate that form focused instruction facilitated learning Comparatives and Superlatives in the experimental group.

Based on the participants' achievement in both groups measured through the pre-and-post-tests on Adjectives of Manner (ending with *-ed/-ing*), Table 14 reveals 8 cases (2 within control, 6 within experimental group) which employ significant differences between the pre-and-post-test results. Table 14 reveals two cases (Items 11 and 47) in which statistically significant differences were observed in both groups via Wilcoxon Signed Ranks Test. Item 11 yields a high *p*-value of .002 in the control group while a very high *p*-value of .000 in the experimental group. Item 47 employs a moderate *p*-value of .034 in the control group and a high *p*-value of .007 in the experimental group. Apart from the overlapping items (Items 11 and 47), Table 14 reveals other statistically significant differences only in the experimental group with Item 12 (*p* = .008), Item 46 (*p* = .014), Item 10 (*p* = .020), and Item 48 (*p* = .046) respectively. Therefore, the experimental group tripled the cases which were evaluated with statistically significant differences in comparison to the control group. This proportional difference can be associated with the students' apparent performance on discovering Adjectives of Manner (ending with *-ed/-ing*) through form focused instruction.

As to the scores of participants in both groups measured through the pre-and-post-tests on Compounds of Some, Any, No, Table 14 reveals 5 cases (1 within control, 4 within experimental group) which employ statistically significant differences. Table 14 illustrates only one case exhibiting a statistically significant difference; Item 49 (*p* = .004), in the control group. Table 14 displays other 4 cases employing significant differences within the experimental group. In addition to Item 49 (*p* = .000) observed in the control group, three other items; namely, Item 14 (*p* = .007), Item 15 (*p* = .020), and Item 50 (*p* = .000) are explored with significant differences in the experimental group. This may imply that learning

Compounds of Some, Any, No through FFI seem to be susceptible to more access to gain command over language.

Corresponding to the evaluated achievement of participants in both groups measured through the pre-and-post-tests on Stative Verbs, Table 14 reveals 5 cases which employ statistically significant differences. Table 14 reveals no cases which display any significant differences between the pre-and-post-test results within the control group. To illustrate these 5 cases in concern from the highest to the least statistically significant differences between the pre-and-post-test results within the experimental group, Table 14 reveals Item 52 ($p = .005$), Item 54 ($p = .007$), Item 53 ($p = .008$), Item 35 ($p = .011$), and Item 36 ($p = .016$) respectively. The inclusion of Stative Verbs into the given treatment shows that this particular grammar theme might indicate inclination to FFI perspicuously.

Findings of Research Question 2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?

In order to compare the median concerns of the nonparametric dataset utilized in the study, a Friedman test was utilized to depict the results of post-test and delayed-post-test. Below are the Friedman test results for each group of 20 participants.

Table 15

Friedman Test Results between Post-Test and Delayed-Post-Test

Groups	Tests	<i>n</i>	<i>Min.</i>	<i>Max.</i>	<i>Mdn</i>	<i>p</i>
Experimental	Post	20	27.00	48.00	36.50	.346
	Delayed	20	18.00	51.00	37.50	
Control	Post	20	17.00	36.00	26.50	.491
	Delayed	20	13.00	40.00	27.50	

Table 15 shows the evaluated the median scores for each test in both groups. The post-test median value of 36.50 was detected for the experimental group and median value of 26.50 for the control group. Regarding the delayed-post-test median score, a median value of

37.50 was elicited for the experimental group while 27.50 was evaluated for the control group. The median scores in each group improved from post-test to delayed-post-test; however, there was no detected statistically significant difference between the tests in experimental group ($p = .346$) and control group ($p = .491$). To the aim of the research question 2, it may seem to indicate that FFI did not have long lasting effect on the students' language development. Although the Friedman test evaluated no statistically significant difference between the tests in each group, it revealed the p -value higher in the experimental group than the control group. Table 16 below depicts the difference in pairwise comparison of the test in Wilcoxon test.

Table 16

Wilcoxon Test Results of Post-Test and Delayed- Post-Test Comparisons within Groups

Groups	Tests	Ties	n	\bar{X} Rank	Sum of Ranks	Z	p
Experimental	Post-Test	Negative Ranks	8	10.81	86.50	-.343*	.732
		Positive Ranks	11	9.41	103.50		
	Delayed-Test	Ties	1				
	Total	20					
Control	Post-Test	Negative Ranks	7	12.21	85.50	.000	1.00
		Positive Ranks	11	7.77	85.50		
	Delayed-Test	Ties	2				
	Total	20					

*Based on the negative ranks

By cross-checking the results of Friedman test on the Wilcoxon test, Table 16 reveals no statistically significant differences between the test results within the groups. However, the Wilcoxon test confirms the results of Friedman test with higher but not statistically significant difference values at p -level (experimental = .732 < control = 1.00) and Z -level (experimental = -.343 > control = .000). Therefore, it may reveal that the students' general language development may not be amenable either to FFI or traditional lecturing method. However,

regarding the slight difference, a further analysis in order for detecting the effect of the concerning difference between groups, Table 17 displays the Wilcoxon results below.

Table 17

Wilcoxon Test Results of Post-Test and Delayed-Post-Test Comparisons between Groups

Test	Ties	<i>n</i>	\bar{X} Rank	Sum of Ranks	<i>Z</i>	<i>p</i>
Post-Delayed	Negative Ranks	15	22.20	333.00	-.280*	.780
	Positive Ranks	22	16.82	370.00		
	Ties	3				
	Total	40				

*Based on the negative ranks

Wilcoxon test was conducted to evaluate whether the groups outperformed each other with statistically significant differences. The results in Table 17 indicate no statistically significant difference; however, based on the results in Table 16, the difference level without any statistically significant difference may be detected in favor of the experimental group. To provide evidence on this basis, below is dedicated to ensuring Wilcoxon results on each item between post- and delayed-post-test results.

Table 18 displays the results of Wilcoxon Signed Ranks Test examining differences between post-test and delayed-post-test for both groups. Out of all the observed significant differences in 9 cases, only 2 of them were observed within the post-, and delayed-post-test comparisons of control group and the rest 7 were detected within the post-, and delayed-post-test comparisons of experimental group. Table 18 illustrates that these two significant differences revealed within the control group are observed in Comparatives and Superlatives with one case and in Compounds of Some, Any, No with another case. The seven significant differences revealed within the experimental group are displayed mostly in Basic Infinitives and Gerunds with four cases, then enumerated with one case in each grammar themes of Comparatives and Superlatives, Adjectives of Manner (ending with -ed/-ing) and Compounds of Some, Any, No. Considering the performance of participants from two groups in both post-

, and delayed-post-tests on the use of each grammar theme measured through three different sub-tests (MCT, GJT and PT), Table 18 reveals that there are more significant differences between the post-test and delayed-post-test results in the experimental group than the control group.

Table 18

Descriptive and Wilcoxon Test Results of Post- and Delayed-Post Tests regarding Control and Experimental Groups

Theme	Catg.	Item	Control Group (<i>n</i> = 20)					Experimental Group (<i>n</i> = 20)				
			Post		Delayed		<i>p</i>	Post		Delayed		<i>p</i>
			\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>	\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	<i>p</i>
Basic	MCT	1	0.30	0.47	0.35	0.49	.705	0.25	0.44	0.60	0.50	.020
Infinitives and Gerunds	MCT	2	0.25	0.44	0.25	0.44	1.00	0.15	0.37	0.50	0.51	.020
	MCT	3	0.45	0.51	0.45	0.51	1.00	0.60	0.50	0.85	0.37	.096
	GJT	19	0.85	0.37	0.75	0.44	.317	0.95	0.22	0.85	0.37	.317
	GJT	20	0.25	0.55	0.50	0.76	.265	0.45	0.51	0.20	0.41	.025
	GJT	21	0.25	0.55	0.25	0.64	1.00	0.95	0.83	0.40	0.68	.015
	PT	37	0.55	0.51	0.50	0.51	.763	0.75	0.44	0.80	0.41	.655
	PT	38	0.70	0.47	0.60	0.50	.414	0.80	0.41	0.90	0.31	.414
Prepositions of Time	PT	39	0.60	0.50	0.75	0.44	.257	0.60	0.50	0.80	0.41	.206
	MCT	4	0.75	0.44	0.75	0.44	1.00	0.95	0.22	0.90	0.31	.317
	MCT	5	0.50	0.51	0.40	0.50	.414	0.30	0.47	0.30	0.47	1.00
	MCT	6	0.60	0.50	0.65	0.49	.763	0.95	0.22	0.85	0.37	.317
	GJT	22	0.55	0.51	0.50	0.51	.763	0.80	0.41	0.80	0.41	1.00
	GJT	23	0.90	0.64	1.00	0.97	.723	1.10	0.55	0.80	0.70	.166
	GJT	24	0.60	0.50	0.80	0.41	.157	0.75	0.44	0.90	0.31	.257
	PT	40	0.70	0.47	0.50	0.51	.157	0.85	0.37	0.65	0.49	.157
	PT	41	0.50	0.51	0.55	0.51	.739	0.50	0.51	0.65	0.49	.405
	PT	42	0.35	0.49	0.35	0.49	1.00	0.55	0.51	0.70	0.47	.083
Comparatives and Superlatives	MCT	7	0.55	0.51	0.50	0.51	.739	0.95	0.22	1.00	0.00	.317
	MCT	8	0.70	0.47	0.60	0.50	.414	0.95	0.22	0.85	0.37	.317
	MCT	9	0.70	0.47	0.65	0.49	.763	0.90	0.31	0.85	0.37	.655
	GJT	25	0.90	0.55	0.80	0.52	.480	0.65	0.59	0.90	0.45	.166
	GJT	26	0.35	0.49	0.80	0.70	.020	0.85	0.49	0.70	0.47	.317
	GJT	27	0.50	0.51	0.55	0.51	.782	0.50	0.51	0.85	0.37	.020
	PT	43	0.75	0.44	0.80	0.41	.655	0.85	0.37	0.75	0.44	.317
	PT	44	0.50	0.51	0.40	0.50	.527	0.50	0.51	0.65	0.49	.257
Adjectives of Manner (ending with –ed/-ing)	PT	45	0.60	0.50	0.50	0.51	.480	0.75	0.44	0.70	0.47	.705
	MCT	10	0.55	0.51	0.25	0.44	.058	0.70	0.47	0.70	0.47	1.00
	MCT	11	0.65	0.49	0.55	0.51	.414	0.70	0.47	0.65	0.49	.655
	MCT	12	0.35	0.49	0.35	0.49	1.00	0.70	0.47	0.65	0.49	.655
	GJT	28	0.35	0.75	0.25	0.55	.566	0.90	0.85	0.65	0.59	.273
	GJT	29	0.55	0.83	0.35	0.59	.297	0.75	0.64	0.40	0.50	.070
	GJT	30	0.25	0.55	0.75	0.85	.066	0.90	0.72	0.75	0.64	.470
	PT	46	0.20	0.41	0.25	0.44	.739	0.30	0.47	0.40	0.50	.157
	PT	47	0.50	0.51	0.40	0.50	.527	0.60	0.50	0.50	0.51	.527
PT	48	0.15	0.37	0.15	0.37	1.00	0.30	0.47	0.55	0.51	.025	

Continuation of Table 18

Theme	Catg.	Item	Control Group (<i>n</i> = 20)				Experimental Group (<i>n</i> = 20)					
			Post		Delayed		<i>p</i>	Post		Delayed		<i>p</i>
			\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>		\bar{X}	<i>SD</i>	\bar{X}	<i>SD</i>	
Compounds of Some. Any. No	MCT	13	0.35	0.49	0.30	0.47	.705	0.30	0.47	0.40	0.50	.414
	MCT	14	0.50	0.51	0.65	0.49	.317	0.65	0.49	0.60	0.50	.655
	MCT	15	0.75	0.44	0.50	0.51	.166	0.80	0.41	0.75	0.44	.564
	GJT	31	0.60	0.88	0.20	0.52	.046	0.35	0.67	0.40	0.60	.763
	GJT	32	0.55	0.51	0.75	0.79	.356	0.75	0.64	0.70	0.47	.739
	GJT	33	0.50	0.76	0.70	0.92	.541	0.75	0.79	0.40	0.60	.100
	PT	49	0.85	0.37	0.75	0.44	.157	0.90	0.31	0.75	0.44	.180
	PT	50	0.70	0.47	0.55	0.51	.317	1.00	0.00	0.70	0.47	.014
Stative Verbs	PT	51	0.20	0.41	0.15	0.37	.705	0.25	0.44	0.30	0.47	.705
	MCT	16	0.30	0.47	0.30	0.47	1.00	0.45	0.51	0.50	0.51	.739
	MCT	17	0.25	0.44	0.35	0.49	.480	0.40	0.50	0.50	0.51	.480
	MCT	18	0.45	0.51	0.50	0.51	.739	0.25	0.44	0.60	0.50	.052
	GJT	34	0.80	0.83	0.60	0.82	.357	0.90	0.72	0.70	0.66	.214
	GJT	35	0.55	0.51	0.60	0.50	.782	0.60	0.50	0.70	0.47	.480
	GJT	36	0.65	0.75	0.75	0.91	.625	1.15	0.75	1.15	0.75	1.00
	PT	52	0.10	0.31	0.10	0.31	1.00	0.40	0.50	0.60	0.50	.157
PT	53	0.10	0.31	0.20	0.41	.317	0.40	0.50	0.60	0.50	.157	
PT	54	0.55	0.51	0.75	0.44	.157	0.80	0.41	0.70	0.47	.414	

**p* represents the Wilcoxon test asymptotic significance value ($p \leq .050$)

**Catg.: Category, MCT: Multiple Choice Test, GJT: Grammaticality Judgment Test, PT: Production Test

Regarding the performance of participants in control and experimental groups measured through the post-and-delayed-post-tests on Basic Infinitives and Gerunds, Table 18 reveals no significant difference within the control group. In addition, Table 18 reveals Items 2, 3 and 21 with no difference with the lowest *p*-value of 1.00 within the control group. Checking the mean and standard deviation of these three items, Table 18 demonstrates that the delayed-post-test results are totally the same with that of the post-test results in two cases (Item 2: post-and-delayed-post $\bar{X} = 0.25$, $SD = 0.44$; Item 3: post-and-delayed-post $SD = 0.51$). Regarding Item 21, the mean values of post-and-delayed-post-tests ($\bar{X} = 0.25$) are the same in both tests, the standard deviation value shows very slight difference in the delayed-post-test (post $SD = 0.55$, delayed-post $SD = 0.64$). This may indicate that the students in the control group did not show either any improvement or decline in their language development proficiency.

As for the experimental group, Table 18 reveals that there are statistically significant differences detected at the $p \leq .050$ level in post-and-delayed-post-test scores of 4 items (Items 1, 2, 20 and 21) in Basic Infinitives and Gerunds. The items 1 and 2 ($p = 0.20$) share a common point of significant rise in the mean values and relatively rise in the standard deviation values [Item 1 (post $\bar{X} = 0.25$, $SD = 0.44$; post-delayed $\bar{X} = 0.60$, $SD = 0.50$); Item 2 (post $\bar{X} = 0.15$, $SD = 0.37$; post-delayed $\bar{X} = 0.50$, $SD = 0.51$)]. In relation to Item 20 ($p = .025$) and Item 21 ($p = .015$), the indicated mean and standard deviation values do not reveal rising difference value despite having statistically significant difference [Item 20 (post $\bar{X} = 0.45$, $SD = 0.51$; post-delayed $\bar{X} = 0.20$, $SD = 0.41$), Item 21 (post $\bar{X} = 0.95$, $SD = 0.83$; post-delayed $\bar{X} = 0.40$, $SD = 0.68$)]. The displayed remarkable degree of dispersion with the Items measured through GJT category is attributed to the assigning of the values ranging from 0 to 2. As mentioned in the Methodology Chapter, the items in the grammaticality test are scored with values from 0 to 2 and the correctness of an item is stick to the label 1, the incorrectness is defined with 0 and partial correctness is determined with 2 (Please see the scoring section in the previous chapter for more information). Hence, the indicated falling within mean scores from 0.45 to 0.20 for Item 20 and from 0.95 to 0.40 for Item 21 is determined to show development within the use of Basic Infinitives and Gerunds.

However, regarding Prepositions of Time, the performed Wilcoxon non-parametric test between the post-and-delayed-post-test results do not indicate any statistically significant difference either in the control or in the experimental group. Except Item 42 [$p = 1.00$ (post and delayed-post $\bar{X} = 0.35$, $SD = 0.49$)] in the control group and Item 5 [$p = 1.00$ (post and delayed-post $\bar{X} = 0.30$, $SD = 0.47$)] in the experimental group, none of the items indicate any mean score lower than 0.50 implying that the participants in both group kept their developed proficiency level without any decrease in time.

Table 18 reveals two cases in which there are statistically significant differences between the post-and-delayed-post-test results on the use of Comparatives and Superlatives in the control and experimental groups. The detected items are Item 26 ($p = .020$) in the control group and Item 27 ($p = .020$) in the experimental group. The difference in the item labels would be associated to the instructional or learners' learning variables in-or-out class in both groups at different perspectives.

Concerning the participants' scores on the use of Adjectives of Manner (ending with –ed/-ing), Table 18 shows only one case in which there is a statistically significant difference at the $p \leq .050$ level between the post-and-delayed-post-test results. The corresponding case; Item 48 [$p = .025$ (post $\bar{X} = 0.30$, $SD = 0.47$; post-delayed $\bar{X} = 0.55$, $SD = 0.51$)], is detected in the experimental group. Apart from this case, there is no significant difference identified within any cases between the post-and-delayed-post-test results in two groups. This may call for the potential impact of FFI on the inclination of such grammar items to FFI but also the need for administering the delayed-post test at a longer period as also evidenced by the following interpretations.

Pertaining to the participants' performance on the use of Compounds of Some, Any, No and Stative Verbs, Table 18 illustrates no statistically significant difference at the $p \leq .050$ level between the post-and-delayed-post-test results on the use of Stative Verbs. However, Table 18 reveals two cases (Item 31 in the control group, Item 50 in the experimental group) employing statistically significant difference at the $p \leq .050$ level between the post-and-delayed-post-test results on the use of Compounds of Some, Any, No. Item 31 with a p -value of .046 in the control group employs post mean score of 0.60 and standard deviation value of 0.88 and indicates development by the falling mean score to 0.20 and standard deviation value of 0.52 in the delayed-post-test results. This decrease is attributed as a positive development from partial correctness to full correctness with the scores assigned to SPSS calculation.

Likewise, Item 50 in the experimental group shows a statistically significant difference with a p -value of .014 lower than .050 and suggests development by employing falling in the mean score from post-test ($\bar{X} = 1.00$, $SD = 0.00$) to delayed-post-test ($\bar{X} = 0.70$, $SD = 0.47$).

Findings of Research Question 3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?

The main objective of establishing this research question was to investigate the overall second language writing development and the syntactical complexity development within the participants' written text. With this reason in mind, the participants' texts produced at Pre-Test, Post-Test and Delayed-Post-Test were analyzed via SPSS v.20 (for Mac) by getting the overall scores and the Mean Length of T-units (MLT). The overall scores were evaluated to answer this particular research question while the MLT values were analysed to answer the sub-question; 3a. The data gathered from the participants' texts were analysed through descriptive statistics in order to depict the mean, standard deviation, minimum and maximum values. In an effort to find out any statistical significant differences, the data were also analysed through Wilcoxon Signed Rank Test to depict pairwise comparisons between pre-test and post-test, post-test and delayed-post-test. Table 19 reveals the scores obtained from the written products of students in three tests both in control and experimental groups. The displayed mean, standard deviation, minimum and maximum values of scores are illustrated in detail with the descriptive frequency values in Appendix P.

Table 19

The Descriptive Overall Scores within Students' L2 Written Productions

Group	Test Result	<i>n</i>	\bar{X}	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
Control	Pre	20	4.35	1.37	2.30	7.10
	Post	20	5.64	1.44	3.10	8.00
	Delayed-Post	20	6.46	1.57	4.20	9.10
Experimental	Pre	20	4.78	1.32	2.45	7.60
	Post	20	6.60	1.46	4.50	9.20
	Delayed-Post	20	7.50	1.41	4.40	9.60

Table 19 illustrates that twenty participants in each group took the three tests. Out of a full score of 10.00, both the mean and standard deviation values were similar at the beginning of the study in both groups as shown in pre-test results (Control Pre $\bar{X} = 4.35$, $SD = 1.37$; Experimental Pre $\bar{X} = 4.78$, $SD = 1.32$). As indicated by the mean and standard deviation values, both the minimum and maximum values show a similarity in both groups in pre-test results (Control $Min. = 2.30$, $Max. = 7.10$; Experimental $Min. = 2.45$, $Max. = 7.60$). The mean values of post-test results show that the participants in the experimental group achieved better scores with a mean value of 6.60 ($SD = 1.46$) than those in the control group yielding a mean score of 5.64 ($SD = 1.44$). So, it can be inferred that the participants in the control group approximated their delayed-post test scores with a mean value of 6.46 ($SD = 1.57$) to that of those participants in the experimental group in the post-test ($\bar{X} = 6.60$). That is, the delayed-post test results of the participants in the experimental group ($\bar{X} = 7.50$, $SD = 1.41$) with a highest score of 9.60 outnumber the delayed-post test scores of the participants in the control group. In addition, the highest score obtained from the delayed-post-test within the control group (9.10) is lower than the highest score obtained from the post-test within the experimental group ($\bar{X} = 9.20$). Table 19 briefly reveals that the participants in both groups showed development in their second language written skills over time in all measures;

however, the participants in the experimental group showed much more development in all measures in comparison to that of the participants in the control group. This rise is also illustrated with Figure 6 below.

