



**Efficacy of Explicit and Implicit Instructions on the Acquisition and
Production of the English Passive**

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ABSTRACT

The paper aims to investigate the efficacy of traditional grammar teaching and input-based theories in different L2 input conditions (input flood only, input flood and input enhancement, input flood and explicit instruction) on the acquisition and production of the English passive. As a small-scale empirical study, four intact classes comprising of sixty-two Turkish learners of English at intermediate level were exposed to different materials developed specifically for the current study. While traditional grammar teaching group received the treatment according to PPP model (presentation, practice and production), other experimental groups were exposed to many exemplars of the passive voice along with input enhancement and a grammar handout. Two parallel forms of test, which were developed by the researcher himself was used as pre-test and post-test and test scores were analysed through paired-samples t-test and ANOVA so as to compare every treatment groups with each other. Overall findings demonstrated that participants receiving explicit instructions outperformed those receiving input-based techniques in terms of acquisition. With regards to production of the passive voice, participants in input flood and input enhancement group benefited from the technique along with those receiving explicit instruction. Implications as regards how to couple input-based techniques with explicit instruction are discussed along with suggestions for EFL teachers on providing opportunities to language learners for production.

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CHAPTER 1: INTRODUCTION

Teaching grammar has obviously been considered as one of the most problematic subjects in language teaching for years. The place of grammatical instruction at language classrooms, in that to what extent practitioners should prioritize grammar teaching has been at the centre of debates since the late seventies (Acard, 2004). For many language learners, learning a foreign language does, at first glance, mean the accumulation of linguistic structures and applying them for language production. Different theories on grammar teaching have been developed as a result of the empirical studies conducted to test the efficacy of instructions on language acquisition and production. Statistical analysis and findings gathered from previous studies have inevitably triggered not only the emergence of new techniques but also changes in already-developed ones by demonstrating their weaknesses and strengths. At this point, it should be stated that a slight distinction has been made to classify all different types of instruction in a less-confusing way: explicit and implicit instructions. On one hand, explicit instructions such as traditional grammar teaching highlight teaching grammatical structures through overt metalinguistic explanations and presenting grammar rules. Language teaching should start with presentation of each linguistic structures followed by controlled practice activities. On the other hand, implicit instructions advocate that meaning-focused activities can provide a better learning context. On the contrary to explicit instructions, implicit instructions assert that grammar teaching should be embedded in the activities developed for communicative purposes.

As a consequence of studies on the efficacy of various instructions, modes of language instruction which emphasize the necessity of acquiring target linguistic forms have come under fire. Those critics have also triggered a shift towards meaning-oriented pedagogies (Lee, 2007). As a result, approaches focusing the communicative aspect of language learning have emerged and they

have started to be implemented in language classrooms. In parallel with the new perception of language teaching pedagogies, grammar instruction was considered to pose an obstacle toward communicative competence and was regarded as counterproductive (Lee & Benati, 2009). Even though traditional way of grammar teaching has been criticized because of focusing on forms rather than production of the target structures in the way they are used in real life, many robust studies have showed that it is an effective way of teaching grammatical structures. Norris and Ortega (2000) states that learners who are exposed to explicit instruction have more language gains compared to those receiving implicit instruction. Similarly, Zhou (1991) has demonstrated that learners receiving explicit instruction outperform those who receives implicit instruction on the acquisition of the English passive.

On the contrary to traditional grammar teaching, input-based theories as a mode of implicit instruction back the necessity of augmented exemplars of grammatical forms in the input, to put it another way, learners should be exposed to many exemplars of the target structure to be adept at both acquisition and production. The theory posits that learning takes place with the aid of meaning-focused activities in the same way we learned our mother tongues. If we are exposed to enough input, it fosters the learning process. Therefore, many empirical studies were carried out to measure the efficacy of input flooding as one of input-based theories on grammar teaching. Previous studies have showed that input flood alone may not be a decisive factor unless it attracts participants' attention into target forms. In other words, learners should notice the linguistic forms so that they can convert input to intake. Therefore, input-based techniques were started to be coupled with explicit instruction and other input-based techniques such as input enhancement which makes target forms more salient. However, in the literature very few studies have research designs which allow to

examine efficacy of input flood coupled with different instructions as independent variable. Many studies have also focused on examining the relationship between types of instructions and either acquisition or production of target forms. Given the theoretical superiority of explicit instructions over implicit instructions with regards to acquiring linguistic structures, using production of target forms as the other dependant variable would therefore be more appropriate to see the efficacy of instructions in depth.

1.1 General Objectives of the Current Study

The goal of this study is to measure the efficacy of traditional grammar teaching as an explicit instruction and input-based techniques on the acquisition and production of the English passive. Unlike many experimental studies, the present study has adopted a research design having three experiment groups in which L2 input is presented in different input conditions: Input flood only (IF Only), input flood + input enhancement (IF + IE), and input flood + explicit instruction (IF + EI). In this way, all possible modes of instruction regarding input flood was included as independent variable. Passive voice has constituted the target linguistic form of the current study because of two reasons: theoretical and pedagogical reasons. On one hand, many studies have showed that linguistic demand of acquisition and production of the passive voice can be challenging for English learners. Hinkel (2004) has examined to what extent language learners can construct passive voice in their academic texts. She analysed the texts which learners wrote as part of a placement test. The study demonstrated that learners encounter problems in the production of the passive voice. Hence, an empirical study investigating the acquisition and production of English passive voice would be enlightening to practitioners. From the theoretical perspectives of choosing the passive as the target form, many research has demonstrated disparate findings

on the efficacy of different instructions over the English passive voice. Zhou (1991) has showed that participants receiving explicit instruction outperform those receiving implicit instruction in terms of passive voice acquisition. Contrary to Zhou, Williams and Evans (1998) have claimed that explicit instruction does not have a significant role on the acquisition of English passive voice. On the other hand, there is a consensus among many researchers that input based activities have a crucial role in acquiring target grammatical structures (Qin, 2008).