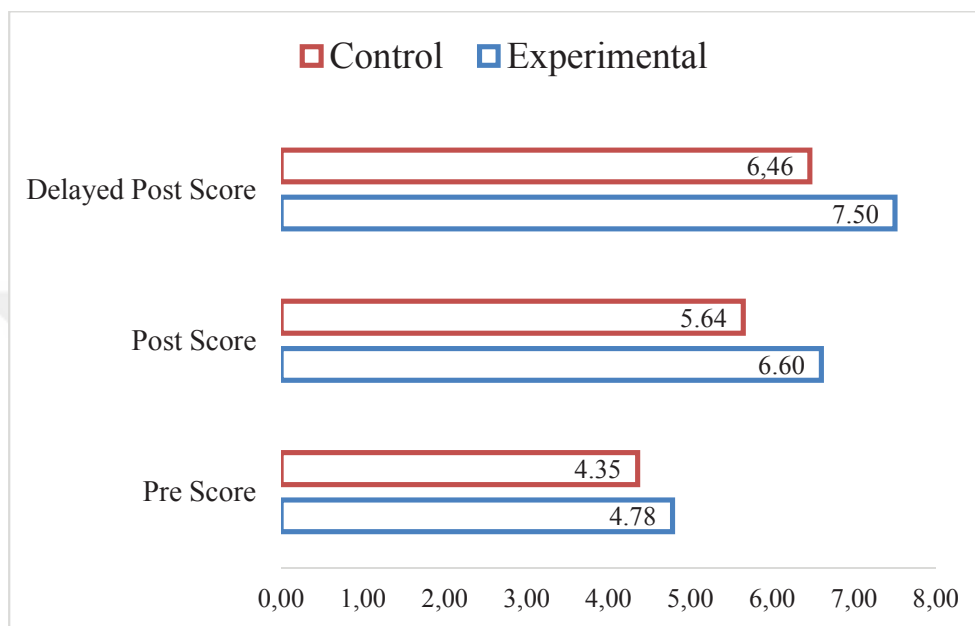


Figure 6. Comparison of averages of scores.

Figure 6 displays the mean scores of pre-, post, and delayed-post test results. Figure 6 reveals that the mean scores in the pre-test scores are close to each other. Taking this close relationship and the development towards post- and delayed-post test results, Figure 6 puts forward a clear picture of more development performed by the participants in the experimental group than the participants in the control group in each test. This implies the fact that the participants who were subject to FFI may have superiority over those in the control group in terms of L2 written interlanguage development. However, regarding the statistically significant differences as illustrated with Table 20 below, the superiority is less clear. Table 20 below represents the results of Wilcoxon Signed Ranks Test in order to detect, if any, significant differences are explored between pre-and post-test results and post-and delayed-post-test results.

Table 20

Pairwise Comparisons of Pre-Test – Post-Test and Post-Test – Delayed-Post-Test Scores

Groups	Pair		<i>n</i>	\bar{X} Rank	Sum of Ranks	<i>Z</i>	<i>p</i>
Control	post score – pre score	Negative Ranks	1	5.50	5.50	-3.606 ^a	.000
		Positive Ranks	18	10.25	184.50		
		Ties	1				
		Total	20				
Control	delayed score – post score	Negative Ranks	6	6.75	40.50	-2.409 ^a	.016
		Positive Ranks	14	12.11	169.50		
		Ties	0				
		Total	20				
Experimental	post score – pre score	Negative Ranks	0	0.00	0.00	-3.920 ^a	.000
		Positive Ranks	20	10.50	210.00		
		Ties	0				
		Total	20				
Experimental	delayed score – post score	Negative Ranks	4	3.13	12.50	-3.455 ^a	.001
		Positive Ranks	16	12.34	197.50		
		Ties	0				
		Total	20				

a. Based on negative ranks.

Table 20 reveals that there are statistically significant differences between the pre-post, and post-delayed-post scores of participants in both groups. According to Table 20, the very high statistically significant difference with a *p*-value of .000 is detected between the pre-and post scores in both groups with *Z*-value of -3.606 in the control group and *Z*-value of -3.920 in the experimental group. The lower *Z*-value pointed in the control group is due to the one detected negative rank and tie value which in turn cost for a sum of ranks value of 184.50 in the positive ranks within the control group. However, the experimental group employs a sum of ranks value of 210.00 in the positive ranks without any negative rank or tie within the

group. It may reveal that the experimental group may indicate more success on achieving writing than the control group.

Concerning the pairwise comparisons of post and delayed-post scores within the control and experimental groups, Table 20 reveals statistically higher significant difference within the experimental group ($p = .001$, $Z = -3.455$), while the significant difference at the cut off p -value between .050 and .10 is displayed within the control group ($p = .016$, $Z = -2.409$). According to Table 20 with respect to the higher significant difference indicated within the experimental group, the number of negative ranks is lower (Negative Ranks = 4, \bar{X} Rank = 3.13, Sum of Ranks = 12.50) totalling for a sum of ranks value of 197.50 in the positive ranks than that of the control group (Negative Ranks = 6, \bar{X} Rank = 6.75, Sum of Ranks = 40.50) totalling for the sum of ranks value of 169.50. This difference again seem to indicate that the participants in both groups may have developed their writing skill in time but those in the experimental group may have been more prone to maintain the effect of FFI in terms of long lasting effect or developmental process of learning.

To sum up, all these aforementioned findings illustrated with Table 19, Table 20, Figure 6 and Appendix P. reveal a moderately higher amount of improvement in participants' writing skill development in the experimental group than in the control group in all statistical measures. Besides commenting on the mean, standard deviation and Wilcoxon test regarding each group's performance separately, an independent two samples Wilcoxon Signed Test was evaluated with the Table below in order to depict the improvement from pre to post, post to delayed measures between the groups.

Table 21

Wilcoxon Test Results of Post-Test and Delayed-Post-Test Written Scores Between Groups

Test	Ties	N	\bar{X} Rank	Sum of Ranks	Z	p
Pre-Post	Negative Ranks	1	8.50	8,50	-5.325*	.000
	Positive Ranks	38	20.30	771.50		
	Ties	1				
	Total	40				
Post-Delayed	Negative Ranks	10	10.45	104.50	-4.108*	.000
	Positive Ranks	30	23.85	715.50		
	Ties	0				
	Total	40				

*Based on the negative ranks

Table reveals that the Wilcoxon test evaluated the difference between the comparisons of the pre-post ($Z = -5.325, p = .000$) and post-delayed ($Z = -4.108, p = .000$) tests statistically significant, as the $p < .01$. This indicates that the participants, no matter in which group they were in, performed in the latter tests significantly higher than the tests measured formerly. However, the mean values obtained from the post (Experimental $\bar{X} = 6.60$, Control $\bar{X} = 5.64$) and delayed tests seem to reveal that the experimental group did achieve better written scores than the control group (Experimental $\bar{X} = 7.50$, Control $\bar{X} = 6.46$).

Findings of Research Question 3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

Table 22 reveals the complexity values obtained from the written products of students in three tests (Pre-Test, Post-Test and Delayed-Post-Test) both in control and experimental groups. The statistical values show the results of the three tests. In addition, the displayed mean, standard deviation, minimum and maximum values of scores are illustrated in detail with the descriptive frequency values in Appendix P for control group and Appendix Q for experimental group.

Table 22

The Descriptive Syntactical Complexity Results within Students' L2 Written Productions

Group	Test Result	<i>n</i>	\bar{X}	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
Control	Pre	20	5.26	.795	4.30	7.53
	Post	20	6.72	1.57	3.96	9.91
	Delayed-Post	20	7.37	1.52	5.14	9.58
Experimental	Pre	20	7.94	1.64	4.33	10.88
	Post	20	9.42	1.83	6.73	13.09
	Delayed-Post	20	10.09	2.18	6.78	15.15

Table 22 illustrates that twenty participants in each group took the three tests. In these tests, we analysed the written texts in terms of syntactical complexity value by getting the ratio of token number to t-unit which resulted in Mean Length of T-units (MLT). Hence, values illustrated in Table 22 are the MLT results. According to Table 22, the mean value of MLT values in the pre-test are 5.26 (*Min.* = 4.30, *Max.* = 7.53) in the control group and 7.94 (*Min.* = 4.33, *Max.* = 10.88) in the experimental group. This indicates that the participants' performance in both groups in terms of syntactical complexity analysis was not close to each other at the beginning of the study. However, Table 22 depicts that the standard deviation value shows more dispersion within the experimental group (*SD* = 1.64) than the control group (*SD* = .795), which has the lowest standard value among all the tests. Table 22 reveals increase in mean values from the pre-test results to post-test results in both groups. To illustrate, the mean value observed in the control group is 6.72 in the post-test results (*SD* = 1.57) yet with a minimum MLT score of 3.96 which shows a decrease and maximum value of 9.91 which shows improvement in comparison to pre-test results. Regarding the experimental group, the mean value is detected as 7.94 (*SD* = 1.64) with improvement both in the minimum (6.73) and maximum (13.09) values in comparison to that of the participants' pre-test results. Table 22 also displays rise in the delayed post test results all measures among all the

participants in both groups that the mean value is 7.37 ($SD = 1.52$, $Min. = 5.14$, $Max. = 9.58$) in the control group and the mean value is 10.09 ($SD = 2.18$, $Min. = 6.78$, $Max. = 15.15$) catering for the highest mean, standard deviation, minimum and maximum scores in all measures in the experimental group. Table 21 briefly reveals development in both groups particularly with a very slight more development in the experimental group. This rise in development of syntactic complexity is attempted to be illustrated with Figure 7 below.

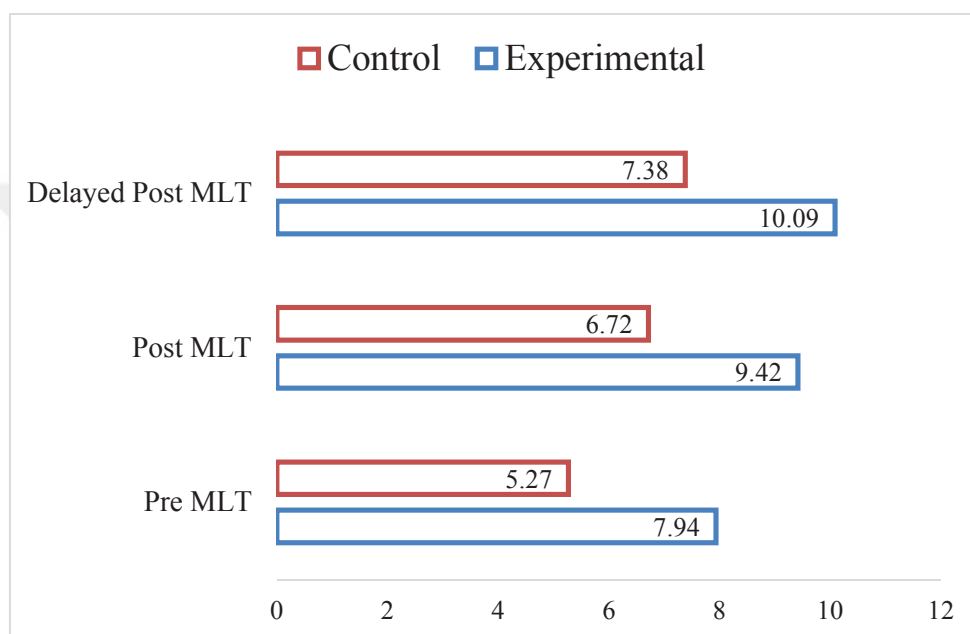


Figure 7. Comparison of mean length of t-units.

According to Figure 7, it is clearly depicted that the participants in the experimental group seemed to perform with slightly better syntactic complexity results than those in the control group in time. However, the performance of the participants in the experimental group does not imply any apparent superiority over the control group. Figure 7 shows the Pre MLT results of which the mean values of MLT scores differ from each other at the beginning (Control Pre MLT = 5.27, Experimental Pre MLT = 7.94). However, the change in the Post MLT is explored slightly more in the experimental group than that of the control group (Control Post MLT = 6.72, Experimental Post MLT = 9.42). Figure 7 reveals that there is a gradual development with the delayed-post test MLT scores in both groups (Control Delayed

Post MLT = 7.38, Experimental Delayed Post MLT = 10.09). Taken into account the students' syntactical complexity development over time by depicting the difference between the pre-test and delayed-post-test scores, it is apparent from the figure that the participants in the experimental group slightly outperformed ($10.09 - 7.94 = 2.15$) the participants in the control group ($7.38 - 5.27 = 2.11$). In order to gain more detailed insights with statistical analysis on these differences between the depicted increases from pre- to post- and post- to delayed-post-test MLT scores, Table 23 illustrates the pairwise comparisons between pre-test – post-test and post-test – delayed-post-test MLT values.

Table 23

Pairwise Comparisons of Pre-Test – Post-Test and Post-Test – Delayed-Post-Test MLT values

Groups	Pair		<i>N</i>	\bar{X} Rank	Sum of Ranks	<i>Z</i>	<i>p</i>
Control	post MLT – pre MLT	Negative Ranks	4	5.50	22.00	-3.099 ^a	.002
		Positive Ranks	16	11.75	188.00		
		Ties	0				
		Total	20				
Control	delayed MLT – post MLT	Negative Ranks	6	9.75	58.50	-1.736 ^a	.083
		Positive Ranks	14	10.82	151.50		
		Ties	0				
		Total	20				
Experimental	post MLT – pre MLT	Negative Ranks	4	8.25	33.00	-2.688 ^a	.007
		Positive Ranks	16	11.06	177.00		
		Ties	0				
		Total	20				
Experimental	delayed MLT – post MLT	Negative Ranks	6	9.58	57.50	-1.774 ^a	.076
		Positive Ranks	14	10.89	152.50		
		Ties	0				
		Total	20				

a. Based on negative ranks.

Table 23 illustrates a remarkable degree of dispersion in terms of the improvement rates of MLT values observed between pre-test – post-test and post-test – delayed-post-test measures in both groups. Table 23 reveals this concerning dispersion with statistically significant difference between the pre- and post-test results in the control group ($p = .002$, $Z = -3.099$) and in the experimental group ($p = .007$, $Z = -2.688$). Pertaining to these p and Z values, the participants in both the control group (positive rank = 188.00) performed slightly better than those in the experimental group (positive rank = 177.00). This is in contradictory to that of the results gained from mean values depicted in Table 22 that the participants in the experimental group could not outperform those in the control group neither in post-test or delayed-post-test measures. Table 23 illustrates a remarkable degree but not statistically significant difference of improvement rates of MLT values between the post and delayed results in both the control group ($p = .083$, $Z = -1.736$) and the experimental group ($p = .076$, $Z = -1.774$). As it is clear from the p -values and Z values, the participants in the experimental group did slightly better with a cumulative rate of positive ranks (152.50) than those in the control group (151.50) yet not employing any statistically difference values.

To sum up, all these aforementioned findings illustrated with Table 22, Table 23, Figure 7 and Appendices P and Q reveal that a considerable amount of improvement in participants' producing syntactically complex written texts was detected with statistically significant differences between pre-test and post-test MLT values and without any statistically significant differences between the post-test and delayed-post-test MLT values in both groups. Besides that, an independent two samples related Wilcoxon test was run in order to depict which group performed better in terms of syntactical complexity improvement from pre to post and post to delayed tests. The results are illustrated below with Table 24.

Table 24

Wilcoxon Test Results of Post-Test and Delayed-Post-Test Written MLT values Between Groups

Test	Ties	<i>N</i>	\bar{X} Rank	Sum of Ranks	<i>Z</i>	<i>p</i>
Pre-Post	Negative Ranks	8	13.75	110.00	-4.032*	.000
	Positive Ranks	32	22.19	710.00		
	Ties	0				
	Total	40				
Post-Delayed	Negative Ranks	12	19.46	233.50	-2.372*	.018
	Positive Ranks	28	20.95	586.50		
	Ties	0				
	Total	40				

*Based on the negative ranks

As seen in Table 24, the *p*-value between the groups, $p < .50$, indicates that there is a statistically difference between the pre-post and post-delayed comparisons. The elicited *p*-value, .000, regarding the pre-post comparison indicates a higher statistically significant difference than the *p*-value, .018, on the post-delayed comparison. This indicates that the participants did perform better within the short period of time than with the delayed tests. However, although the mean values in Table 22 illustrates a very slight better performance of the experimental group over the control group, the Wilcoxon test results displayed in Table 23 hinders us to make such a claim. Therefore, regarding the participants' performance in terms of syntactical complexity it will suffice to say that the analyses may seem to indicate that both groups showed augmentation but not establish any superiority over each other.

Findings of Research Question 3.b. Is there any correlation between the students' second language writing development and syntactical complexity development in both groups?

This question seeks answers to gain insights on the correlation between overall scores and syntactical complexity values over the examined written texts before the study with pre-test, after the study with post-test and long after the study with delayed-post test. In an attempt

to answer the question 3b, the findings of this question compare both the statistical overall writing scores shown in the findings of the research question 3 and statistical results of syntactical complexity values shown in the findings of research question 3a. The correlation between the pre-test written scores and pre-test syntactical complexity values (i.e. MLT values) were analysed on Spearman's Rho Correlation analysis and illustrated with Table 25 below.

Table 25

Spearman's Rho Correlation Analysis between Pre-Test Scores and MLT Values

			Pre-Test Score	Pre-Test MLT
Spearman's rho	Pre-Test Score	Correlation Coefficient	1.00	.133
		Sig. (2-tailed)		.414
		N	40	40
	Pre-Test MLT	Correlation Coefficient	.133	1.00
		Sig. (2-tailed)	.414	
		N	40	40

Table 25 reveals that there is small positive correlation ($r = .133$) between the pre-test scores and pre-test MLT values and no statistical significant difference is observed between the measures as the corresponding p -value is higher than .50 ($p = .414$). This indicates that the participants' performance at the beginning of the study yielded a weak relationship in positive direction between the scores they gained and the MLT values their texts were assigned. In order to evaluate the participants' performance subsequent to the treatment, Table 26 below displays the correlation between the post-test written scores and post-test syntactical complexity values (i.e. MLT values).

Table 26

Spearman's Rho Correlation Analysis between Post-Test Scores and MLT Values

			Post-Test Score	Post-Test MLT
Spearman's rho	Post-Test Score	Correlation Coefficient	1.00	.490**
		Sig. (2-tailed)		.001
		N	40	40
	Post-Test MLT	Correlation Coefficient	.490**	1.00
		Sig. (2-tailed)	.001	
		N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Table 26 reveals that there is a medium positive correlation ($r = .490$) between the post score and post MLT values but a high degree of statistical significant difference between the measures as evidenced by a high p -value of .001. This correlation value manifests a moderate relationship between the participants' scores and MLT values. Although employing such moderate uphill relationship, it does not seem to indicate that the higher score a student gains, the higher MLT values he gains. If it was the case, the expected uphill relationship would be close to perfect relationship or at least close to strong uphill linear relationship at post-test comparisons. The reason was observed with the results of research question 3 implying a slight superiority of experimental group over the control group and research question 3a implying no superiority of experimental group to the control group at post-test comparisons. Bewilderingly, it is observed below with delayed-test comparisons. The relationship between the post-test written scores and delayed-post-test syntactical complexity values (i.e. MLT values) were evaluated on Spearman's Rho Correlation Analysis and the results are shown with Table 27 below.

Table 27

Spearman's Rho Correlation Analysis between Delayed-Post-Test Scores and MLT Values

			Delayed-Post- Test Score	Delayed-Post- Test MLT
Spearman's rho	Delayed-Post- Test Score	Correlation Coefficient	1.00	.664**
		Sig. (2-tailed)		.000
		N	40	40
	Delayed-Post- Test MLT	Correlation Coefficient	.664**	1.00
Sig. (2-tailed)		.000		
N		40	40	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 27 reveals that there is a statistically large positive correlation ($r = .664$) between the post-test scores and delayed-post-test MLT values and a remarkable degree of statistical significant difference is yielded between the measures with a very high p -value of .000. Although each group's improvement in the scores and MLT values that the students gained did not indicate any statistically significant difference between post-and-delayed-test comparisons, Table 27 indicates a strong uphill linear relationship at delayed-test.

To sum up, the manifested correlations with Table 25, Table 26 and Table 27 show that there is a range of positive correlations from weak to strong between the scores and MLT values and two statistically significant differences displayed between post and delayed comparisons of scores and MLT values. It seems to indicate that a student who gets a low score may tend to produce as syntactically complex texts as another student who gains higher score. Conversely, it may reveal that a student who gets a high score may tend to produce syntactically complex texts like another student who gains low score. So, the findings of this question may seem to indicate that accuracy does not bring complexity.

Findings of Research Question 4. What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

The students exerted self-reflective uptake sheets on which note-taking was emphasized and Bloom's Revised Taxonomy was utilized in order to assist the students to reflect on their learning behaviours. This tool helped the students write their views in their journals as a reminder of the treatment sessions. Thus, the students were asked to evaluate their experience of being involved in the sessions by keeping journals which were based on the uptake sheets. In addition to the learner journals, semi-structured interviews were conducted with students. The findings related to answering the fourth research question were revealed through an inductive (i.e. conceptual) content analysis. The content analysis of learner journals was conducted in order to seek answer to the research question 4a. and the content analysis of semi-structured interviews was used to answer research question 4b.

Findings of Research Question 4.a. Students' Perceptions through Learner Journals

In learner journals, the students' views towards the sessions were explored and categorized for the purposes of content analysis. The students' views were accepted as their perceptions towards the form focused instruction that they were subjected to within the scope of this study. Thus, Table 28 below reveals themes and relevant categories encoded from the students' journals.

Table 28

The Content Analysis of Students' Views on Learner Journals

Theme	Category
Affective Development (118 responses)	Useful (44 responses) Enjoyable (37 responses) Confidence (16 responses) Breaking the Routine (8 responses) Challenging (7 responses) Responsibility (6 responses)
Cognitive Development (70 responses)	Autonomy (22 responses) Satisfaction (19 responses) Growing Interest (16 responses) Developing Study Habits (13 responses)
Cognitive Maturity (43 responses)	Noticing (18 responses) Learning from Mistakes (14 responses) Retention (11 responses)
Willingness to Learn (42 responses)	Feeling of Being Learnt (28 responses) Feeling of Progress (14 responses)
Uptake (30 responses)	Comprehension (18 responses) Consciousness (12 responses)
Willingness to Communicate (21 responses)	Collaboration (21 responses)
Inhibition to Learning (57 responses)	Personal Problems (17 responses) Concentration Spam (16 responses) Failure (14 responses) Boring (10 responses)

The themes and related categories represented in Table 28 were displayed in an frequency order of the elicited number of responses so as to prevent any misunderstandings of subjectivity of the data mining process which went under content analysis investigation. Subsequent to conducting the inductive or in other words conceptual content analysis through the learner journals, Table 28 reveals seven themes and the relevant categories under each theme. Regarding the positive issues, “Affective Development, Cognitive Development, Cognitive Maturity, Willingness to Learn, Uptake, and Willingness to Communicate” were determined. On the other hand, only one theme titled as “Inhibition to Learning” was

considered to be dealing with negative issues that the students reported in their learner journals. Below is dedicated to dwelling on the sample quotes of relevant categories under each theme.

Affective Development (Breaking the Routine – Challenging – Confidence – Enjoyable Responsibility – Useful)

Using the themes and categories from Table 28, there are six categories – Breaking the Routine, Confidence, Challenging, Enjoyable, Responsibility, Useful – in the first theme, “Affective Development” which elicited the highest number of responses over the learner journals. The most striking findings revealed from this theme are illustrated with the extracts taken from the students’ journals below.

The category “Useful” under the theme of “Affective Development” elicited the highest frequently views over the analysed learner journals that most of the students found form focused instruction useful for their own learning endeavours. Below are the related extracts retrieved from the participants’ journal.

(P1) The class was very efficient because I didn't sleep today.

(P6) I think our every lesson should include these materials.

(P9) The class was very productive and fruitful.

(P10) Although I was sleepy at the beginning of the lesson, you woke me up, thanks I learned many new things today again.

(P19) I hope everybody writes diaries willingly because I have started to believe in the power of writing freely more than for homework.

(P20) Topics are difficult but I can understand very clearly with these materials.

The quotations displayed above indicated the efficiency, usefulness and enjoyment of the activities with considerable amount of perspicuousness. P1 confessed that she/he did not want to sleep. Similarly, P10 was on the verge of sleeping at the beginning but later favoured

spending the time by learning something beneficial. Also, P6, P9, P9 and P20 apparently emphasized the efficiency and comprehensive simplicity of the activities. In addition, P19 elicited the importance of keeping journals and implied the usefulness.

Another category, “Enjoyable”, which identified the second most frequent responses with a number of 37 responses over the learner journals, is represented below with several quotations.

(P1) The class was very nice.

(P4) I like having fun with our teacher and my classmates.

(P11) I admire my teacher thanks to his teaching style. It was a very good lesson due to the style and the activities. The application was different so I liked it to learn in that way. I mean more on communication or figuring out with fun.

(P12) Using the computer board was a fantastic idea, you always try using different things so I can get encouraged to talk and ask to my classmates and you.

(P17) Generally, I can say that I like your teaching style.

(P19) I had so much fun in a lesson for the first time because usually Mondays are boring.

The common perception among the students represented above conveys the state of *fun*. The participants implied *fun* with various perspectives. Firstly, the general atmosphere in class with P1 and P4. Secondly, the teacher’s teaching style with P11, P12 and P17. In addition, P17 signalled new techniques in the classroom. Lastly, P19 revealed energy among the students and breaking the syndrome of Mondays with joy.

The students felt confident about learning and in this regard another category from the content analysis was revealed as “Confidence” and it elicited 20 responses. Following are the sample excerpts.

(P12) I can say that I learnt one thing very clearly. Even though I know that I can make mistakes, I dare more to write and speak in English.

(P20) With the help of writing, now I feel that when the other person understands slightly what I intend to explain, I have more confidence in myself to get involved in communication with my classmates.

As P12 and P20 indicated, getting the students involved in the writing process with more autonomy, responsibility and communication provided students confidence. Employing such self-confident students also led to the fun nature of the activities. The students also found the activities different from their daily routine and interesting. Accordingly, this developed another category, “Breaking the Routine”, which elicited 8 responses. It is exemplified below:

P3. noted:

Although I have had some problems within the last few weeks in my private life, getting involved with the learning process so strongly made me forget my problems. The sheets break the monotone of the book and brings life to our willingness.

The student (P3) touched upon her/his personal problems and also the routine way of implementing the coursebook in the class. However, emphasizing the importance and efficiency of the activities in the class as an alternative to daily routine, her lack of motivation was turned into motivation. Regarding the category, “Challenging”, which detected 7 responses, below is a sample statement from a student’s journal.

P13. asserted:

Firstly, we were trying to understand the topic (Adjectives ending with –ing / -ed) but when the teacher got involved with using colours on the pc board, things got clearer. The teacher always finds ways to teach us better but we know that he is a tough one he challenges us for our own good!

P13 stated that sometimes the students could have difficulty in understanding a grammar topic. That day's topic was *Adjectives ending with -ing / -ed*, and the teacher utilized projection in order to attract the students' attention with some shapes and statements for different people and events and then asked the students to guide him marking with different colours. As in line with the merits of FFI, driving the students' attention was appreciated with the words of P13 on a challenging topic for them.

Regarding the last category, "Responsibility", which showed the least number of responses ($n = 6$) under this theme, below is a quotation from a student's journal.

P16. reported:

I know that I learn by doing enough in class, but writing is the most important skill for me now because one of my classmates triggered my mind to do some research about my mistake in my writing.

P16 signalled the importance of both developing autonomy and responsibility. The student perceived the importance of discussion in the peer-editing process and led herself/himself to research by taking responsibility of her/his own learning process. As the common driven skill for all the activities was writing, the participants mostly stressed the importance of writing which seemed to lead them to be responsible of their own learning.

Cognitive Development (Autonomy – Developing Study Habits – Growing Interest – Satisfaction)

Using the themes and categories from Table 27, below are several extracts referring to the theme "Cognitive Development" which elicited a very high number of responses; 70, made up of 22 responses in the "Autonomy" category, 19 responses over the "Satisfaction" category, 16 responses from the "Growing Interest" category, and 13 responses out of "Developing Studying Habits" category.

The first category which elicited the most frequent views in the “Cognitive Development” theme is the “Autonomy” with 22 responses. The following quotations are concerned with this issue:

(P2) In my education life, I always hated to take notes but these sheets are a kind of my notebook and I can evaluate myself that nobody can see, so they are valuable to me at home.

(P9) The more I improve my writing, the more I improve my speaking because I can express myself without too much thinking on words. I started to talk to myself when I'm on the bus, with others, or doing something alone.

(P14) Everything is going better day by day, the more you get us involved in doing some hard work, the more we feel that we learn. Thank you by not allowing us only sit and listen. Now, I'm more hardworking at home.

(P18) In our other classes I sometimes feel that I need to learn or do practice more about the topic of the class and I watch some videos from the websites you suggested or chat with my friends in English via WhatsApp Class Group. If one doesn't work, other works.

It is apparent from these statements that the participants were encouraged with following form focused instruction in the classroom which made the students active (P14 and P18). The factor facilitating the students out of the class was also viewed as a factor for developing autonomy for the students for their study habits in their interlanguage development (P9 and P18). Improvement of writing, which is also evidenced by the findings of quantitative data in this study, and utilizing the uptake sheets did also signal as tools to develop the students' learning autonomy (P2 and P9). The second category identifying the most detected views under the theme of “Cognitive Development” was “Satisfaction” with 19 responses and it is exemplified with the below statements.

P16. reported:

Being able to study myself makes me happy.

P16 showed indicator of satisfaction by using being able to. Also, another student confessed it more clearly below.

P5. emphasized by saying:

I have no problem with prepositions of time. I can feel that my English skills are improving.

Similarly, P7. pointed out:

After we learnt how to use comparatives and superlatives, this evening I studied on my workbook. I could do all exercises in the book following the instruction today. Actually, I couldn't do them by myself in the past but now I'm more confident even so confident that I can write it here on my journal. Please make some mistakes tomorrow that I can correct.

It is clear that the participants 5 and 7 were satisfied enough and even showed indication of confidence. This can be accepted as the learning process was completed successfully and the students were satisfied and had no trouble in using the relevant grammar topics in English. Regarding the category “Growing Interest”, which elicited 16 responses among the learners’ journals, below are two extracts representing it.

P8. stated:

I didn't write so much these days. So, I decided to write in English to get more feedback from you.

P8. showed interest on writing in English that gave her/him an incentive to take up writing again since she/he confessed that it had been several days that the participant lost his touch on writing. However, she/he asked for feedback by showing interest.

P6. noted:

I cannot blame anybody for not learning everything from the beginning of this year, but I know that it is me because whenever I ask more, the teacher provides more than enough. So, I have to be a chaser and I am getting used to like it more.

P6. stated that she/he was a conscious learner and was determined to learn more and more by showing a considerable amount of interest. Regarding “Developing Studying Habits”, which detected the least number of views ($n = 13$) under the theme of “Cognitive Development” is attempted to be expresses below with an utterance from a participant.

P10. asserted:

When I learn new things in our other classes without these materials, I try to use those words, phrases and grammar features particularly in my writing as it is my best and trustworthy friend.

P10. stated that she/he transferred what she/he learned in one class hour to another in order to make the most of it. Also, she/he emphasised that she/he developed this particular study habit by favouring a skill, writing.

Cognitive Maturity (Learning from Mistakes – Noticing – Retention)

The theme, “Cognitive Maturity”, which elicited a total response number of 43 consisted of three categories; “Noticing” with 18 responses, “Learning from Mistakes” with 14 responses, and “Retention” with 11 responses. Among the views of the participants towards the target forms utilized in this study, most of them declared that they used to find the grammar topic “Basic Gerunds and Infinitives” difficult at high school. However, there is a consensus identified among the participants’ journals that they reflected their learning process as successful with the current instruction.

Using the themes and categories from Table 28, below are several extracts referring to “Noticing”, which identified 18 responses through the learner journals.

P15 emphasized by saying:

Some grammar topics really make my brain tired, gerunds and infinitives are one of those but today I had the chance to make the topic tired because I had the chance to notice which was which.

As this participant confessed that this grammar topic was one of the difficult grammar topics that the participant felt the need to comprehend it better, this proved and supported our need to have included such grammar topic in our treatment with an inclusive push on typographic enhancement to lead enhancing the input more meaningfully with a learner's own words. Apart from this, the student confessed that she/he was able to notice how to use gerund or infinitive. One more aspect also lies within the lines represented below from another participant.

P4. pointed out:

From the headlines on your materials, I was curious about the meaning of noticing and now by following your tip I use my mobile and everything in English, I noticed the meaning of notification from Facebook.

P4's statement shed light onto the curiosity that the learner developed in the language engagement process. It was to do with including the names of each part in the activity with using the particular word *noticing* or other techniques such as consciousness raising, input enhancement et cetera. In addition, it is clear that running this treatment had a clear and positive impact on the student's developing cognitive maturity in terms of noticing and even we can attribute it as beyond noticing since it is done consciously.

P11. noted:

I have recognized that I found gerunds and infinitives difficult to learn at high school. However, today I learnt by the help of bold, italic words and phrases in addition to making circles.

Within this grammar topic, we made use of the noticing techniques through typographic enhancement in structured input, enhanced input, and interpretation tasks. We represented a text which employed bold and italic words regarding gerund and infinitive combinations. In addition, we asked the students to circle infinitive combinations and underline gerund combinations. Thus, P11 emphasized that she/he could learn Gerunds and Infinitives by utilizing the noticing techniques we offered.

Using the themes and categories from Table 28, below are several extracts referring to “Learning from Mistakes”, which elicited 14 responses over the learner journals.

P19. expressed:

I couldn't understand how to use 'remember' and 'forget' maybe it is due to my mother tongue. However, when I asked my teacher, he told me to formulate some sentences and he checked my mistakes. It was great because he taught me over my mistakes. I love learning from my mistakes.

The participant (P19) favoured learning from mistakes as a technique which he found very useful for her/his interlanguage development. In addition, the participant referred to a property from her/his mother tongue and compared it with that of English with her/his words reported above. In order to assist the students to develop their writing skills, we adopted a feedback cycle which focuses on students' editing their own products by self-edit step, editing their peer's products by peer-edit and finally asking for editing from the teacher by teacher-edit step. The utterance extracted and presented below mentions the importance of learning from mistakes.

P1. reported:

I felt like I was a teacher when I was correcting my friend's mistakes, it was fantastic but later I recognized that I had taught him something wrong when the teacher called me to explain my feedback.

In order to serve for the philosophy of form focused instruction by conducting meaningful and communication based activities, we can refer to the writing stage as communicative as possible with a strong monitoring from the teacher's side. The teacher's monitoring the process was perceived as a technique of learning from peer or checking the students' feedback in terms of mistakes.

The last category of the theme "Cognitive Maturity" was detected as "Retention" which received 11 responses and it is referred with the quotations below.

P12. expressed:

In the past, when I learnt something, I forgot it the following week. However, now I can't forget anything, it is impossible because I do repeat everything with an uptake sheet, with my peer and other classmates and the journals.

P12 indicated that she/he did not even give a chance of forgetting anything learnt in the sessions and thought that repeating helped her/him. Also, she/he emphasised the use of the tool kit we utilized with the interventions and attracted the attention of the students' collaboration within the activities.

Likewise, P5. stated:

The more I communicate with my classmates, the more I do the practice and I don't forget. Please ask me today's topic (Stative Verbs) one month later.

Briefly, P12 and P5 touched upon the retention process of the newly learnt topics and P5 was so assertive that she/he confidently wanted to be tested. P5 touched upon the feeling of confidence which would have a relationship to the collaboration she/he developed in the classroom with others. The findings gained through the qualitative data are not in line with the findings of quantitative data in terms of the retention of knowledge building superiority to the participants in the experimental group over the control group.

Willingness to Learn (Feeling of Progress –Feeling of Being Valued)

Another theme from Table 28 is “Willingness to Learn” which employs two categories accumulating for 42 responses; “Feeling of Being Valued”, which identified 28 responses, and “Feeling of Progress”, which detected 14 responses. Regarding the category, “Feeling of Being Valued”, under the theme of “Willingness to Learn”, there are several extracts taken from the participants’ journals below.

(P2) I think our lesson today was invulnerable as our teacher again made us valued by preparing documents.

(P7) I understood that topic better than before because I loved the task it was detailed well enough. Thanks for preparing such activities.

(P13) Thank you for providing such detailed exercises since I later recognized that the book provided only simple things but actually infinitives and gerunds are living with us in our present life and I believe that I will use them the most in my future learning.

(P14) Today's class was again great. Don't misunderstand me but I have to confess that I wish I had more consciousness towards learning and producing from the very beginning. However, I have to thank you for your great efforts for struggling before us.

(P17) I am always very happy when I see you entering the class with some documents.

(P18) Your exercises were very nice and fancy. I want to do more exercises. I feel that students are everything to their teachers, you are one of these sir.

(P20) The class was very beneficial as I learnt not only words but also patterns this time and I think I am improving and seeing some differences not only in the rules but also the meaning, so meaning is very important in contrast to our previous teachers' style until university. Thank you teacher because I am grateful to you.

P2 apparently emphasized that she/he felt of being valued. Similarly, P7 pointed out

that she/he found the materials sufficient to cover her/his learning needs and used the particular word ‘love’ which signalled feeling valued with an additional apparent gratitude as P13 and P14 did with the particular word ‘thank(s)’. P17 also expressed her/his gratitude by showing happiness thanks to the documents and this statement was also regarded as an indicator of feeling of being valued. P18 signalled the importance of students in the lives of their teachers. For this reason, this participant signalled feeling of being valued. P20 made a comparison between her/his previous teachers’ teaching style with a pushed focus on rules until university and the focus on the meaningful activities at university. In addition, she/he confessed that she/he felt learnt but mainly gave the message of feeling of being valued by showing gratitude. Below are the related quotations referring the category “Feeling of Progress”, which elicited 14 responses over the participants’ learner journals.

(P8) The infinitives and gerunds are one of the most complex topics in English for me but today I have learnt how to struggle for complex issues by firstly noticing and then using it with my friends and writing at the end.

(P9) I think this was the best method because I thought what a difficult topic it was in the lesson and later our teacher motivated us not to memorize rules but at least make our own rules and then I was still curious whether I learnt it or not but when I was home, I decided to do some exercises on our workbook and the result was great.

(P16) I’m totally sure that I learnt this grammar topic.

(P18) I really feel happy when I learn new things and sometimes it is difficult with some teachers like my high school teacher, books or materials. However, you make me happy teacher I love learning.

P8 stressed that she/he learnt how to deal with and use this grammar topic with her/his friends. P9 expressed her/his opinion towards the teaching style employed in the session. Later, she/he signalled the improvement in her/his language learning and this signal was

accepted as an evidence for feeling of progress. P16 clearly expressed that she/he learnt the grammar topic concisely. P18 made a comparison of teaching style and materials she/he was subjected to before and at university. P18 implied feeling learnt by doing this distinction at the university level.

Uptake (Consciousness – Comprehension)

As Table 28 depicts, “Uptake” is the theme covering 30 responses distributed to the two categories “Consciousness”, with 18 responses, and “Comprehension”, with 12 responses. Referring to the category, “Consciousness”, below are several extracts.

(P9) I learnt not to study rules but how to make rules by underlining and circling everything in a reading or anything.

(P20) I know that I know how to use some, any and no.

P9 depicted a model of autonomous learner who consciously knew how to notice and make a learning path for her/his interlanguage development. Similarly, P20 unconsciously made the definition of uptake by using ‘I know that I know...’ in her/his statement and signified to be a very conscious learner of the related grammatical topic. Below are more extracts referring to the theme of Uptake but with a more attention on the “Comprehension” felt by the students.

(P6) The biggest difference today made in my mind is that now I can understand I can use two verbs in a sentence but the verbs have different functions.

(P11) At the beginning, I couldn't understand what we were doing but when the teacher guided us then I could understand that I had known the usage of infinitives and gerunds in opposite ways.

(P18) I was really confused with how to make rules in order to distinguish such hard topic; infinitives and gerunds, but in time I understand that there is no clear distinguishable rule to understand it because making the distinction was only due to

understanding the sentence.

All the above quotations represent the distinction between the usage of gerunds and infinitives. The findings of the aforementioned qualitative data comply with that of the quantitative data in terms of development in the attainment of gerunds and infinitives. The students made their own learning paths and showed comprehension in different ways. For example, P6 made up her/his mind on how to use and cope with the grammatical topic. P11 confessed that she/he had misunderstood the topic in her/his past learning experience but later learnt by the assistance of the treatment. P18 shed light onto the importance of meaning and excludes the grammatical learning attitude.

Willingness to Communicate (Collaboration)

Another theme from Table 28 is “Willingness to Communicate” which employs only one category; “Collaboration”, but with a high number of responses ($n = 21$) in the learner journals. Below are the related sample extracts referring the collaboration.

(P3) I'm confident in using infinitives and gerunds because our teacher let us to work with nearly all of my classmates and him. I corrected some of their mistakes and asked our teacher to give confirmation.

(P4) Some grammar topics really make my brain tired, gerunds and infinitives are one of those but today I had the chance to make the topic tired because I had the chance to get help from my peers.

(P10) Today we were hardworking. We didn't sit to learn grammar but examined every piece of the material as a team.

(P15) Today, I felt that I need to be forced by the teacher because I'm a very silent man but our teacher constantly makes me active to linger around the classroom with all these sheets.

The above participants' views shed light onto the collaboration among the students by

revealing the idea of more active students in the classroom. Due to this, the teaching style and materials encouraged and equipped the students with more confidence to be more of being part of a team and also working on the learning output with the teacher. P3 signalled the collaboration and cooperation with others over the writing product she/he produced. P4 implied that she/he learnt from her/his classmates and as a result she/he was in collaboration with others. P10 directly expressed her/his attitude towards the studying style as teamwork, which requires collaboration. P15 stated the difference on her/his personal mood and attracted the attention on psychomotor development by visiting other classmates in the classroom for collaboration purposes.

Inhibition to Learning (Boring – Concentration Spam – Failure–Personal Problems)

The findings of the content analysis related to the participants' journals displayed in Table 28 indicate four categories; “Boring, Concentration Spam, Failure, and Personal Problems”, under the theme of “Inhibition to Learning” which is to do with negative issues covering 57 responses. Among the identified negative opinions, personal problems and failure were detected to be complying with the students' own inhibitions to learning in the process of the treatment; however, concentration spam and boring were regarded to be the evidence stemming from the treatment procedures.

The first category, which received the most frequently elicited responses ($n = 17$) under the theme of “Inhibition to Learning” was detected as “Personal Problems” over the learner journals. Below are the related quotations indicating students' views.

(P8) I had a quarrel with my family last night and due to this I couldn't focus on today's class.

(P15) I'm a very silent person generally and I have the same mood in the class as well. Everybody supposes that it is my general attitude, but in fact it is not. I have serious problems at home with my parents so I cannot dedicate myself to life.

(P17) Sometimes, I have problems with my girlfriend and last night was one of them. That's why today I was in class physically but my mind was away.

The three quotations presented above employed two issues, family and relationship problems. P8 and P15 had a consensus about their family related problems which did have a considerable amount of negative effect on the class. However, P15's statement was more strongly indicator of the participant's general unwillingness to learning which turned out to be regarded as an inhibition to learning in our context. Regarding P17's views, this is a typical temporary situation that does not last for weeks and it is also regarded as an affective factor in learning. No matter what the problems were related to out of class evidence, the result is obvious from these findings that these participants challenged the learning process in the classroom consciously.

Another category with high frequency of responses ($n = 16$) regarding inhibition to learning has been detected as "Concentration Spam" detailed below with several quotations.

(P4) I did my best to focus on today's class but I couldn't though I had no problem and didn't think of different issues from the class topic.

(P5) Today, I lost my touch to the class many times and couldn't concentrate enough on the activities.

(P10) I was lost in my mistakes in the writing today. Thus, I couldn't focus on my peer's suggestions and got bored.

(P14) I quit following you and the activities today because sometimes the workload was too much for me. I can't keep up with the speed of the class sometimes.

(P16) I lost contact with you and my peers a lot today because I couldn't understand many times what to do. Losing contact with you or my peers hindered me from keeping up the class. Maybe I'm a slow learner.

The above quotations provided us an opportunity to get insights into the students' experience in having difficulty to catch up the teaching and learning pace. The findings of the content analysis revealed this problem as mostly related to the concentration spam of the students. This situation was not observed with a lot of learners and the quotations presented above are representative of all the statements encountered among the journals. It is apparent from the findings that P4 had problem with her/his concentration spam on focusing on other issues than class topic. In a similar vein, the participants P5, P10, P14 and P16 admitted that they couldn't keep up with the pace of the class. This is a signal of the learner's problem in managing her/his concentration spam.

Another category detected under the theme of "Inhibition to Learning" was revealed as the "Failure" the students responded with 14 cases and experienced in two different angles. First perspective was the failure they had in the previous quiz or exams, another was the failure in grasping the content of the activities.

(P4) I couldn't focus on today's class because today I learnt my quiz results which were terrible.

(P10) After getting the bad news for my quiz results, I wasn't in the class today. I can't remember a lot of things to write in this journal today.

(P16) Sometimes I have problems in figuring out the instructions of the activity even the reading texts. You see I even write these sentences in Turkish. I still cannot develop my English skills. I think I am not the one who can speak English.

(P19) I didn't want to do the activities today because you ignored me. You do always come and sit next to me and ask me whether everything is OK but today you didn't. Did I do anything bad teacher?

The findings above shed light onto the failure felt by the students with their sadness regarding their previous exam results (P4 and P10). Apart from that P16 stated that she/he

could not understand the topic due to her/his low proficiency in English. Another different angle indicated from the findings was that P19 complained about the teacher by striking an attitude requiring more attention from the teacher. The student then signalled failure by a perceived teacher's misbehaviour though the teacher did not do it intentionally. The statement of the participant's was so clear that the teacher cared enough about this students in other times.

The category, "Boring" coded with the participants' views imply that a small number of participants, accumulating with 10 responses, found the treatment boring. The related views are outlined below.

(P9) I think today's class was very boring because I couldn't understand.

(P13) I was very bored today with the writing process.

(P18) There was no mistake either in my writing or my peer's. So I and my pair did nothing but waited.

(P20) I didn't like the writing part in the stative verbs. So, it wasn't enjoyable for me.

Regarding the above outlined excerpts taken from the students' journals, P9 and P13 obviously reported that they got bored with the class and the writing process of a grammar topic. Likewise, P18 complained about that she/he got bored due to the waiting time. Similar to P13's view with an additional emphasis, P20 disfavoured the writing task part of the grammar topic, Stative Verbs.

To sum up, the content analysis revealed that the students perceived the form focused instruction with an emphasis on positive issues. It is apparent that the students felt that their learning journey developed throughout the materials, teacher's teaching style and the collaboration with other students particularly on the writing stage and they found the treatment useful and facilitating them in comparison to regular course book depended teaching. The students indicated the beneficial effect of this intervention with the conducted

content analysis as adding value to their noticing, learning from mistakes and retention under the theme of cognitive maturity. The students also favoured the intervention by their statements of employing satisfaction, growing interest, developing study habits, autonomy shown under the theme of cognitive development. The students signalled that the intervention had a supplementary effect on their affective development by breaking the routine, providing confidence and responsibility; besides, sometimes the classes were challenging but enjoyable and useful for their language development. The students appreciated the interventional activities as they felt valued and learnt which were illustrated under the theme of willingness to learn. The students conceived collaboration which was labelled as willingness to communicate. The last categorically positive issue the students recognised regarding their experience of FFI was the impact of the instruction labelled as the theme; uptake, which assisted the learners to comprehend better with a distinguishable consciousness towards contemplating the input into uptake stage.

Apart from the positive impacts of the form focused instructional interventions conducted in the experimental group, the participants indicated several negative issues as well. The issues were categorized as personal problems, concentration spam, failure and boring nature of the activities according to a very few number of students. The categories were perceived as inhibition to learning. Although the content analysis revealed some negative issues, and the quantitative results of this study indicated the slight superiority of experimental group over the control group; however, the qualitative findings of the learner journals revealed a considerable amount of positive issues representing the perceptions of the participants throughout the form focused instruction treatment.

Findings of Research Question 4.b. Students' Perceptions through Semi-Structured Interviews

In order to gain students' views toward form focused instruction, eight volunteer

participants were asked several questions in the semi-structured interviews related to the teaching and learning process within the scope of the treatment. The questions utilized in the semi-structured interviews are provided in Appendix R. The semi-structured interviews conducted after each treatment provided insights into the students' evaluation of the interventions. The findings of the conceptual content analysis indicated that a great majority of students had a consensus about the positive effect of the treatment. The interview dealt with the learners' learning experience throughout the study compared to previous experience, the impact of the activities engaged in, the writing part of the activities, perceived uptake and journal writing experience. Based on the questions posed in the semi-structured interviews, Table 29 below reveals the findings of these questions based on the categories.

Table 29

The Relationship between Categories and Related Interview Questions

Categories	From the Interview Question
The Difference Between Their Past and Present Experience of Learning Process	No. 1: Can you compare the English training you received in the past with that of now? - Can you compare the English instruction at our prep-school with my classes?
The Impact of The Activities - The Overall Grammar Learning - Noticing	No. 2: What do you think about the activities I run in the classroom in general and the last week?
Writing Part of The Activities - Self-Editing, Peer-Editing, Teacher-Editing	No. 3: What do you think about the writing part of the activities? - What do you think about the editing cycle in writing?
The Effect of Using Uptake Sheets	No. 4: What do you think about the Uptake Sheets?
Journals	No. 5: What do you think about keeping journals?

Table 29 represents five main categories established from five interview questions posed to the students in the semi-structured interviews. Regarding the second and third

interview questions, the content analysis revealed two more sub-headings for “The Impact of the Activities” and three more sub-headings for “Writing Part of the Activities”. Below are all the detailed findings represented by the order of the categories illustrated with Table 29.

The Difference Between Their Past and Present Experience of Learning Process

Most of the students found their previous learning process based on traditional grammatical teaching method. They also disfavoured the explicit teaching conducted in their previous education. The participants also touched upon issues related to their EFL teacher with the labels L1 user, rule teacher, teacher like a Maths teacher, or even went further by stating they had teachers from other disciplines such as religion, physical education or an engineer teaching English to them. Several of the participants’ views on the comparison of their past and present learning experience are outlined below with quotations.

P3 verbalised.

(P3) The teacher tried to teach us English in Turkish. I used to find this method useful until I came here.

The interview data indicates that P3 sometimes favoured use of L1 still in class, but found use of English as medium of instruction in teaching English more meaningful. Teaching implicitly over L2 English plays more role on the student’s learning development; however, some students favoured using L1 in rare occasions particularly related with learning a rule that they could not achieve in the process of the treatment. Nonetheless, these students favoured the variety of examples utilized in the class within the scope of implicit teaching by the following words.

(P1) There were not enough numbers of examples given in the class. It was only times the teacher showed us formulas on the board and gave related examples like my Maths teacher.

(P4) When our teacher teaches us using English, there are big opportunities of finding

many examples of the grammar topic. However, I had only the chance to find examples given on board by my high-school EFL teacher.

The students advocated the richness of activities in the classroom. They reported that they used to be mostly dependent on the textbook at high-school. They also made further comparison between their current textbook and the materials within the scope of this treatment with the following utterances.

(P1) There wasn't any listening, speaking or writing parts in our textbook at high-school. Most of the time, we even didn't bring the textbook to the classroom because the teacher was there.

(P3) I want to compare everything. The textbook at high-school included a very low number of activities in comparison to our current textbook at prep-school; however, the documents you bring to the classroom cover everything. It is my number one.

(P4) Although I was in private schools at primary and secondary education, we only covered the grammar topic and passed on to the next topic. It was the same at high school with only one more difference; our teacher always assigned us workbook as homework and didn't check at all. Now, I'm lucky!

(P7) The teacher always taught the successful students who had their seats front. The teacher ignored the others who couldn't learn or were unwilling to learn. But here by the design of activities, and you touch each student in the classroom and we touch to all our classmates.

(P8) The teacher always brought tests into the classroom and he taught us grammar on the tests. But we always chose the options randomly because we didn't know what to do and couldn't ask the teacher the reason.

It is obvious from the above quotations that students were exposed to teacher centred teaching in the past with insufficient amount of learning materials. In addition, the textbook at

university was sufficient for the students, but they reported that the activities provided within the scope of this treatment differed from the two others. Also, the students disfavoured their past learning habits as they only followed the daily syllabus (P4) and the teacher only had contact with the achievers (P7). A different perspective in their past experience was on the teacher's teaching style and level of communication with students (P8). The student admitted that they were very afraid of the teacher as he was very angry and always made them do exercises on tests although the students did not get prepared for an exam apart from their school exams.

The Impact of The Activities

Pertaining to the above statements of P7, the design of the activities was distinguished for sparking each student's attention in the classroom. Regarding running the teaching dimension, not only the students favoured the teacher's classroom management but also learner centred teaching by developing contact with their classmates.

(P1) Sometimes they were boring but in time I realised that I was more active in the classroom and more active user of English with the help of these activities.

(P1) We learnt consciously because we applied what we learnt and we didn't memorize.

(P3) They contributed me on developing my learning techniques to circle, underline and make a rule at the end of the day.

(P3) I started to think in English and started to circle or underline different things in my mind for other listening, reading or speaking activities.

(P5) Blending the abundant number of activities into a well-organized layout helped me learn step by step.

(P6) The activities helped us learn, infer, try and use by ourselves. I have noticed where, how and why I had difficulty in trying to learn.

(P7) I wish we had only reading in the activities because sometimes the workload was very high for us though the activities taught us step by step.

(P8) By learning grammar and vocabulary, I realised that I need to give importance to all skills because I started to think that I don't learn grammar but I learnt what and how to use the necessary vocabulary/phrases with the correct choice of grammar. In the past, I liked learning the rules from the book like Maths, but now I'm sure that language is different and it's a living organism different from other disciplines.

According to the students' perceptions of the activities outlined above, the participants found the activities beneficial to their developing study habits (P3, P6) and appreciated the activities (P1, P5). The most striking finding from the above quotations is that of P3 and P6's in that the learners advocated developing meta-cognitive development skills by the help of the noticing techniques they acquired in the treatment. Another perception about the activities is related to a negative issue of workload as the student (P7) found the density of the activities too high and preferred only reading though signalled the teaching model conducted by blending the input. The final quotation displayed above (P8) revealed that the learner developed his own learning system towards language and developed a cognitive way on using grammar and vocabulary as functions.

The Overall Grammar Learning

The general tenet for the students regarding grammar learning by the techniques employed within the scope of this study was positive for several reasons. Firstly, the participants did not find it boring in comparison to their past learning habits for which they had complaints. Secondly, the general impact was transferred from accuracy to fluency in speaking. Below is the related utterance.

P8 articulated.

Learning grammar was not boring for me. It led me to compose sentences in the writing and consequently contributed my accuracy in Speaking. These days I feel that I am more fluent in speaking because I have rare problems in composing accurate sentences when I speak to others.

(P8) emphasized the turning advantage of writing into Speaking and set the relation of causality to the power she/he gained through composing sentences easily. Another factor the participants advocated in grammar learning was that they developed a self-study or internalised syllabus for their own learning process. Below is the related sample quotation with built-in-examples.

(P3) This studying technique helped me make my own study programme. I am more willing to learn English by following lyrics or subtitles on songs, online TV series and PC games. In time, I started to notice the new words or phrases and know how to look up them into the relevant dictionaries like a thesaurus or a visual one.

The statement of P3 was a very frequent answer detected in the interviews that the examples catered for developing an internal syllabus (songs with lyrics, watching TV series online with English subtitles, playing PC games with subtitles) for the students' self-study habits. Fourthly, focusing on writing as the output of the activities was favoured by students generally and below is a sample on that weak skill according to the participants.

(P2) These activities were more useful than the book because they helped me transfer what I learnt immediately into writing for which I feel the weakest.

As P2 mentioned, writing was the weakest skill for her/him to develop and it was also appreciated by other participants ubiquitously and in detail in the following sections. The grammatical advantage seen by P2 was that the participant indicated the instant practice opportunity of the learnt knowledge into writing. Next, according to the participants, the

activities were grounded in that the participants did not have to be exposed to rule learning but rule making by the help of real life situations. The two samples below illustrate that.

(P5) When learning grammar is based on the textbook it is somewhat related to memorizing, but these activities helped me develop a logic and explore learning especially in prepositions of time.

(P8) The activities are related to real life situations so you both taught grammar and real life especially in comparatives.

As P5 signalled the participant was more able to get involved in the learning process and similarly P8 supported the design of the activities which influenced the student's learning mindset. To sum up, most of the students found the general grammatical tenet out of the form focused instruction beneficial to their own learning preferences in the findings of the qualitative data which is evidenced by the quantitative data results as well.

Noticing

A more distinguishably preferred technique that took the attention of all the participants was "Noticing". Regarding this technique, the students were expected to notice the bold or italic written words or phrases and also to circle or underline different patterns of usage in line with the aims of each grammar topic. The interviews revealed that most of the students not only favoured this technique but also employed it as an indicator of meta-cognitive development in their interlanguage process. Below are detailed sample utterances.

(P5) I really believe that this tenet is useful. I had difficulty in distinguishing some prepositions, suffixes, making subordinate clauses but I learnt how to circle and underline for different rules. In time, I left doing it by pencil because my mind got accustomed to noticing technique and served me.

P5 verbalised the meta-cognitive side of using noticing as a technique in the learner's own system. The learner also adapted the two techniques circling and underlining in her/his

own learning process.

(P3) We were the ones who were active not the teacher! Instead of reading the grammar, we were active in finding the grammar and communicating with others especially in the peer-editing. Even others helped me notice what I had not noticed.

The above participant signalled that the form focused instruction we applied in our study was learner centred. Also, the participant emphasized collaboration during the peer-editing stage as conducive to developing noticing skills.

(P1) I could find my mistakes better because my noticing ability has improved a lot.

(P6) This was my favourite technique because it offers more richness and details in figuring out things. Whenever I checked my pair's mistakes, then I noticed that I had the same mistakes and reasons. So, I was more aware of learning and modifying my thinking style.

The two above quotations (P1 and P6) offered us the advantage of noticing technique in that the learners could improve it and they would be aware of the learning process by adapting others' thinking/learning style.

(P8) At the beginning I couldn't notice enough because of my illness; attention deficit, but in time I developed it and it even helped my illness. Actually, noticing is everywhere mainly in the activities and writing.

As for P8, noticing technique became a remedy with perspicuousness. To sum up the findings of noticing, the students learnt how to use this technique and moved it beyond the class by using it as a tool to internalise new knowledge they encountered.

Writing Part of the Activities

Applying what the students learnt and used as the functions of the grammatical topic at each session, it was aimed to accompany learners to writing by output based instruction with a pushed focus on uptake and communication with others. Below are the general

perceptions of the participants towards writing.

(P2) If a student can write, he can of course transmit his ideas into speaking. In this regard, writing contributed a lot to my speaking.

(P3) Generally, I wrote the writing parts of the activities reluctantly, because no student loves writing. However, after having a written text finished, I had the evidence of knowledge I had learnt and it is invaluable and incomparable to anything.

(P4) I really had the chance of mirroring what I learnt by the help of writing which was ignored at high-school.

(P5) They made me be aware of the fact that I had learnt the grammar because each writing had a purpose of making use of the grammar learnt in the class.

(P6) They really helped me compose sentences for which I used to hate myself.

(P7) The pre-writing part gives us the chance to model the reading. Otherwise, if the writing task requires us write directly like 'write a paragraph on..' then we cannot make us of the grammar.

(P8) Find, recognise, absorb and use! It was a great circle which taught me to rethink how to learn.

The above excerpts revealed that participants identified writing as a skill in which they had had difficulty resulting in unwillingness in the past. However, running the writing process within the activities in the classroom improved their speaking abilities (P2), learning consciousness (P3), practical experience of turning fresh input into output (P4 and P5), and composing sentence in English (P6). In addition, they made obvious comparison with their past learning styles noting that the current writing process contributed to their language awareness (P7 and P8). Pertaining to the stages involved in the writing stage, the participants were asked to perform 'pre-writing', then 'write' and finally 'after-writing' stages. Their views from the interviews accumulated consideration for the after-writing stage in which the

participants needed to get through the sub-stages; self-, peer-, and teacher-editing. Below are the detailed findings in correspondence to each sub-stage with a reminder set of methodological aspects from the previous chapter.

Self-Editing

In this stage, the participants were asked to read their written products over and make necessary changes by considering tips provided to improve their first draft. The content analysis of the interviews revealed the following noteworthy views.

(P1) I didn't find this stage useful as I couldn't find my own mistakes.

(P2) I didn't find this stage useful because what I wrote was my own knowledge and accuracy.

(P5) I learnt self-editing in time by learning from peer-editing.

(P6) Peer-editing helped me how to see my mistakes for this stage in time.

(P7) There were not many changes in my own writing.

The participants generally perceived this stage ineffective as they advocated the idea that they had already written the accurate expressions. However, as P6 and P7 stated, some of them developed an editor's view on their own products gradually.

Peer-Editing

In this stage, the participants were expected to edit their peer's written products. Each session, they had different peers. During the editing stage, the partners had the opportunity of collaboration and discussion on the problematic issues they considered. By doing so, they were expected to persuade each other and come to an agreement on the problematic issues. Convincing each other was the communication sub-skill aimed for developing language awareness for the researcher. For any problematic issue that they had difficulty in coming to an agreement, they had the chance to get others' help before asking for the teacher advice. Analysing the interviews, below are the excerpted views of the participants.

(P2) When I did it for the first time I was daunted because it was the first time for doing such a different thing. But I must confess that this part was my favourite.

(P4) This stage was both enjoyable and useful for me.

(P5) I loved them because sometimes my peer ran me into a contradiction and make me unsure.

(P7) Sometimes I hesitate to write a sentence for which I am not sure, but if I see that kind of sentence in my friend's writing then I can ask and get the chance of reading other's mind. Of course, teacher is out there not only for clarification but also confirmation to end all the hesitations.

Like many other students, P2, P4, P5 and P7 favoured this stage in that this stage helped them think twice and communicate over a discussion with their class mates. Below are participants' views with a different advantageous perspective stemmed from the noticing technique.

(P1) I had responsibility because the teacher could see my signature under my peer's writing and his under mine.

(P5) Whenever I did the peer-editing, I had more responsibility both for my classmate and teacher. It made me to take the writing more serious. In time, neither my peer nor my teacher couldn't find a lot of mistakes that I used to do at the beginning.

(P6) When my pair showed my correct statements as incorrect and I couldn't convince her/him, my pair ran me into contradictory but finally the teacher always made both of us sure.

The students were asked to sign at the end of each other's written product (i.e. Peer-Edited by Ali ASLAN on Veli ASLAN's written text). This afforded an opportunity for the teacher to ask more in-depth questions to Veli ASLAN about the problematic statement. Also, the teacher considered Ali ASLAN as the responsible person who confirmed that writing. For

this reason, like P1, P5 and P6, many other students developed responsibility on running the peer-editing stage.

(P7) With the help of doing peer-editing and going through the teacher-editing stages, they contributed me to elude my own mistakes in self-editing my other writings. I mean, I started to think like my peers and teacher in time.

(P8) In this stage, we 'killed two birds with one stone' because we check the other person's self-checked material. I mean we check the checked.

As P7 signalled above, embarking upon this stage was valuable to the students as they developed meta-cognitive skills to think like others and even like the teacher and consequently it afforded an opportunity for the learners to develop their self-editing techniques. In addition, they did one task but it accounted for two tasks as P8 expressed with his words in quotes. The final sub-stage of editing is the 'Teacher-Editing' of which is detailed below.

Teacher-Editing

In this stage, the participants were asked to visit or call the teacher to revise their peer-edited writing tasks. It was fundamental for the teacher that the participants who did each other's peer-editing had to get advice from the teacher together because the teacher would see who was responsible for whose writing text. Sometimes it was also an opportunity for the teacher to ask follow-up questions related to that day's topic. Below are the participants' quotations retrieved from the interviews.

(P5) This is the final stage that the teacher has the last word on our contradictions.

(P6) The very important side of this stage was that I was quite sure about my own and my pair's writing.

As P5 and P6 reported the participants were happy to get the expert's advice on their collaborated work. For further sense of success, the participants also wanted to be sure about

their peer's writing task at this stage for which they had already developed a sense of responsibility at the peer-edit stage.

(P7) This stage was very important to me because I never wanted to feel embarrassed to the teacher though he was a very tolerant teacher.

The above quotation (P7) reflected a sentimental issue of learner's psychology into reality that could be considered to take the learner's job seriously although the learner was sure that the teacher would not get angry.

(P1) I couldn't find my mistakes in the self-edit stage and couldn't trust my friends so that I always remembered the correct version of my mistakes when the teacher helped me. I felt always the most safe with the teacher.

Above (P1) displayed an outstanding issue both positive on the teacher's side and negative on the peer's side. P1 also felt insecure with others and was insistent to get the teacher's advice as the source of information. Apart from this finding, this particular student was tried to be persuaded to contact and get involved in more collaboration with others but the teacher was not successful enough to make her a little bit extrovert.

The Effect of Using Uptake Sheets

The students were also asked to evaluate the "Uptake Sheets". There were two parts in the Uptake Sheets. One part, on the left of the designed sheet, included a large empty box for students to take notes during class. Another part, on the right of the designed sheet, included Yes/No questions established from Bloom's Revised Taxonomy checking the learning process. The Yes/No questions were a sort of self-criticism of the learners that paved the way for them to reflect on their own development. The results obtained in the interviews indicated that some participants had difficulty, yet many of them found it useful. Below are a variety of student views.

(P1) The left side of the paper really helped me note take in other classes. However, sometimes I had difficulty in answering the reasons on the right side.

(P2) Regarding the other classes for which I don't have uptake sheets, I consider what I would write on my uptake sheets. So, I believe that they contributed my note-taking skills and analysing the new information (input).

(P3) I used uptake sheets as a checklist and I had to be honest for my own sake because if I had ticked everything as 'Yes', I could have taken no advantage.

(P4) They helped me whether I had really understood the topic or not and led me to do more exercises on my other sources at home if I needed.

(P5) The Yes/No questions were really very helpful to be a check-list for me.

(P6) Whenever I ticked 'No', the reasons came to my mind. This also helped me notice my deficiencies in understanding the meaning of some phrases.

(P8) They made me be aware of what I did in the class. Actually, all the questions had a purpose of evaluating whether I learnt consciously or not.

P1, P2 found uptake sheets useful for developing note-taking skills. P2, P3, P4, P5, P6 and P8 found uptake sheets as a tool to analyse her/his own learning process and a check-list of conduct further study outside the class. P6 touched upon further development on her/his critical thinking skills. Therefore, it is apparent that the participants had a common view on the design of uptake sheets as assisting their comprehension check and developing note-taking skills.

Journals

The participants found the advantage of keeping journals as a tool to review what they had learnt that day. Uptake sheets also had a guiding role to stimulate the learners to embark on that day's remarks. The participants were free to write in their mother tongue (Turkish) but were also encouraged to push themselves to write in English and switch to Turkish where

they found they could not convey the meaning. Below are several extracts retrieved from the students' perceptions in the interviews on their experience of utilizing journals.

(P1) Journals were also a type of activity which helped me review that day.

(P4) I learnt whether I had learnt a topic or not. Journals were an answer to myself to check my learning. Most of the time, I learnt during writing journals with concrete evidence for myself.

(P5) The uptake sheets were the reminders of the day for journal writing and keeping journals was the report of performance of using that day's topic.

(P6) I couldn't write a lot but whenever I pushed myself write in English, I had the feeling to use the recently learnt phrases in my diary.

(P7) At the beginning, I didn't want to write but later I realised that it was a kind of review.

(P8) They were boring for me at the beginning because I had always been against keeping journals. But in time, I believe that they had an long lasting effect in expressing myself.

From the quotations displayed above, P1 and P4 reported on the reviewing feature of keeping journals. P1 labelled it as an activity and P4 labelled it as a self-measure tool. Similarly, P5 found uptake sheets as a reviewer tool of journals to help the students perform on the daily objectives. P6 indicated that keeping journals was a sort of challenging task but requiring the student to revise and do more practice of the daily learnt language uses. P7 and P8 found keeping journals boring at the beginning, but in time they signalled to be convinced about the educational attainment of this tool. To sum up, the above quotations of the participants indicated that the learners favoured keeping journals in terms of its features such as reviewing tool, long lasting effect, utilizing uptake sheets in the semi-structured interviews of which was also confirmed by the content analysis of the learner journals.

To sum up the findings of the research question 4b, the participants found this teaching method effective in shaping their learning habits in accordance with their needs. To sum up in line with all the standpoints explored in the semi-structured interviews and complied with the content analysis of the learner journals, the participants perceived form focused instruction efficient and helped them gain new techniques in their learning approach. That is to say, the participants considered the following very rewarding: developing writing skill particularly with emphasis on peer-, and teacher-edit sub-stages, noticing, uptake sheets driven journals, the general nature of activities and their current learning experience in comparison to their past lived experiences.

Findings of Research Question 5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

The teacher's views regarding the teaching dimension of the form focused instruction was reflected in the journals he kept subsequent to each session. The inductive content analysis revealed a considerable amount of constructive and favourable impression on the teacher who ran all the activities. Below is Table 30 representing the findings of the content analysis categorically in terms of the positive and negative issues of running the treatment.

Table 30

Content Analysis of Teacher's Journals

Positive Issues	Negative Issues
Enjoyed	Timing Problem
Motivated	Difficulty in Implicit Teaching
Willing	The natural mood of students
Satisfied	
Communicated	

Table 30 illustrates that the findings retrieved from the teacher's journals revealed two themes labelled to his teaching journey as positive and negative issues. Concerning the positive issues, the encoded categories were "Enjoyed, Motivated, Willing, Satisfied and Communicated". Regarding the negative issues, the theme covered the following categories: "Timing Problem, Difficulty in Implicit Teaching and The Natural Mood of Students". The teacher found himself "Enjoyed" by the following words.

Today, I felt like a real orchestra leader who just leads the students on what to do. Managing the students was very enjoyable because I saw each student was very willing and demanding.

From the above quotation, it is apparent that the teacher felt enjoyed with demanding students. In addition, being an orchestra leader was a move used to refer for directing the students who did the real performance. Another category revealed from the content analysis of the teacher's journals was that the teacher felt "Motivated". Below is a sample quotation.

Sometimes teaching to students who don't struggle for understanding me is the worst thing that can happen to a teacher. Actually, it may happen to every teacher! However, seeing the students taking their own learning process serious made me motivated and I couldn't understand how the time flew away.

The teacher indicated being so much motivated with willing students and he touched upon an example of demotivated stance of his in an effort to introduce his personality at the beginning of his words. The content analysis revealed that the teacher was willing to teach this class as he reported below that he was very helpful to students by not sitting for even a minute.

I believe that teacher's motivation is as important as student's motivation because willing students make more willing teachers. Applying this intervention in this

classroom today made me again run to the classroom very punctually to teach each of the students by never sitting on my chair.

The above sample signalled for employing a satisfied teacher's words so the content analysis produced a category 'satisfied' teacher. This is due to the fact that the teacher felt happy in the classroom and repeated it in many of his journals. Below is a very simple sample.

I was happy with the students' being involved in the learning process and asking questions to me.

The last category supplementing the efficiency of the intervention was the "Communication". The teacher touched upon two or more ways of communicating with the learners. The teacher also found the students actively communicated to each other. Below is a sample on that.

I hate running the classes in a teacher centred model but learner centred. Actually, in teacher centred classroom I would have only monologues, but in learner centred there occurs dialogue. In this classroom, we had always conversation by using that day's grammatical functions mostly in writing.

Regarding the positive issues of the form focused instruction, there were more categories obtained and encoded from the teacher's journals than regarding the ones on negative issues. Table 30 represents the categories as 'timing problem, difficulty in implicit teaching and the natural mood of students' under the theme of negative issues. Below is a related quotation on timing problem that the teacher experienced in running the classes.

Teaching with these activities for which I had also gained experience from the pilot study earlier is fun, but they are different for students. So, getting students accustomed to the design and procedures of the activities was a hard job today because I could not

estimate the allocated time especially for providing feedback to their written texts enough. Sometimes there are similar mistakes which in turn need to be cured again.

The teacher also reflected his experience in assisting the students from an explicit teaching shift to implicit teaching model in several of his journals. Leaving a habit which the participants had favoured in their past learning was a challenging job for the teacher, but more affordable. Below is an extract from the teacher's perception on this difficulty.

Getting the students' learning habits change from explicit to implicit really put me in difficulty. This is the third week but still there are some students who need to understand on explicit teaching. Today, I did my best to tune implicit teaching as close as explicit but still I felt that one of my student didn't understand. I have to get deeper insights on that with the interview with him.

Sometimes the teacher complained about two different students' natural mood in the classroom. He wanted to do his best to activate them but the students were moody in each class. Below is a sample representing the complaints of the teacher.

Today again I had to deal with my two silent students. I even changed their peers with more active and last week I matched the two silent to each other, but nothing worked. These activities require the students to be active and many of my students achieved it but I will try to find ways to gain these two students too. So, I will have a word with them in the interview.

To sum up, the findings obtained from the teacher's journals shed light more onto the efficiency of the form focused instruction in this experimental group. Although there were some problems detected, the journals reflected that the teacher asked to follow up questions to his students in the interviews in order to find solutions. Mainly, the content analysis revealed that both the teacher and the students in the experimental group favoured form focused

instruction with the experimental group through teacher and learner journals, and semi-structured interviews.

Summary

In this chapter, the findings related to each question were depicted. The findings were evaluated by the quantitative data analysis methods in an attempt to seek answers to the first three research questions. In order to triangulate the findings, the results were also elicited by the qualitative data analysis methods in line with the aim of depicting answers to the fourth and the fifth research questions. All in all, the findings were reported and interpreted serving for each research question.

Chapter IV: Discussions, Conclusions, and Implications

Introduction

This chapter targets the interpretation of the findings, drawing conclusions and presenting the implications.

Discussions

In this section, the researcher discusses the findings of the research questions by showing dichotomies or compromises between the quantitative results and the qualitative ones. In addition, the researcher also compares the elicited findings of the present study with those of other studies from the related literature.

There were two intact classes under investigation in the main study, one functioned as an experimental group and another as a control group. The aim was to compare the impact of FFI via the treatment on six grammar topics made available to the experimental group while the control group followed course method at the same period of time. In order to analyse the concerning impact, the findings of each following research question were depicted in the previous chapter.

Research Question 1. Is there any statistically significant difference between pre- and post- test results of the experimental and control group in terms of target grammar forms?

Research Question 2. Is there any statistically significant difference between post- and delayed post- test results of the experimental and control group in terms of target grammar forms?

Research Question 3. Is there any statistically significant difference between experimental and control groups in terms of their second language writing development throughout the study?

3.a. Is there any statistically significant difference between experimental and control groups in terms of syntactic complexity within students' L2 writing throughout the study?

3.b. Is there any correlation between the students' second language writing development and syntactical complexity development in both groups?

Research Question 4. What are the students' perceptions reflected through:

4.a. learner journals about being involved in the treatment?

4.b. semi-structured interviews about being involved in the treatment?

Research Question 5. What are the teacher's perceptions about teaching English by employing techniques of form focused instruction?

The overall aim of the study was two-fold; to depict the grammatical and writing skill development of the students. The aim in the first two research questions was to examine the impact of FFI by comparing the results of pre-, and post-test, and post-, and delayed-post-tests which focused on the six grammar topics over which the treatment had been designed. Another aim was to examine the impact of FFI on the students' written interlanguage development and it was achieved through the third research question. In order to compare the findings of the first three research questions which were revealed through the quantitative data analyses, another two research questions aiming to reveal both the students and the teacher's views were answered through qualitative data analysis methods. Therefore, the qualitative methods used to answer the last two research questions of the study enabled the researcher to mix and discuss the findings in accordance with the aims of the study.

Discussion of Findings from RQ 1.

The findings of the first research question revealed that the students in both groups showed rise in proficiency. The rise in concern regarding the control group can be attributed

to the learning effect that the students were exposed to traditional learning endeavours. The experimental group, which had been instructed under form focused instructional interventions, seemed to outperform the students in the control group with statistically significant differences in Friedman and Wilcoxon test results. The findings also indicated that the participants in the experimental group seemed to perform better than those in the control group in the following grammar topics respectively: Prepositions of Time, Adjectives of Manner (ending with –ed/-ing), Comparatives and Superlatives, Basic Infinitives and Gerunds, Stative Verbs, and Compounds of Some, Any and No with satisfactory number of cases employing statistically significant differences. The results of post-tests may indicate that these target language forms would be more amenable to FFI as the participants in the experimental group performed the target forms with a better instant impact over the control group subsequent to the treatment.

The aforementioned findings affirm those findings retrieved from the content analysis that the students elicited positive views on building and developing effective learning paths towards studying and learning English. From the perspective of the teacher on the content analysis, it also confirms these results with a compromise.

The findings of this research question are in line with many studies from the related literature as such evidence of the positive impact of FFI on the learners' linguistic development is explored in Ellis (2002), Lightbown and Spada (1990), Loewen (2005) and Lyster (2004). In addition to these studies, the findings of various studies employing the two same grammar topics also affirm the findings of our present study. Williams and Evans (1998) taught adjectives and passive structures through FFI and concluded that there was a gradual improvement on the form and the usage by growing interest among the students. In Sudhakara's (2015) longitudinal study, it was found that students made considerable progress

on achieving prepositions in the absence of formal teaching but cited Ellis (1997) to assist learners with form focused instruction in cases the students face difficulties.

Discussion of Findings from RQ 2.

The overall findings of the second question imply that the participants in both groups maintained their proficiency level without any decline but with a slight augmentation in the examined target forms. It is bewildering that the experimental group could not show apparent superiority over the control group in contrast to the findings of Gezmiş Ceyhan's (2011) study in which FoF was found to have long lasting effect on the primary school students' interlanguage development. However, the situation in our present study can be related to the learning effect that the traditional course method at the institution contributed to the control group. For the similar case, Sudhakara (2015) indicated the amount of variability in both learning rate and achievement level. Finally, examining similar level of students (A2-CEFR) to the present study, the results of Bayrak and Soruç (2017) are in line with the present study; although the instructional intervention consisted of input helping the learners develop their interlanguage competence and it was proved with the findings that both groups showed increase in performance, there was not any statistically significant difference observed between the groups in terms of post and delayed-post comparisons. In this respect, Williams (1999, 2005) shed light onto the proficiency level of students as the more interlanguage developmental stages an EFL learner achieves, the more FFI can contribute to their development. Accordingly, the results of this research question may imply that the effect of FFI would be more efficient at the later stages of learners' developmental process since low level learners would be busy at decoding the language and expressing meaning according to Williams (2005).

The findings of this research question match with that of Pawlak's (2017) suggestion that the role of individual differences might determine the success or failure of an instructional programme. Although the individual differences were not a moderator variable in this study, we had data indicating that the participants came from lower or middle class socio-economic level families. In this respect, Höl and Yavuz (2017) also emphasized the socio-economic levels of learners in addition to individual differences and revealed the potential effect of these differences on learners' success or failure in a foreign language.

The Wilcoxon Test evaluated the group comparisons with no statistically significant differences between the performances of the students on post and delayed-post comparisons. However, conducting the Wilcoxon Test on item by item analysis of the target forms, it elicited more cases in which there were more number of statistically significant differences observed. The order of grammar topics in which the experimental group was observed was different from that of the pre-post comparison (see RQ 1 findings). The experimental group performed slightly better than the control group on the following grammar topics respectively: Basic Infinitives and Gerunds, Adjectives of Manner (ending with -ed / -ing), Comparatives and Superlatives, Compounds of Some, Any and No, Stative Verbs, and Prepositions of Time. Similar in participant numbers, Williams and Evans (1998) stressed to include large number of participants in FFI experimental research as they found several students showing improvement on particular grammaticality judgment and dictogloss tasks.

In contradistinction to the quantitative results, the content analysis revealed that a considerable number of students recorded that they developed their self-study habits and autonomy after they were subjected to FFI treatment. It is also high of importance to note that the teacher also had positive views on his experience of applying FFI techniques; particularly, focus on form techniques combining explicit and implicit elicitation, in his own teaching methodology. Likewise, DeKeyser (1994) found that in some cases explicit learning has more

effect than implicit learning though concluded with the effectiveness of implicit learning in cognitive psychology of the learners, which is also evident in the qualitative part of the present study. On the other hand, as revealed in Nassaji and Fotos (2011b), when the individual differences such as level of proficiency, cultural background or age of the students are taken into account, the results from the literature showed dispersion and variability. For example, the results of Ebrahimi, Rezvani, and Kheirzadeh (2015) indicated that using FoFs was significantly effective than FoF in their grammar teaching to Iranian intermediate EFL students.

The retention of linguistic development on the taught target forms was not satisfactory in the present study; however, the participants' age, proficiency, the nature of previous instruction and learning preferences were revealed in Pawlak (2013) to be considered in shaping the effectiveness of such pedagogical instructions. In Norris and Ortega's (2000) study, the findings of 49 studies at a 9-year-period (from 1980 to 1988) were compared on the effectiveness of FFI and they indicated FFI under the techniques of focus on -form or -forms either in explicit or implicit ways were effective and durable. In addition, they revealed that teaching grammar through explicit (i.e. isolated) FFI was more effective than implicit (i.e. integrated) FFI, which was also matched with the findings of Doughty and Williams (1998) and Ellis (2006), but not with that of Elgün's (2009) study, in which the integrated group outperformed the isolated one in both grammar and writing development.

Discussion of Findings from RQ 3.

The third research question examined the impact of FFI on the students' writing skill development. The findings accessed through the Wilcoxon test results reported that there was augmentation in both groups in terms of the students' second language written development. A comparison of the performances of the two groups was again achieved via Wilcoxon test

and it elicited that the participants in the experimental group had shown slightly more indication of progress in comparison to those in the control group. In addition to the students' L2 written development gained through the scores of their texts, a further analysis was carried out through syntactic complexity values of the produced texts. The syntactic complexity results manifested that the participants in both groups indicated statistically significant differences in the pre-to-post comparisons but no statistically significant differences in the post-to-delayed-post comparisons though the experimental group performed better with slight differences. More bewilderingly, the results showed that the control group's statistically significant difference value was superior to the experimental group's in pre-to-post test comparison. In order to detect the correlation between the syntactically complex sentences and the scores gained through the students' written productions, the correlation analysis eliminated the control group's slight superiority over the experimental group. The correlation analysis reported that the more syntactical complex sentences did not ensure the higher scores obtained from the texts.

The content analysis also revealed that the students advocated the stages followed in writing skill with these categories; feeling of progress, noticing, learning from mistakes and retention in the knowledge. A further consensus among the participants was that they developed responsibility on their own learning through writing, which facilitated their learning. In Parviz and Gorjian's (2013) study, employing a pre-and-post test design with 40 B2 (*i.e.* Intermediate-CEFR) level Iranian EFL students, it was revealed that providing corrective feedback from three parties; peer, material and teacher, had an impact on the learners' taking their own responsibility for their own learning and stimulated "the process with a minimum intervening" (p. 460). The present study comply with the results of other studies (Pawlak, 2013; Spada, Lightbown, & J. White, 2005; White, 1991) in that both the learners and teachers' views converged on favoring grammar and using the target forms in

written production. However, in contrast to the views of students in Pawlak's study (2013), this study revealed that the students favoured peer feedback. There was another finding from the qualitative part of the study that the learners expressed a strong predilection for the use of self-reflective uptake sheets which enabled them to notice the uptake technique. Such decision is supported by the implications of Pawlak (2013) in that negotiation and agreement with students might be necessary in specific contexts for the real contribution of instructional tools. A similar study (Coşgun Ögeyik, 2011), which centered FFI in classroom teaching, to the present study only differing with participant profiling (high level students) and material (utilizing poetry as teaching tool), supports the students' cognitive and affective development in language by revealing confidence, success, students' ability to realise formal features and semantic of language and gaining command over language by discussing with other students' written productions. The qualitative findings of the present study was again affirmed in the literature by the work of Sen's (2004). Sen (2004) investigated the learners' perception, teachers' cognition and the forms of FFI in an EFL setting in pre-high school English preparatory classroom in Turkey. The study in concern indicated that the learners got engaged in the target forms in realising the relevant input more effectively and the learners showed consciousness development on learning English either implicitly or explicitly but certainly under FFI. Shortly, the findings of the relevant study emphasized the merits of eliciting FFI in teaching and assisting the students in making discoveries for language learning and accordingly FFI contributed to the students' apparent L2 learning development particularly in writing skill.

Discussion of Findings from RQ 4.

The findings of the fourth research question were achieved through content analysis on both learners' journals and the semi-structured interviews. The reported findings indicated

that the learners favoured their experience of learning process through FFI. They were believed to develop (Meta-) cognitive maturity and development, affective development, willingness to learn and communicate, and a sense of developing uptake and noticing skills. In line with Qi and Lapkin's (2001) study, as their results touched upon the issue of the relationship between noticing and the linguistic accuracy, the participants in the present study recorded their views on developing noticing and meta-noticing techniques so as to internalize FFI based learning in their L2 English development. Moreover, the findings of this research question espoused Budak' (2013) findings paying attention to the students' opinions on the relationship between the learners' grammar learning methods and the teacher's teaching methods which facilitated the suitable FFI methodology in classroom environment. In this respect, by running FFI treatment on grammar, this current study can also be linked to the importance of grammar as a fifth skill in language which is proposed by Larsen-Freeman (2003). In addition, the findings also showed similarity to that of Mackey (2006) in that learner noticing in FFI might indicate positive impact on the students' L2 learning and development. Also, the current study revealed participants' perception of noticing with a salient advocacy, and accordingly, it is evidenced in Coşgun Ögeyik's study (2017), which reviewed 41 empirical studies published between 2008-2016 testing the Noticing Hypothesis in different angles, that a circulation of a noticing treatment through explicit or implicit approaches could foster output oriented studies with a great effect. Finally, the findings of this research question share a common point with the findings of Yükselir and Harputlu's (2014) study on the importance of the learners' academic emotions that they point out preparing instructional materials of an EFL prep-class to be complying specifically "with the students' affective, cognitive, motivational and physiological sides in learning" (p. 117).

On the contrary to these positive attainments, the students also recorded several personal problems or emotional barriers hindering them from achieving learning. It was also

apparent that the students had had previous learning habits which did not enable them to make a quick and easy shift from explicit to the implicit teaching underpinnings of FFI. Yet the informants were found performing better than the control group verified by quantitative results. The explicit or implicit focus on form strategies were investigated widely in the literature. To illustrate, Spada (1997) asserted that both strategies could foster language learning. On the other hand, Fuente (2006) revealed that employing explicit focus on form strategies could scaffold language learning. Also, Parviz and Gorjian (2013) found that the participants receiving explicit FoF did outperform those students exposed to implicit FoF techniques. However, it was evidenced in Williams and Evans' (1998) study that those students who were subject to FFI would potentially filter authentic positive evidence towards the implicit teaching style as they gained learning experience through the teacher's focus on form teaching philosophy. In Pawlak's (2013) study, it is emphasized that to what extent the FFI is effective in classroom teaching and learning relies upon the instructional techniques and principles designed by the compromising views of both teachers and learners with deductive and inductive ways, output-oriented and input-based teaching, and explicit and implicit feedback. Pawlak (2013) reported that the views of 106 (C2-CEFR) EFL students and 62 EFL teachers on various aspects of FFI showed a great dispersion between the two groups though the general tendency was on the consensus that both parties found FFI effective. Therefore, there is a consensus among all these aforementioned researchers that the FFI intervention plays a major role in promoting language learning no matter how FFI is elicited either explicitly or implicitly.

One of the most ubiquitous findings revealed from the content analysis was the learners' opinions hinging upon the value of feedback stages followed in the interventions. At this point, Pawlak (2014) suggests corrective feedback, whether done explicitly or implicitly, or from peer or teacher side, as one of the main options in FFI. Pawlak (2014) concludes his

investigation on error correction with the effectiveness of a method desired by both the learners and teachers in a context-sensitive and practicable setting. In this regard, the finding of the study is in accordance with the mutual agreement affirmed by the learners and teachers.

Discussion of Findings from RQ 5.

The findings retrieved from the content analysis on the teacher's journals revealed that the teacher expressed a strong preference for FFI and touched upon several positive issues (i.e. motivation, willingness, joy, satisfaction) which contributed to his own professional development. Similar findings were reported in the study of Borg and Burns (2008) with teachers from 18 different countries that they expressed a strong predilection based on their practices for integration of grammar teaching with skill development.

In addition, content analysis indicated the shift from moving explicit to implicit teaching as a challenging job for the teacher. However, the teacher's experience gained through the piloting phase on using FFI facilitated him to overcome employing implicit teaching to lower level of students at the beginning of the study. The importance of gaining experience was also promoted by Mackey, Polio and McDonough (2004). Similarly, Basturkmen, Loewen and Ellis (2004) investigated the teachers' beliefs and revealed divergent practices in eliciting FFI in CLT based classroom. Finally, this finding was also interpreted in the literature that Baleghizadeh (2010), conducting FoF in a meaning-focused instruction, revealed the need of teacher training courses for teachers who would opt for focus on form in their instruction.

A further complying finding was also explored with the learners' views discussed in the fourth research question. The shift in concern was viewed as a hard task to achieve at the beginning when the CEFR level was A2. However, the findings of both parties relied on a wide variety of positive opinions later when the CEFR level improved towards B1 and on.

The present study has revealed the perceptions of both learners and teachers in that both parties found FFI beneficial which is in line with the perceptions of a much more representative number of teachers ($n = 62$) and learners ($n = 106$) in Pawlak's (2013) study.

Conclusions

The findings and the discussions of the study have paved the way for the researcher of the study to make two main conclusions provided below and the detailed conclusions with the subsequent paragraphs.

- The learners who were subject to Form Focused Instruction (under the philosophical underpinnings of Focus of Form) through 12 weeks on 6 grammatical target forms seemed to slightly outperform those in the control group (no special exposure to any FFI type, only followed lecture method) to some extent in the quantitative measurements since not all forms were revealed to be amenable to FFI. However, the students and the teacher showed a considerable amount of interest to FFI in the qualitative measurements.

- FFI assisted learners to develop their general written interlanguage competence and did contribute to their syntactical complexity development but by not displaying apparent/expected superiority to the participants in the control group. It is also important to note that the students in the experimental group and the teacher recorded favorable attitudes towards incorporating FFI with grammar and writing skill over a rich diet of techniques based on focus on form.

As to the aim of posing the first two research questions of the study, the researcher had attempted to investigate the instant development on the target forms with post-test and the retention of the target forms with a delayed-post-test. It can be concluded that the findings showed augmentation on the grammatical development of the students in both groups in all

measures with a slightly more instant impact on the experimental group than the control group though it could not reveal any apparent results on the retention of the target forms for both groups at the delayed-post-test. Therefore, it might be unreasonable to sermonize on the endurance of the instruction. However, this could be due to short period of time that the delayed-post-test was administered to both groups just four weeks subsequent to the post-test administration. As Williams and Evans (1998) suggest the tasks utilized in post-design experimental studies may not be sufficiently sensitive for particular forms which are at the beginning phases of development in the learners' interlanguage learning system and those forms show development in long time. Nonetheless, it is of high importance to stress that the content analysis revealed a noticeable amount of perceptions of the students in the experimental group favoring FFI.

Pertaining to the discussions made on the third research question, the discussions functioned to reveal the impact of FFI on L2 writing interlanguage development of students. It is of high perspicuousness to infer that the students in the experimental group may have showed superiority over the control group in their L2 written interlanguage development. Bewilderingly, the students' performance on producing syntactically complex sentences overlapped with that of their general development in writing skill below the expected level. Last but not least, the correlation between the scores and the complexity values appointed the conclusion that the more score a student gained did not imply the more syntactically complex user of L2 she/he was.

Regarding the fourth research question, the learners were found to be outstandingly encouraged through FFI demonstrating positive cognitive and affective aspects of learning while they had some inhibitions to learning. Nassaji and Fotos (2011b, p. 136) highlighted that FFI "facilitates the acquisition of L2 grammatical forms"; however, attracted the attention of researchers' on the highly complex nature of language learning process which necessitates

“involving the interaction of a host of factors”. In this respect, it is important to note that individual variation in learning styles play a major role in detecting the tools assisting the learners to “effectively manipulate their learning preferences for each learning environment” (Evin Gencil, 2015, p. 52).

Concerning the fifth question, the teacher found the implementation of FFI techniques in his teaching favourable. The teacher’s views also espoused the learners’ opinions in promoting the effectiveness of FFI. Similar to the situation in Turkey, Ponniah (2009) discussed in his study on the foci of the failure in developing L2 English language competence though the students are subjected to learning more than ten years in Indian context. He addressed the type of instruction as the core problem lying at the intersection of the traditional form-based instruction informed by skill-building hypothesis, which calls for the need to memorize grammar rules without sufficient practice for learning. In this regard, the present study in concern indicated that FFI should be equipped with a variety of input instructions that the teacher opted for.

The internalising process of interlanguage property of a target form may be difficult to achieve for some learners. This could be due to several difficulties among the learners since the probable disadvantages of negative evidence, mother tongue effect as stressed by Spada and Lightbown (2008), unmarked linguistic properties indicated by Pawlak (2013), and the complexity of a grammar theme pointed by Williams and Evans (1998) occurs in an L2 learner’s intake and uptake process. Irregardless of the problems encountered at a learning stage of an L2 learner, the aim is always to get the learning process more preferable and bettered. With this reason in mind, the researcher had already preferred to include FFI in his teaching and the learners stated their views supporting the effectiveness of FFI which was also affirmed by the quantitative data findings of the study.

Implications

The present study mainly investigated the impact of FFI targeting FoF techniques and principles in a classroom setting. The research questions of the study addressed the learner's L2 development on six different linguistic target forms by affording opportunities to compare the results both in quantitative and qualitative methodologies. The research question, which had an added value both to the present research and the literature, examined the learners' L2 written development by juxtaposing the overall development and syntactic complexity development. The study also made an attempt to suffice at this juncture that the researcher teacher provided positive insights from his teaching experience eliciting FFI. Therefore, it might be naïve to generalize the findings beyond the instructional type, setting, participants and activities; however, this necessitates us to suggest implications as administering FFI may result in different findings at different settings considering individual differences. In the subsequent sections, methodological and pedagogical perspectives with respect to the implications evaluated from the findings of the study will be discussed, and a set of suggestions will be attempted.

Methodological Implications

Focusing on the findings and discussions obtained from this particular research, educators need to consider a rich diet of implications for implementing FFI. In this respect, we make an attempt to flourish our implications with that of the related literature and provide a combined list of methodological factors below.

In this study, we considered only one moderator variable; namely, learners' proficiency, and the findings indicated that form focused instructional interventions seem to promote language learning, particularly effective output in writing skill. However, a wide range of moderator variables should also be considered to give a more concrete sound to the

methodology of such studies. Several of them can be listed as learners' age, gender, aptitude, preferences or styles, experienced past learning habits and so forth on.

Regarding the design of the form focused instructional interventions, we attempted to take advantage of eclectic method in our teaching. The benefits of such study incorporating into the EFL setting was achieved through the shift from explicit first with the Structured-Input technique of VanPatten's (1993) with low proficiency level students at the beginning then implicit with comprehensible input of Krashen's (1985) and consciousness raising activities of Smith's (1981) in addition to input enhancement techniques of Smith's (1991), leading to written output with Comprehensible Output Hypothesis of Swain's (1985) and noticing hypothesis of Schmidt's (1990, 1994) with a push on uptake technique of Chaudron's (1977). All the techniques sermonized on the FFI techniques; namely, input, processing, production and feedback, proposed by Ellis' (1998). However, dwelling on all these techniques, all these harmonized techniques should be reconsidered in applying to different methodologies by considering the target needs of the curriculum in the related settings.

Pertaining to other factors in the methodological soundness of this study, we considered the complexity of L2 forms on two proficiency tests; one before the piloting and another before the main study phase, administered executively in the institution. Accordingly, we set the target forms to conduct our investigation on. Consequently, the findings indicated that the learners had shown improvement on several target forms. In order to gain more insights on which forms are more amenable to form-focused instruction, a whole list of all the grammatical themes should be well investigated under FFI.

As for the materials used in the intervention stage of the study, they had already been piloted, and by doing so, the results were believed to ensure valid findings. More materials informed by corpus studies should also be incorporated into FFI implementations.

In order to collect the data over the perceptions of both learners and the researcher teacher, we utilized a set of qualitative instruments and the qualitative data relied on journals. Classroom observations, video-recordings ensuring stimulated recall technique should also be considered in order to gain more insights which would contribute to the teacher's professional development. In addition, the degree of noticing, duration, and timing might be the pedagogical implications of this study to be re-considered though degree of noticing was attempted to be ensured through self-reflective uptake sheets; timing was considered to be compatible to the learners' developmental readiness and duration was piloted.

The findings of the study relied on one skill, writing, which was investigated through scoring and revealing complexity values. The findings showed augmentation on the students' general improvement. Other linguistic features such as syntactic accuracy and fluency in addition to lexical accuracy and fluency should also be investigated and the probable results might be correlated with each other. The results can also be compared with that of the same level students' productions in L2 English productions in order to depict the students' written interlanguage development and reveal any probable mother tongue effects. For a further understanding of language development, these results can also be compared in contrastive interlanguage development studies by analysing L1 English productions in comparison to L2 English productions of Turkish and for example Japanese learners in order to reveal any mother tongue or interlanguage properties of English. Last but not least, other skills; listening, speaking and reading, can also be examined through teaching grammar via FFI.

We realized various types of input-processing techniques and output-production principles in harmonizing FFI into our teaching and the results showed that the students got engaged in language learning and producing. Therefore, form-meaning mappings should further be realized through our instructional design: Establishing different forms of language practice through a deviant continuum which may place the activities between focused

communication tasks and the text-manipulation tasks, including text-creation activities falling somewhere in between these tasks.

We covered only four more weeks after the treatment was finished in order to reveal delayed-post-test results which did not ensure significant differences in time. However, the retention of knowledge should be measured through longer period of time.

To sum up, we applied FFI with young adults or adults at territory level in Turkey. The findings can also cater for a richer agenda for primarily the setting of the study where it was carried and then other state or private universities in Turkey in terms of the following;

- establishing institutional culture towards teaching but by not attempting to standardize teaching among EFL instructors,
- provide the instructional design for curriculum developers in order not to include only structural-syllabus but also incorporate task-based syllabus,
- present results to the testing and assessment units in order to compare the results and the developmental proficiency levels of these students on specific target forms,
- assist material development units in order to back up the curriculum development with the specific needs realized from the testing and assessment scores,
- approximating the realities of EFL teaching foci to EFL learning foci in Turkey,
- meeting the needs of standardized national or international tests through engaging language learning methodologies.

Pedagogical Implications

The materials included a wide variety of tasks designed for pursuing incorporation of language forms in a meaningful language production by inviting the students to operate on the linguistic features of L2 English, for example, supporting the students to notice a target

structure and internalize it by text-manipulation and providing feedback on others' written products. These tasks might be expected to contribute to enhancing the learners' noticing and negotiation abilities. However, duration, timing and intensity of instruction might be the pedagogical implications of this study though timing was considered to be compatible to the learners' developmental readiness and duration and intensity of instruction was piloted. However, these pedagogical factors should be investigated through observation. Throughout this dissertation research in which I was the researcher teacher, I could widen my grammar teaching by exploring a set of different kinds of FFI in the pedagogical context. Further, I released myself from traditional grammar teaching methods, which mostly require FoFs approach, in that both the teacher and the learners were passive and not only rule learners but active in the process with learning and practising the language. Last but not least, I and *I believe* the participants of the experimental group, found learning English as not a discipline like other disciplines such as History, Geography, Maths and so on, but a skill of dignity like Music or Sports.

We attempted to follow a task-based syllabus in running FoF based FFI; however, for low proficiency learners we also combined the syllabus with structural syllabus in order to pave the way for planned FoF. In order to counterbalance the needs of a programme on the choice of a syllabus type, the needs of both learners and the teaching assumptions of teachers should be met through both parties motivational or demotivational, developmental or hindrance to learning or teaching should be well established.

We tried to counterbalance rule provision in the beginning then moved the students to rule discovery technique by the assistance of noticing hypothesis as the requisite of combining both explicit and implicit teaching in the present study. Pedagogically, the learners' developmental readiness and willingness contributed to the present study, but it may not result in different settings with different individuals with the same results; however,

supplying video-recordings of such classes might counterbalance the need to what extent which technique may indicate effectiveness over which. Then, the practitioner might develop a view on eliciting the explicit knowledge which potentially contribute to the procedural implicit knowledge underlying the communicative ability of the learners.

The merits of providing feedback in output-oriented tasks with an explicit or implicit push from the peers and the teacher was recognized in our study and the findings indicated favourable perceptions of both the students' and the teacher's. FFI on skill-building hypothesis may also be a concern for practitioners in developing both more engagement and performance with collaboration in classroom atmosphere. Furthermore, driving from Razi's (2016) findings, utilizing FFI targeting to develop the writing skill of students may be of interest who would run a similar study at digital platforms or lab settings via anonymous feedback where the learners would feel more comfortable to receive and provide feedback.

Suggestions for Further Studies

It is possible to enumerate several issues to shed light onto the efficacy of FFI since the present study intended to juxtapose both learners and teacher's perceptions in a Turkish Higher Council educational context. Elaborating such study on six grammar topics requires to be conducted on longer periods of time in longitudinal designs with more number of both participants and comparison groups at different settings with young adult learners in order to validate more representative results by the assistance of parametric tests. The materials can also continue to be revised though they were piloted but more feedback from practitioners and experts could contribute to different classroom dynamics. In addition to the revealed contextual factors and the extent to which the participants showed willingness to exploit the intervention and engagement with the intervention affectively, cognitively and behaviourally, there still remains a variety of mediating variables. Learner differences, learner aptitude and

attitude, learner preferences, linguistic factors, learners' age and gender, task-complexity, teacher's attitude and professionalism needs to be reconsidered in further studies eliciting FFI. It is important to remind at this point that Andringa (2005) proposes longitudinal studies need to be carried out in order to shed light more on the L2 developmental stages and the effect of FFI in the long term. Similar to the design of this study, further research should be conducted in line with Tomlinson and Masuhara's (2018) suggestion regarding the philosophy of form focused approaches: We should assist students to discover the language rather than provide them a learning environment which ensures instruction by a teacher or a source. However, a coursebook should be exploited by providing a potential list of learning points that the students experience initially when they get engaged in language learning and communication, with a view to "facilitating learning rather than promoting teaching" (p. 35).

Summary

In this chapter, the findings of the study were discussed by both making use of quantitative and qualitative methodologies of the study and related to the literature with other studies. In addition, conclusions were drawn and implications with suggestions for further studies were displayed.

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Appendices

Appendix A: Informed Consent Form for Participants

Informed Consent Form for Participants

The Effectiveness of Form Focused Instruction Activities in an English Preparatory Program
(*Title Changed into: L2 English Grammar through Form Focused Instructional Design*)

By

Yunus Emre AKBANA

The purpose of this study is to examine the effect of focus on form approach on adult EFL learners' English writing proficiency. This research is a significant part of my PhD program at the University of Çanakkale 18 Mart University and I would love to thank you for considering participation in the study.

In due course of the administration of the study your participation will comprise filling surveys, activities, and instructional tests, and being subjected to the training on focus on form approach. The questionnaires, consent forms and all the other documents to be gathered from you will be kept in a locked file cabinet. I do believe that this training will be a useful experience for you and the results which will be obtained from the study will shed clearer light on the effect of focus on form on English language proficiency. There will be no problems concerning confidentiality; that is to say, your name will not be reported anywhere in the thesis. This study does not involve risks; on the contrary, it may empower you in your language learning journey.

You do have the right to or not to take part in the study and ask questions to me, the researcher, about the research at the outset of the study, during its administration or at the end of the study. You may decide to discontinue participating in the study by informing me. Your participation will be terminated if you are no longer enrolled in the School of Foreign Languages at Kahramanmaraş Sütçü İmam University.

Participant Authorization

I have read and understand this consent form. A copy of this form will be given to me. I decide to participate in this study voluntarily and accept to fill in the questionnaires that will be used as data collection tools. I understand that I can decide to discontinue this study and do have the right to terminate my participation. I understand that the training that will be provided to me during this study might improve my language proficiency. I further understand that I can get in contact with the researcher to receive responses to any question I do pose related to the procedure or the study.

Participant Name: _____

Participant Signature: _____

Date: _____

Appendix B: Sample Self-Reflective Uptake Sheet (English)

FULL NAME:

What have I learned from this session?

I am confident to use what I have learned today by	Yes/ No	Why? / Why not?
Recalling or retrieving knowledge from my memory		
Understanding the meaning in written or oral material		
Using this knowledge in new situations		
Analyzing (the relationships of one another)		
Making judgments by using previously learned knowledge		
Creating new ideas or structures		

Appendix C: Sample Self-Reflective Uptake Sheet (Turkish)

Ad Soyad:

BUGÜNKÜ DERSİMİZDEN ÖĞRENDİKLERİM

Ders Notlarım:

Bugün öğrendiklerimle aşağıdakileri yapmakta kendime güvenim vardır:	Evet/ Hayır	Neden evet? / Neden hayır?
Bu bilgiyi hatırlamakta		
Bu bilgiden sözel, yazılı ya da grafiksel bir iletişim olarak anlam oluşturmada		
Bu bilgiyi verilen herhangi bir durumda uygulamak veya kullanmakta		
Bilgiyi bileşenlerine ayırma ve parçaların birbiriyle/bütünüle nasıl bir ilişki içinde olduğunu tespit etmede		
Bu bilgi karşısına çıktığında ilgili yapıyı, anlamı ve işlevini değerlendirme veya eleştirmede		
Bu bilgiyi yeni bir yapıda ve/veya işlevde yeniden düzenleme veya yeni ürünler ortaya koymakta		

Appendix D: Sample Learner Journal

FULL NAME: Mustafa Cans Pella
DATE: Tuesday April 15th - 1600/235th

Write Freely!!!

What have you learnt throughout the last whole week? Also, please describe your self-study hours and add information about your feelings towards your language development so far.

My Dear Teacher,
We learned infinitives your lesson but Oxford had told simple infinitives. We thought we learnt infinitives but you did to exercises papers. We understood this topic isn't very easy but if we study hard, we will learn a lot of topics very well. Why not?
Also you prepared question about other topics. Your exercises were very nice and fancy so thank you my teacher.
I want to do exercise a lot.

Best regards.

Appendix E: Sample Teacher's JournalOctober the 5th , 2016

Today I was really affected by the motivation of my students. Actually, in the very beginning of the day I thought the class would not be fun as today's issue was infinitives and gerunds. According to my teaching experience so far, Turkish students really get difficulty in not only understanding the topic but also producing their own utterances. Anyway, after conducting the first two class hours I started to feel more motivated because my students had all ears on me and they were struggling to do more and more. Actually, I need to accept that we have developed a good sense of collaboration and cooperative work with my students in my group.

Generally, the students were introduced the topics with a lot of exercises from the course book and when they were introduced with the interventional activities they pushed themselves like they started the day again with high energy. I really felt it today again. Observing the students' eagerness made me happy about the activities that I prepared for them. The best thing about the instrument was that they jotted down the verbs taking infinitives and verbs taking gerunds in sentence format not just as a rule or patterning. This is in line with the aim of focus on form approach, this also sheds light onto their absolute control of learning. Now, I am happy that I feel we have reached our goal today with my students.

Appendix F: Pre-, Post- and Delayed Post Tests

*: Reppen, R. (2012) *Grammar and Beyond, Level 2 Cambridge* p.342. Adopted and modified

** : Developed by the researcher.

*** Worksheet: Azar: *Fundamentals of English Grammar*, Chapter 13 Test from Professor Kelly Kennedy-Isern EAP 1461

I. MULTIPLE-CHOICE RECOGNITION TEST***

Choose the best option for each question.

2. Sally enjoyed _____ her trip to Disney World.
 - a. to take
 - b. taking
 - c. to taking
 - d. took

3. I really don't mind _____ on Sunday mornings.
 - a. to go
 - b. going
 - c. to run
 - d. running

4. Andy can't stand _____ talent shows on TV.
 - a. see
 - b. watching
 - c. watch
 - d. to see

5. I have an exam _____ Tuesday _____ noon.
 - a. on / at
 - b. in / on
 - c. at / in
 - d. from / on

6. I always go to the cinema _____ the weekends _____ winter.
 - a. on / at
 - b. in / on
 - c. on / in
 - d. at / on

7. Mr. Jackson was born _____ 1944 _____ a Tuesday _____ May.
 - a. on / at / in
 - b. in / on / in
 - c. on / in / at
 - d. at / on / in

8. Kahramanmaraş is _____ than Antalya.
 - a. hotter
 - b. more hot
 - c. hotter
 - d. hottest

9. BMW is more _____ Şahin.
a. comfortabler
b. more comfortable
c. comfortable than
d. comfortable then
10. MADO is _____ ice-cream brand in Kahramanmaraş.
a. most popular
b. the more popular
c. popularest
d. the most popoular
11. Learning something new is very _____ for me.
a. relaxed
b. interested
c. exciting
d. excited
12. Watching cartoons makes me feel _____.
a. relaxed
b. interesting
c. depressing
d. boring
13. Silence is _____ for me.
a. relaxed
b. interested
c. boring
d. excited
14. Sssh! There is _____ here, we should be silent.
a. no one
b. anyone
c. someone
d. everyone
15. Last summer, I was very busy at work so I went _____ for holiday. But, I'm planning to go somewhere next summer.
a. nowhere
b. anywhere
c. somewhere
d. everywhere
16. There isn't _____ left in the refrigerator. We have to go to the supermarket.
a. nothing
b. anything
c. something
d. everything
17. My teacher _____ us in learning English.
a. is believing
b. believing
c. is believes
d. believes

18. My classmates and I _____ our teacher in class.
 a. understand
 b. am understanding
 c. are understanding
 d. understanding
19. He usually _____ what to study after classes because his teacher assigns him homework every day.
 a. is knowing
 b. is knows
 c. knows
 d. doesn't knows

GRAMMATICALITY JUDGEMENT TEST

There are ten sentences below. Read each sentence carefully. First, decide whether the sentence is grammatically correct or incorrect. Then, cross (X) for CORRECT or INCORRECT. See examples. Correct the incorrect sentences.

Example :Did Marie finish taking the required classes?

CORRECT:

INCORRECT

Example: I would like cooking like Wolfgang Puck.

CORRECT:.....

INCORRECT

.....*I would like to cook like Wolfgang Puck.*.....

20. Sonia would like to visit California in the summer.

CORRECT

INCORRECT

21. Do you want to go to snow skiing with me this week?

CORRECT

INCORRECT

22. Karla doesn't mind to do the washing up.

CORRECT

INCORRECT

23. I made an appointment to see Mr. Bean at 3 o' clock on Tuesday the 11th of February.

CORRECT

INCORRECT

24. The detective saw the guilty at 10 o'clock in Friday the 21st on February on a winter day.

CORRECT

INCORRECT

.....

25. My father was born in 1970 on a Sunday in December at five o'clock at midnight.

CORRECT

INCORRECT

.....

26. I'm younger than John so John is the oldest than me.

CORRECT

INCORRECT

.....

27. "Jack is taller than Tony. Tony is shorter than Andy. Andy is taller than Jack." So, Andy is the shortest of all.

CORRECT

INCORRECT

.....

28. Harry is the most intelligent student in his class.

CORRECT

INCORRECT

.....

29. Having argument in public is considered annoyed in Turkey.

CORRECT

INCORRECT

.....

30. Reading magazines is interesting for most of the girls though it is irritated for most of the boys in Turkey.

CORRECT

INCORRECT

.....

31. Talking in front of public is very boring for me but I am never boring when I am listening to someone talking in public.

CORRECT

INCORRECT

.....

32. I have never been nowhere more attractive than Turkey.

CORRECT

INCORRECT

33. There isn't somebody unemployed in my family.

CORRECT

INCORRECT

34. My last summer wasn't enjoyable because I didn't do something special.

CORRECT

INCORRECT

35. I'm knowing English better than my sister.

CORRECT

INCORRECT

36. My father usually forgets his mobile phone at home.

CORRECT

INCORRECT

37. My grandmother has Alzheimer. She isn't remembering me.

CORRECT

INCORRECT

PRODUCTION TEST

Part A Put the words into the correct order. Make any necessary changes or additions.

38. like / do / water sports / with / my best friend / I

.....

39. would like / travel / all / when / I'm / over/ rich /world/

.....

40. He / me / always / want/ do / the / washing up / home

.....

41. Metallica / be / going / a / concert / give / May / 2017 / 23rd / Istanbul.

.....
 42. They / birthday / have / party / 22nd / September / afternoon

43. She / me / rainy / day / spring time / see

44. Erzurum / cold / İzmir

45. Jack / have / bad / mobile / his / phone / class

46. Mary / beautiful / class / her / girl

47. Pronunciation / isn't / confused / for me / English /

48. My mother / souvenirs / me / buy / my / birthday / interesting

49. I / surprising / when / I / see / my / was / first / teacher / cinema

50. I / mall / yesterday / go / I / but / anything / buy / didn't

51. Is / else / waiting / for / exam / anybody / there ?
?

52. We / more reasonable / should / here / anywhere /

53. This / Turkish Liras / costing / 50 / t-shirt /

Appendix G: Sample Lesson Plan for Control Group

Lesson Plan (Control Group)

Information about the class and lesson

Date and time : 15 November 2016/8.15/17:00
 School : Kahramanmaraş Sütçü İmam University
 Level and Class : B1
 Subject : Infinitives / Gerunds
 Materials and Aids : Dictionary, mobile phone, videos, visuals, course book, Coursebook Itools, projector, speakers

Class Profile:

- 12 male and 8 female students,
- Average age is 18.2,
- 6 students from the engineering faculty ,14 students from the faculty of business

Physical environment: The class is aired by the teacher and the windows of the class, at least one of them, is left open without being concerned about the noise that might come from the nearby environment as the building where the lessons are done is located in a quiet area.

Objective/s

- By the end of the lesson:
 - The students will be able to differentiate which verbs take infinitives and which verbs take gerunds.
 - The students will be able to talk about places, things, plans, experiences, report on articles, give advice, express their opinions by providing reasons via using infinitives and gerunds.

Procedures

- Warm-up (10 minutes): The teachers asks the students whether they had a good weekend or bad one. They have a dialogue over their weekend and the teacher asks their reasons why they held some activities. The reasons pushes them to use infinitives unconsciously as illustrated in Teacher's Talk:

I went to the shopping mall to buy jeans and shoes.

I went to Adana to visit my friends.

I studied vocabulary not to forget them.

We went on a picnic to relax.

The teacher underlines the significance of the main purpose they need to keep in their mind throughout this year, which is trying to make sentences.

- (10 minutes) The teacher turns on the projector and shows the relevant unit of the week and asks students whether they know the film “Meet the Parents” and talks about what happened. After that, he follows the questions in part 1 Reading & Listening as warming up the students and getting them involved in the activity.
- (10 minutes) The teacher checks the students mistakes on the reading and then plays the listening record. They have a small discussion on the light of the questions reflected in part “f”.
- (5 minutes) The teacher facilitates the students to have a discussion on the messages given from the article and compare it with that of the main idea in the listening.
- (10 minutes) The teacher asks the students to move the page 53 and start the Grammar part.

Break for fifteen minutes

- (15 minutes) The teacher moves to page 138 to analyze the grammar illustration with students and asks them to read the rules and discuss with each other. When they are done, the teacher writes some similar sentences from the grammar part on the whiteboard in order to encourage them to produce some sentences.
- (10 minutes) They do the activity (7A) on page 139 and the teacher asks for their answers and correct them by explaining grammar reasons.
- (10 minutes) The teacher leads the students to the unit back again and they focus on part 3 Vocabulary. After carrying out the first activity “a”, they move to page 158 to the activity.
- (10 minutes) The teacher start the class by reminding students the verbs which take infinitive form from the page 158 and asks them to produce 3 sentences in pairs.

Break for fifteen minutes

- (15 minutes) The teacher starts the Pronunciation part and carries out this part in line with the instructions on the course book.
- (10 minutes) Teacher collects their sentences and distributes them to other pairs in the classroom in order to edit and ask for clarification.
- (20) minutes) The teacher explains some common mistakes that the students have done in their sentences on the board. The teacher never points the students whom the mistake belongs to.

Break for fifteen minutes

- (15 minutes) The teacher encourages the students to ask and answer the questions in part c.
- (15 minutes) The teacher asks the students to study in pairs and one student becomes Student A and another becomes Student B in order to have a dialogue of two.
- (15 minutes) The teacher asks the students to write a short article on the instructions given in the Writing part on page 53. Finally, he ends the lesson.

Lunch Break for one hour

- (10 minutes) The teachers opens the class hour by asking students some questions regarding the use of infinitives and ask them to produce some sentences freely.
- (15 minutes) The teacher asks the students to move to the page 54 to study gerunds. They start the lesson by Grammar and a short reading.
- (20 minutes) The teacher asks the students to got to p.138 in order to study the rules and examples of gerund usages in a table illustrated in explicit grammar teaching method.

Break for fifteen minutes

- (15 minutes) The teacher asks the students to write “What is happiness for you?” from the acitivity “g” on page 54.
- (10 minutes) The teacher helps the students’ written productions.

- (20 minutes) The teacher asks the students to visit the page 158 in order to do exercises on which verbs take gerunds.

Break for fifteen minutes

- (15 minutes) The teacher asks the students to choose five things to talk about and report it to his/her pair by switching roles.
- (20 minutes) The teacher asks the students to choose a spokesman from their pairwork and share it with the rest of the classroom.
- (10 minutes) The teacher takes his notes as he mistakes arise from students' speeches and presents the mistakes with the correct use.

Break for fifteen minutes

- (15 minutes) The teacher asks the students to carry out the Pronunciation part.
- (15 minutes) In pairs the students answer the questions in the Speaking part and talk about the statements given there.
- (10 minutes) Prior to closing the lesson, the teacher asks students to listen to an interview and answer the questions provided in the course book.
- (5 minutes) Finally, the class ends with a song given at the end of the unit.

Closure of The Lesson Plan For The Control Group

Appendix H: Sample Lesson Plan for Experimental Group

Lesson Plan (Experimental Group)

Information about the class and lesson

Date and time : 16 November 2016/8.15/17:00
 School : Kahramanmaraş Sütçü İmam University
 Level and Class : B1
 Subject : Infinitives / Gerunds
 Materials and Aids : Dictionary, mobile phone, videos, visuals, course book, Coursebook Itools, projector, speakers , extra Input activities strictly in line with Form Focused Instruction.

Class Profile:

- 11 male and 9 female students,
- Average age is 18.9,
- 9 students from the engineering faculty ,11 students from the faculty of business

General Teaching Style of the Class:

The teaching was well developed in line with what was provided in the Control group. However, the extra Input activities were added in order to provide a place for Focus on Form teaching.

Applied Focus on Form Teaching Principles:

Noticing is pushed: Realized by designing a Pre-Writing Task. In this task, the students are asked to read a paragraph about getting organized. The theme is chosen especially in order to attract the learners' attention on their self study hours. Students are pushed to realize and notice the verb gerund combinations by underlining and the verb + infinitives by circling

Consciousness Raising: As the students' consciousness towards the use of infinitives and gerunds are provided within reading activities from the pre-writing reading paragraph, they are asked to make up rules. Here, the students are well attracted to the critical patternings infinitive and gerunds combinations.

Meaning is not ignored. (Kowal and Swain 1991) *and Uptake is emphasized well:* The students are asked to review their rules or combination lists of which verbs take infinitive or gerunds. They are asked to answer the question “Does the meaning change for these verbs?” They metalinguistically reflect on their uptakes and think with the stimulated input provided by their own autonomy. Then, they take notes on their Self-Reflective Uptake Sheets.

Production is highly emphasized. (Izumi, 2002): The output is vital to the core of Form Focused Instruction; particularly, Focus on Form, and accordingly the rationale of the present study. After the students are sufficiently exposed to the input via noticing, consciousness raising and metalinguistic reflection on making up rules, they are asked to produce their own output relevant to the theme illustrated in the input.

Corrective Feedback is provided. (Lyster and Ranta (2007): In order to integrate form and meaning in L2 classrooms, and to enable learners attain higher learning of the target language feedback is essential after the following stages; input and output. Here, the learners are encouraged to provide autonomous feedback to their own productions, then to their peers assigned by the teacher who considers to match each student with different classmates in terms of their proficiency and not to lead any mismatch of a poor to good student to provide feedback. At the last stage, the students texts are analyzed with the teacher.

Integrative processing of the target structures (Izumi, 2002 p.571): In order to attain and promote learning, the students are asked to focus on the meaning of the forms given and realize the difference on the meaning by carrying out an exercise on making learners aware of the gaps between what they have learnt and what kind of complexities they still have. This creates another atmosphere for giving feedback.

Input Enhancement (Ellis, 2001): The students will develop a final attitude towards the role of gerunds and infinitives in different manners by drafting a writing production subsequent to the provided structured-input. The students are encouraged to promote their views on manners true in Turkey by checking True or False exercise. This can measure their receptive knowledge and the productive knowledge can be

measure through extending the interpretation to a writing task by either choosing a manner given and/or adding new ones in order to explain the true manners in Turkey. This also leads them to the interpretation task.

Interpretation Task (Ellis, 1995): In this task, the students are asked to get engaged with the language and make discoveries by developing as much possible as metlacognitive ability towards rule discovery rather than rule provision.

Physical environment: The class is aired by the teacher and the windows of the class, at least one of them, is left open without being concerned about the noise that might come from the nearby environment as the building where the lessons are done is located in a quiet area.

Objective/s

➤ By the end of the lesson:

- The students will be able to differentiate which verbs take infinitives and which verbs take gerunds.
- The students will be able to talk about places, things, plans, experiences, report on articles, give advice, express their opinions by providing reasons via using infinitives and gerunds.
- They will also be aware of what they have learnt and should correspond to the following criteria provided by Norris and Ortega's (2000): The students will be exposed to a) tasks designed to promote learner engagement with meaning prior to form b) naturalness of the L2 forms c) attempting to ensure that instruction was unobtrusive and finally d) documenting learner mental processes ("noticing") (p.438)

Procedures

- Warm-up (10 minutes): The teachers asks the students whether they had a good weekend or bad one. They have a dialogue over their weekend and the teacher asks their reasons why they held some activities. The reasons push them to use infinitives unconsciously as illustrated in Teacher’s Talk:

I went to the shopping mall to buy jeans and shoes.

I went to Adana to visit my friends.

I studied vocabulary not to forget them.

We went on a picnic to relax.

The teacher underlines the significance of the main purpose they need to keep in their mind throughout this year, which is trying to make sentences.

- (10 minutes) The teacher turns on the projector and shows the relevant unit of the week and asks students whether they know the film “Meet the Parents” and talks about what happened. After that, he follows the questions in part 1 Reading & Listening as warming up the students and getting them involved in the activity.
- (10 minutes) The teacher checks the students mistakes on the reading and then plays the listening record. They have a small discussion on the light of the questions reflected in part “f”.
- (5 minutes) The teacher facilitates the students to have a discussion on the messages given from the article and compare it with that of the main idea in the listening.
- (10 minutes) The teacher asks the students to move the page 53 and start the Grammar part.

Break for fifteen minutes

- (15 minutes) The teacher moves to page 138 to analyze the grammar illustration with students and asks them to read the rules and discuss with each other. When they are done, the teacher writes some similar sentences from the grammar part on the whiteboard in order to encourage them to produce some sentences.
- (10 minutes) They do the activity (7A) on page 139 and the teacher asks for their answers and correct them by explaining grammar reasons.
- (10 minutes) The teacher leads the students to the unit back again and they focus on part 3 Vocabulary. After carrying out the first activity “a”, they move to page 158 to the activity.

- (10 minutes) The teacher start the class by reminding students the verbs which take infinitive form from the page 158 and asks them to produce 3 sentences in pairs.

Break for fifteen minutes

- (15 minutes) The teacher starts the Pronunciation part and carries out this part in line with the instructions on the course book.
- (10 minutes) Teacher collects their sentences and distributes them to other pairs in the classroom in order to edit and ask for clarification.
- (20) minutes) The teacher explains some common mistakes that the students have done in their sentences on the board. The teacher never points the students whom the mistake belongs to.

Break for fifteen minutes

- (15 minutes) The teacher encourages the students to ask and answer the questions in part c.
- (15 minutes) The teacher asks the students to study in pairs and one student becomes Student A and another becomes Student B in order to have a dialogue of two.
- (15 minutes) The teacher asks the students to write a short article on the instructions given in the Writing part on page 53. Finally, he ends the lesson.

Lunch Break for one hour

- (10 minutes) The teachers opens the class hour by asking students some questions regarding the use of infinitives and ask them to produce some sentences freely.
- (15 minutes) The teacher asks the students to move to the page 54 to study gerunds. They start the lesson by Grammar and a short reading.
- (10 minutes) The teacher asks the students to got to p.138 in order to study the rules and examples of gerund usages in a table illustrated in explicit grammar teaching method.
- (10 minutes) The teacher asks the students to write “What is happiness for you?” from the acitivity “g” on page 54.

Break for fifteen minutes

- (10 minutes) The teacher helps the students' written productions.
- (5 minutes) The teacher asks the students to visit the page 158 in order to do exercises on which verbs take gerunds.
- (10 minutes) The teacher asks the students to choose five things to talk about and report it to his/her pair by switching roles. The teacher asks the students to choose a spokesman from their pair work and share it with the rest of the classroom.
- (5 minutes) The teacher takes his notes as he mistakes arise from students' speeches and presents the mistakes with the correct use.
- (15 minutes) The teacher asks the students to carry out the Pronunciation part.

Break for fifteen minutes

- (10 minutes) In pairs the students answer the questions in the Speaking part and talk about the statements given there.
- (10 minutes) Prior to closing the lesson, the teacher asks students to listen to an interview and answer the questions provided in the course book.
- (5 minutes) The instructional materials are distributed. The students read a text and underline the verb + gerund combinations and circle the verb + infinitive combinations.
- (5 minutes) The teacher ask them to complete the table and answer the third question in order to realize any form function-meaning mappings.
- (15 minutes) The students are asked to write a task which is corresponding to the theme they are exposed to in in the input. The students are intentionally asked to use the structure in concern by the teacher orally and they are asked to complete the Self-Edit checklist questions in order to become sure whether they have achieved their task goal or not. The teacher will walk around the classroom and monitor her students to help them whenever they need.

Break for ten minutes

- (10 minutes) The teacher attracts the students' attention on the Input Flooding task by interpretation of their own judgments between the gerund and infinitives.
- (20 minutes) The teacher asks the students in to check true manners in Turkey, which are designed in an enhanced input technique and aims at teaching specific vocabulary in context items. This will take a few minutes prior to the writing task in which the students are asked to reflect their ideas on manners that they have become familiar with the Input Enhancement Task. The students are intentionally asked to use the structure in concern by the teacher orally and they are asked to complete the Self-Edit checklist questions in order to become sure whether they have achieved their task goal or not. The teacher will walk around the classroom and monitor her students to help them whenever they need.
- (15 minutes) The teacher makes the final remarks from the students' own written productions by focusing on grammar in terms of verb + gerund and verb + infinitives and content in terms of the given task and corrective feedback on their mistakes. The feedback is given in the classroom on whiteboard by especially using colorful boardmarkers or when there is no colourful boardmarker the teacher prefers to use Microsoft Word/ Coursebook Itools by screening it via projector and use the coloring tools of the programme. Some students are asked to visit the teacher for an interview about their mistakes and to provide more metalinguistic feedback. The notesheets (uptake forms) are collected at the end of the day and the students are reminded for keeping their journal at home at the end of the day about what well good and bad about their interlanguage development in today's methods. The teacher invites the students to wrap up what the students have dealt with shortly.

Assignment: The teacher recommends some useful websites to his students so that they will have the chance for further study. Keeping journals and reflecting on what they have learnt today.

Closure of the Lesson Plan for Experimental Group

Appendix I: Detailed Workflow in Piloting the Interventions of the Study

Week	Theme	Procedure for Experimental Group.	Procedure for Control G.
1 8-12 Feb	Elementary Unit 1-2	Scheduled Program	Scheduled Program
2 15-19 Feb	Elementary Unit 3-4	Scheduled Program + Pre Test	Scheduled Program + Pre-test
3 22-26 Feb	Elementary Unit 5-6a, 6b	Scheduled Program + Intervention 1 (Prepositions of time 'at, in ,on') + Interview	Scheduled Program No Intervention
4 29 Feb-4 Mar	Elementary Unit 6c,6d- 7 + Quiz 1	Scheduled Program + Intervention 2 (Adjectives ending with -ed/-ing) + Interview	Scheduled Program No Intervention
5 7-11 Mar	Elementary Unit 8-9	Scheduled Program + Intervention 3 (Indefinite Articles)	Scheduled Program No Intervention
6 14-18 Mar	Elementary Unit 10- 11a, 11b, 11c + Quiz 2	Interview	Scheduled Program No Intervention
7 21-25 Mar	Elementary Unit 11d, 12	Scheduled Program + Intervention 4 (Past/ Past Progressive 'when/while')	Scheduled Program No Intervention
8 28 Mar-1 Apr	Portfolio and Midterm Exam	Interview with Students	Scheduled Program No Intervention
9 4-8 Apr	Pre-Intermediate Unit 1-2	Scheduled Program + Intervention 5 (Infinitives & Gerunds)	Scheduled Program No Intervention
10 11-15 Apr	Pre-Intermediate Unit 3-4	Interview with Students	Scheduled Program No Intervention
11 18-22 Apr	Pre-Intermediate Unit 5- 6a, 6b	Scheduled Program + Intervention 6 (Stative Verbs) + Post Test	Scheduled Program No Intervention + Post Test
12 25-29 Apr	Pre-Intermediate, Unit 6c,6d-7,8a,8b + Quiz 3	Interview with Students	Scheduled Program No Intervention
13 2-6 May	Pre-Intermediate Unit 8c,8d - 9	Scheduled Program No Intervention	Scheduled Program + Post Test
14 9-13 May	Pre-Intermediate Unit 10-11+ Quiz 4	Scheduled Program No Intervention	Scheduled Program No Intervention
15 16-20 May	Pre-Intermediate Unit 12	Scheduled Program No Intervention	Scheduled Program No Intervention
16 23-27 May	Portfolio 2 + Midterm Exam	Scheduled Program Delayed Post Test	Scheduled Program Delayed Post Test

Appendix J: The Statistical Reliability Values of Pretest

Item-Total Statistics (Pre-Test)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ig1	5.33	13.846	.610	.676
ig2	5.48	16.028	-.071	.716
ig3	5.19	13.464	.621	.671
preps4	5.19	13.849	.507	.681
preps5	5.41	16.097	-.096	.721
preps6	5.52	15.875	.024	.711
cs7	5.41	14.866	.341	.696
cs8	5.41	14.943	.313	.698
cs9	5.48	15.259	.297	.700
adj10	5.41	16.405	-.200	.726
adj11	5.48	15.336	.259	.702
adj12	5.52	15.721	.125	.708
san13	5.44	16.026	-.070	.718
san14	5.52	15.952	-.026	.712
san15	5.41	16.481	-.226	.728
sv16	5.52	15.952	-.026	.712
sv17	5.37	15.242	.178	.706
sv18	5.44	14.949	.362	.696
ig19	5.37	14.319	.492	.686
ig20	5.44	16.179	-.129	.721
ig21	5.41	14.789	.369	.694
preps22	5.30	13.678	.627	.673
preps23	5.52	15.567	.227	.705
preps24	5.52	15.875	.024	.711
cs25	5.52	15.567	.227	.705
cs26	5.48	15.182	.334	.699
cs27	5.37	15.934	-.045	.719
adj28	5.52	15.952	-.026	.712
adj29	5.44	15.256	.236	.703
adj30	5.52	15.413	.330	.701
san31	5.48	15.798	.038	.711
san32	5.52	15.721	.125	.708
san33	5.52	16.028	-.076	.714
sv34	5.52	15.413	.330	.701
sv35	5.52	15.413	.330	.701
sv36	5.52	15.721	.125	.708
ig37	5.44	14.949	.362	.696
ig38	5.44	15.872	-.010	.715
ig39	5.37	14.011	.601	.678
preps40	5.44	14.795	.427	.693
preps41	5.52	15.721	.125	.708
preps42	5.52	15.721	.125	.708
cs43	5.52	15.567	.227	.705
cs44	5.48	15.644	.111	.708
cs45	5.44	15.026	.330	.698
adj46	5.52	15.721	.125	.708
adj47	5.41	15.328	.173	.706
adj48	5.52	16.105	-.125	.715
san49	5.48	16.336	-.213	.721
san50	5.52	16.105	-.125	.715
san51	5.44	15.949	-.040	.716
sv52	5.48	15.644	.111	.708
sv53	5.48	15.490	.184	.705
sv54	5.41	16.097	-.096	.721

Scale Statistics (Pre-Test)

Mean	Variance	Std. Deviation	N of Items
5.56	15.949	3.994	54

Appendix K. The Statistical Reliability Values of Post-Test

Item-Total Statistics (Posttest)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ig1	33.11	71.487	.350	.842
ig2	33.26	70.276	.472	.840
ig3	33.15	71.285	.365	.842
preps4	33.30	70.986	.387	.841
preps5	33.19	72.926	.162	.846
preps6	33.37	73.088	.143	.846
cs7	33.11	72.333	.245	.844
cs8	33.22	72.333	.229	.845
cs9	33.22	71.872	.284	.844
adj10	33.26	73.046	.145	.846
adj11	33.22	70.256	.477	.839
adj12	33.19	71.618	.318	.843
san13	33.07	72.840	.190	.845
san14	33.15	71.285	.365	.842
san15	33.19	71.234	.364	.842
sv16	33.07	71.071	.418	.841
sv17	32.96	73.037	.203	.845
sv18	33.26	71.815	.289	.843
ig19	33.07	70.840	.448	.840
ig20	33.15	69.900	.537	.838
ig21	33.11	70.410	.487	.840
preps22	33.37	71.011	.391	.841
preps23	33.15	72.285	.243	.844
preps24	33.33	72.692	.187	.846
cs25	33.15	71.746	.309	.843
cs26	33.22	73.564	.086	.848
cs27	33.15	70.823	.422	.841
adj28	33.04	73.191	.154	.846
adj29	33.07	70.456	.498	.839
adj30	33.19	71.618	.318	.843
san31	33.15	74.054	.032	.849
san32	33.15	71.977	.281	.844
san33	33.11	72.795	.188	.845
sv34	33.04	72.652	.225	.845
sv35	33.04	72.652	.225	.845
sv36	33.19	71.387	.346	.842
ig37	33.22	73.641	.077	.848
ig38	33.15	70.977	.403	.841
ig39	33.15	70.054	.518	.839
preps40	33.26	72.661	.189	.845
preps41	33.11	72.564	.216	.845
preps42	33.30	73.447	.098	.847
cs43	33.11	71.641	.331	.843
cs44	33.15	72.516	.216	.845
cs45	33.11	70.333	.496	.839
adj46	32.96	74.575	-.025	.849
adj47	33.07	71.764	.328	.843
adj48	33.15	71.516	.337	.842
san49	33.19	75.003	-.079	.851
san50	33.07	73.917	.054	.848
san51	33.15	70.823	.422	.841
sv52	32.93	73.225	.195	.845
sv53	33.04	72.652	.225	.845
sv54	33.15	71.823	.300	.843

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.78	74.564	8.635	54

Appendix L. The Statistical Reliability Values of Delayed Posttest

Item-Total Statistics (Delayed Post-Test)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ig1	32.48	100.567	.474	.892
ig2	32.67	101.462	.355	.893
ig3	32.48	100.721	.457	.892
preps4	32.56	101.795	.328	.894
preps5	32.59	102.481	.256	.895
preps6	32.63	102.011	.301	.894
cs7	32.37	101.550	.425	.893
cs8	32.74	100.815	.427	.893
cs9	32.56	104.103	.099	.897
adj10	32.63	101.396	.361	.893
adj11	32.56	101.103	.398	.893
adj12	32.56	103.103	.198	.895
san13	32.41	102.943	.245	.895
san14	32.44	99.333	.627	.890
san15	32.52	102.644	.248	.895
sv16	32.41	101.481	.409	.893
sv17	32.44	101.487	.390	.893
sv18	32.56	102.872	.220	.895
ig19	32.59	100.789	.425	.893
ig20	32.67	101.077	.393	.893
ig21	32.56	98.641	.651	.890
preps22	32.41	101.481	.409	.893
preps23	32.56	102.333	.274	.894
preps24	32.56	102.026	.305	.894
cs25	32.59	98.174	.691	.889
cs26	32.67	101.692	.332	.894
cs27	32.52	104.567	.055	.897
adj28	32.59	101.866	.317	.894
adj29	32.67	102.692	.234	.895
adj30	32.56	102.564	.251	.895
san31	32.41	102.943	.245	.895
san32	32.48	98.875	.655	.890
san33	32.41	102.866	.253	.895
sv34	32.44	101.026	.440	.892
sv35	32.37	101.781	.398	.893
sv36	32.52	100.952	.421	.893
ig37	32.59	100.789	.425	.893
ig38	32.67	101.077	.393	.893
ig39	32.56	98.641	.651	.890
preps40	32.41	101.481	.409	.893
preps41	32.56	102.333	.274	.894
preps42	32.67	103.923	.114	.896
cs43	32.67	99.385	.563	.891
cs44	32.67	103.308	.173	.896
cs45	32.52	104.567	.055	.897
adj46	32.63	101.396	.361	.893
adj47	32.63	102.550	.248	.895
adj48	32.44	102.179	.315	.894
san49	32.44	102.256	.307	.894
san50	32.44	100.872	.457	.892
san51	32.44	103.487	.175	.895
sv52	32.37	102.165	.352	.894
sv53	32.44	102.026	.332	.894
sv54	32.56	100.949	.414	.893

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.15	105.362	10.265	54

Appendix M: Detailed Workflow in the Interventions of the Main Study

Week	Theme	Procedure for Experimental Group.	Procedure for Control G.
1 12-16 Sept	This week was announced as public (religious) holiday by the government.		
2 19-22 Sept	Elementary Unit 1-2	Scheduled Program	Scheduled Program
3 26-30 Sept	Elementary Unit 3-4	Scheduled Program + Pre-Test	Scheduled Program + Pre-test
4 3-7 Oct	Elementary Unit 5-6a, 6b	Scheduled Program + Intervention 1 (Prepositions of time 'at, in, on') + Interview	Scheduled Program No Intervention
5 10-14 Oct	Elementary Unit 6c,6d-7 + Quiz 1	Scheduled Program + Intervention 2 (Adjectives ending with -ed/-ing) + Interview	Scheduled Program No Intervention
6 17-21 Oct	Elementary Unit 8-9	Scheduled Program + Intervention 3 (Compounds of Some, Any, No)	Scheduled Program No Intervention
7 24-28 Oct	Elementary Unit 10-11a, 11b, 11c + Quiz 2	Scheduled Program + Interview with Students	Scheduled Program No Intervention
8 31(Oct)-4 Nov	Elementary Unit 11d, 12	Scheduled Program + Intervention 4 (Comparatives and Superlatives)	Scheduled Program No Intervention
9 7-11 Nov	Portfolio and Midterm Exam	Scheduled Program + Interview with Students	Scheduled Program No Intervention
10 14-18 Nov	Pre-Intermediate Unit 1-2	Scheduled Program + Intervention 5 (Infinitives & Gerunds)	Scheduled Program No Intervention
11 21-25 Nov	Pre-Intermediate Unit 3-4	Scheduled Program + Interview with Students	Scheduled Program No Intervention
12 28 (Nov)-2 Dec	Pre-Intermediate Unit 5-6a, 6b	Scheduled Program + Intervention 6 (Stative Verbs) + Post Test	Scheduled Program No Intervention + Post Test
13 5-9 Dec	Pre-Intermediate Unit 6c,6d-7, 8a, 8b + Quiz 3	Scheduled Program + Interview with Students	Scheduled Program No Intervention
14 12-16 Dec	Pre-Intermediate Unit 8c,8d - 9	Scheduled Program No Intervention	Scheduled Program + Post Test
15 19-23 Dec	Pre-Intermediate Unit 10-11 Quiz 4	Scheduled Program No Intervention	Scheduled Program No Intervention
16 26-30 Dec	Pre-Intermediate Unit 12 Portfolio 2 + Midterm Exam	Scheduled Program No Intervention Delayed-Post Test	Scheduled Program No Intervention Delayed-Post Test

Appendix N: Instructional Interventions (Sample on Basic Infinitives and Gerunds)

*: Reppen, R. (2012) Grammar and Beyond, Level 2 Cambridge p.342. Adopted and modified

INPUT-FLOODING TASK

A: Do you agree or disagree with these statements?

- 1.a. Quiet people are boring. => Agree Disagree
- 1.b. I am bored when someone tells a joke. => Agree Disagree
- 2.a. People who gossip a lot are very irritating. => Agree Disagree
- 2.b. I get irritated with small talk. => Agree Disagree
- 3.a. It is interesting to talk about yourself. => Agree Disagree
- 3.b. I am interested in people who always talk about themselves....=> Agree Disagree
- 4.a. Learning English is very exciting for me.....=> Agree Disagree
- 4.b. My teachers are excited about teaching English=> Agree Disagree
- 5.a. I am relaxed on holidays.....=> Agree Disagree
- 5.b. My last summer holiday was disappointing for me.....=> Agree Disagree
- 6.a. I often feel that news is often depressing. => Agree Disagree
- 6.b. Reading newspapers make me feel depressed => Agree Disagree
- 7.a. I am annoyed by gender discrimination in the community..... => Agree Disagree
- 7.b. In the 21st century, gender discrimination is very annoying..... => Agree Disagree
- 8.a. I am surprised that people get married before university..... => Agree Disagree
- 8.b. People who get married at an early age make me feel surprised => Agree Disagree
- 9.a. The museums in Turkey are amazing.=> Agree Disagree
- 9.b. Tourists who visit museums in Turkey are amazed.=> Agree Disagree
- 10.a. Pronunciation in English is very confusing for me.=> Agree Disagree
- 10.b. I am often confused about how to pronounce words in English. => Agree Disagree

B: There are mainly ten opinions above. Choose one of the topics from the list and write a short paragraph about it. Use specific reasons and examples to support your answer. Write between 50-75 words.

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1. Read your paragraph over and Self-Edit.
2. Get it Peer-Edited from a classmate.
3. Ask your teacher to edit it.

INTERPRETATION TASK*

A. Rewrite the sentences. Change the gerunds in bold to infinitives and the infinitives in bold to gerunds. If the meaning of the sentence stays the same, write S next to the sentence. If the meaning is different, write D and explain the difference in meaning below your answer.

Example: I remembered making an appointment with the doctor.

I remembered to make an appointment with the doctor.

In the first sentence, he made the appointment and later remembered that.

In the second sentence, he first remembered that he needed to make an appointment.

 D

1. My co-workers and I like **to learn** about how different cultures view time.

.....

.....

2. We began **discussing** our plans for next year.

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.....

3. To manage her time, our colleague Kelly tried **to buy** a calendar.

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4. Our boss started **to accept** that different cultures see time differently.

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5. Kelly and I love **having** a very long lunch break.

.....

.....

6. Our colleague Bill hates **mixing** work and social activities.

7. Our co-workers didn't stop **eating** lunch until 4:00 p.m.

8. We continued **to discuss** our problems until very late at night.

9. Jill forgot **to contact** Janet last week.

10. Bo remembered **writing** and **sending** the memo.

Pre-Writing Task

1. Read the paragraph below. Underline the verb + gerund combinations and circle the verb + infinitive combinations.

Getting Organized

The expression "There are never enough hours in a day" seems to be true more and more these days. Our lives are filled with lots of tasks. To use your time well, try organizing yourself. Learning to do this involves organizing both your space and your mind. Organizing your space involves creating a way to organize the piles of papers and mail you receive at home, school, and work. Try dividing this paper into separate files, for example, have one each for home, work, and school. If you work in an office, you will probably need to organize your papers into several categories. Ones that work very well are "in" and "out" boxes and a "work in progress" box. Next, start to organize your mind. Remembering everything you have to do is impossible, so try creating a "to do" list. The next step is prioritizing the tasks on the list. Which ones are the most important to finish? When do you expect to finish them? After answering these questions, write tasks on a calendar. Once you are organized, it is important to stay organized. For example, if you decided to finish your homework in the mornings and go grocery shopping after class, stick to this plan. Also, focus on finishing the most important tasks on the calendar. After a week, check how well this new organization is going and make any changes. You will soon find that by managing your time and space, you have saved a lot of time.

2. Which verbs can take gerunds or infinitives? Complete the table below.

VERBS TAKING GERUNDS	VERBS TAKING INFINITIVES

3. Does the meaning change for these verbs?

.....

Writing Task

1 Write: Use the paragraph in the Pre-Writing Task to help you write suggestions for organizing your schedule. Use verb + gerunds and verb + infinitive combinations. Write between 75 and 100 words.

.....

.....

.....

.....

2 Self-Edit Use the editing tips below to improve your paragraph. Make any necessary changes.

1. Did you use verbs + gerunds and verbs + infinitives to describe people's behaviour or habits?
2. Did you use the correct form (gerund or infinitive) after each verb?
3. Did you use any verbs that can both take gerunds and infinitives? If so, did you use the correct form to express the meaning you wanted?

3 Peer-Edit Ask your friend to check your self-edited text and provide feedback to her/his text. Do not forget to write your name at the end of her/his text (e.g. Peer-Edited by *Your Name, Surname*).

4 Teacher-Edit Ask your teacher to edit your text. Visit your teacher with your peer whom you received feedback.

Appendix O. The Overall Scores of Pre-, Post-, and-Delayed-Post Test Results

Student	Control			Experimental		
	Pre	Post	Delayed	Pre	Post	Delayed
1	2.80	4.60	4.80	7.25	7.80	8.40
2	3.80	5.60	6.00	4.30	8.25	9.10
3	2.95	4.45	5.15	4.25	6.10	8.65
4	4.00	3.40	5.10	7.60	9.20	9.60
5	3.10	3.10	4.50	5.80	8.55	8.30
6	5.10	7.40	8.30	5.10	6.60	8.50
7	6.45	6.55	7.15	3.60	4.90	6.45
8	4.00	4.60	6.20	2.45	6.10	8.00
9	4.30	6.50	9.10	3.90	5.70	6.30
10	2.70	4.40	4.20	7.10	9.05	9.50
11	4.80	5.10	9.10	4.30	5.70	6.40
12	5.75	6.35	7.35	5.60	6.40	6.90
13	2.60	4.90	7.40	5.10	5.50	7.35
14	6.10	7.30	7.20	4.40	7.00	6.50
15	7.10	7.40	5.70	4.45	4.70	5.80
16	5.00	8.00	7.40	3.60	5.95	5.70
17	5.40	6.00	5.10	3.80	4.50	4.40
18	2.30	4.40	4.20	4.10	7.10	8.25
19	4.55	5.25	7.15	3.95	4.95	7.10
20	4.30	7.60	8.10	5.00	8.10	8.80
Total	87.10	112.90	129.20	95.65	132.15	150
Avrg.	4.36	5.65	6.46	4.78	6.60	7.50

Appendix P: Descriptive Syntactic Complexity Results of Pre-, Post-, and-Delayed-Post Tests Results for Control Group

	Pre			Post			Delayed		
	token	t-unit	MLT	token	t-unit	MLT	token	t-unit	MLT
C1	81	13	6.23	106	11	9.64	72	14	5.14
C2	70	12	5.83	134	26	5.15	108	18	6.00
C3	86	20	4.30	107	17	6.29	97	14	6.93
C4	70	13	5.38	79	13	6.08	82	13	6.31
C5	66	14	4.71	85	14	6.07	77	14	5.50
C6	100	19	5.26	131	33	3.97	128	14	9.14
C7	117	25	4.68	138	27	5.11	108	19	5.68
C8	120	23	5.22	107	16	6.69	125	14	8.93
C9	107	23	4.65	133	19	7.00	160	22	7.27
C10	63	10	6.30	105	20	5.25	60	10	6.00
C11	86	14	6.14	100	15	6.67	170	19	8.95
C12	105	20	5.25	109	11	9.91	116	20	5.80
C13	54	11	4.91	104	21	4.95	115	12	9.58
C14	98	18	5.44	137	17	8.06	145	19	7.63
C15	113	15	7.53	127	17	7.47	89	15	5.93
C16	91	20	4.55	176	19	9.26	90	10	9.00
C17	110	24	4.58	126	17	7.41	79	9	8.78
C18	43	9	4.78	95	15	6.33	63	9	7.00
C19	106	22	4.82	106	16	6.63	130	15	8.67
C20	62	13	4.77	183	28	6.54	122	13	9.38
Total	1748	338	105.35	2388	372	134.48	2136	293	147.63
Avrg.	87.4	16.9	5.27	119.4	18.6	6.72	106.8	14.65	7.38

Appendix Q: Descriptive Syntactic Complexity Results of Pre-, Post-, and-Delayed-Post Tests Results for Experimental Group

	Pre			Post			Delayed		
	token	t-unit	MLT	token	t-unit	MLT	token	t-unit	MLT
E1	154	21	7.33	134	12	11.17	184	16	11.50
E2	98	9	10.89	206	28	7.36	161	17	9.47
E3	98	10	9.80	144	11	13.09	142	12	11.83
E4	204	21	9.71	321	28	11.46	197	13	15.15
E5	115	12	9.58	262	26	10.08	135	10	13.50
E6	109	12	9.08	138	12	11.50	274	27	10.15
E7	79	11	7.18	132	15	8.80	142	13	10.92
E8	56	6	9.33	138	17	8.12	152	16	9.50
E9	81	12	6.75	135	15	9.00	117	14	8.36
E10	131	21	6.24	266	22	12.09	176	13	13.54
E11	92	12	7.67	111	14	7.93	118	12	9.83
E12	102	13	7.85	114	13	8.77	136	17	8.00
E13	90	9	10.00	111	12	9.25	181	23	7.87
E14	110	15	7.33	94	13	7.23	119	15	7.93
E15	108	17	6.35	101	15	6.73	95	14	6.79
E16	77	11	7.00	102	14	7.29	141	18	7.83
E17	79	13	6.08	79	10	7.90	81	9	9.00
E18	101	13	7.77	185	17	10.88	197	19	10.37
E19	60	7	8.57	103	11	9.36	116	12	9.67
E20	52	12	4.33	186	18	10.33	160	15	10.67
Total	1996	257	158.86	3062	323	188.34	3024	305	201.88
Avrg.	99.8	12.85	7.94	153.1	16.15	9.42	151.2	15.25	10.09

Appendix R: Semi-Structured Interview Questions with Students

Soru 1. Geçmişte ve şimdi aldığınız İngilizce eğitimi karşılaştırır mısınız?

- Bizim hazırlık okulumuzdaki İngilizce eğitimi ile benim sınıflarımdaki İngilizce eğitimi karşılaştırır mısınız?

Soru 2. Benim derse getirdiğim aktiviteler hakkında genel olarak ve geçen hafta hakkında neler düşünüyorsunuz?

Soru 3. Aktivitelerin yazma bölümleri ile ilgili ne düşünüyorsunuz?

Soru 4. Uptake Sheet ile ilgili ne düşünüyorsunuz?

Soru 5. Günlük tutma ile ilgili ne düşünüyorsunuz?

English Translation

Q1. Can you compare the English training you received in the past with that of now?

- Can you compare the English instruction at our prep-school with my classes?

Q2. What do you think about the activities I run in the classroom in general and the last week?

Q3. What do you think about the writing part of the activities?

- What do you think about the editing cycle in writing?

Q4. What do you think about the Uptake Sheets?

Q5. What do you think about keeping journals?

Appendix S: Official Permission of Data Collection and Use

Evrak Tarih ve Sayısı: 09/05/2017-E.18316



T.C.
KAHRAMANMARAS SÜTÇÜ İMAM ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 20772231-929
Konu : Doktora için veri izni hakkında

TEMEL İNGİLİZCE BÖLÜM BAŞKANLIĞINA

İlgi : a) Okt. Yunus Emre AKBANA'nın 05/05/2017 tarihli ve 3891 sayılı dilekçesi,
b) Okt. Yunus Emre AKBANA'nın 03.12.2015 tarih ve 34 sayılı dilekçesi,

Bölümünüz Öğretim Elemanlarından Okt. Yunus Emre AKBANA'nın ilgi(a)'de kayıtlı dilekçesi incelenmiş olup, adı geçen Öğretim Elemanının doktora çalışması için 2016- 2017 Eğitim- Öğretim yılında Müdürlüğümüzün bilgisi dahilinde Yüksekokulumuz Okutmanları ve Hızırılık Programı öğrencilerinden toplamış olduğu verileri doktora tezinde ve tezinden üretilcek bilimsel yayınlarda kullanma talebi, "6698 Sayılı Kişisel Verilerin Korunması Kanunu" hükümlerine de dikkat edilmesi şartıyla Müdürlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

e-İmzalıdır
Yrd. Doç. Dr. Mehmet KURT
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