The current study is divided into five chapters. Chapter 2 discusses in more details about different modes of instruction, namely Focus on Form and Focus on Forms to provide theoretical framework of traditional grammar teaching and input-based techniques. Chapter 3 outlines the research design of the study along with experimental work carried out in the study by giving information about sampling, instructional materials, data collection and analysis, and ethics. Chapter 4 presents results of statistical analyses conducted to answer the research questions with graphs and tables. Chapter 5 discusses key findings by referring to findings of previous literature and pedagogical implications.

CHAPTER 2: REVIEW OF LITERATURE

In this section, key issues regarding grammar teaching and different modes of instruction are presented first, followed by the introduction of the notions Focus on Form (FonF) and Focus on Forms (FonFs), including the definition and their relationship with traditional grammar teaching and input-based techniques. Theoretical frameworks of FonF and FonFs is provided by referring to previous studies aiming to measure their impact on language acquisition and production. Then, role of input in language learning is discussed followed by the definition of input flood and input enhancement which are crucial terms for the current study.

Next, previous studies on input-based techniques are summarised with their major findings. Finally, research questions and hypotheses of the study are presented at the end of the chapter.

2.1 Different Modes of Instruction: Focus on Form and Focus on Forms

Many researchers have tried to define what grammar teaching is and to what extent it should be the focal point of language teaching. Besides, many studies have aspired to define the factors having a bearing upon second language learning and developed many new instructional techniques. However, it should be stated that it is highly difficult to develop an instruction which can be regarded as an umbrella term covering all facets of language learning. Before discussing grammar instruction in depth, it is crucial to define the meaning of grammar first. Grammar “concerns itself with both the shape of words and how words (and phrases) can be combined together” (Broccias, 2013, p.68). Given the studies conducted in various contexts it may be posited that teaching of grammar is the springboard to many empirical studies (Ellis, Basturkmen & Loewen, 2002). In the same vein, Ellis (2006, p.84) claims that grammar teaching should be considered an integral part of language teaching:

Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can intern.

Many empirical studies (DeKeyser, 1994; de Graaff, 1997; Robinson, 1996; Scott; 1989,1990; Green and Hecht, 1992) have demonstrated findings in

favour of explicit learning. Disparate findings of those studies have led researchers to investigate how to combine grammar instruction with meaning-centered activities without hindering communicative goals (Lee, 2007). One solution which was found to address this problem was *focus on form*, which helps learners acquire target linguistic features in a meaningful context. Since the present paper investigates the efficacy of two modes of instruction being at two opposite ends of continuum, namely traditional grammar instruction and input flooding as one of the pedagogical implications of input enhancement, it is crucial to articulate the differences between FonF and FonFs. It may therefore be practical to divide various instructions in accord with types of Form-Focused Instruction entailing *focus-on-forms (FonFs)* and *focus-on-form (FonF)* (Ellis, et al., 2002) as shown in Table 1. In this paper the distinction made by Ellis (2001) is adopted so as to define explicit instruction and input flood which belongs to FonFs and FonF, respectively.

Table 1

Types of Form-Focused Instruction (Ellis, 2001)

Type of FFI	Primary Focus	Distribution
1. Focus-on-forms	Form	Intensive
2. Planned focus-on-form	Meaning	Intensive
3. Incidental focus-on-form	Meaning	Extensive

2.2 Theoretical Framework of Focus-on-Forms

Before discussing the implications of FonFs in language classrooms it is crucial to state that FonFs draw on explicit knowledge and its components. Ellis (2006) states that explicit knowledge consists of two subparts: analysed

knowledge and metalinguistic explanation. On one hand, analysed knowledge entails learners' awareness of how a linguistic feature works. On the other hand, metalinguistic explanation includes learners' ability to comprehend explanations of rules, that is explicit instructions ground on conscious processes in language learning. In the same vein, Krashen (1981) asserts that acquisition takes place unconsciously in the same way children acquire their first language by distinguishing the terms *learning* and *acquisition* in his hypothesis. Krashen posits that when formal language learning settings come into play individuals have to develop foreign language competence through conscious process which draws on acquiring rules and generalizations in order to *monitor* their productions, that is to say, "the learner has to (...) be focussed on form, and, obviously, she has to know the rule" (Acard, 2004, p.171). Hence, the hypothesis does hence indirectly link language learning with explicit instruction in which rules are formulated by teacher or learners themselves (DeKeyser, 1994). In addition, grammar teaching in explicit way can contribute to acquisition mainly because learners can internalize the input thanks to promoted ability to organize the language to which they are exposed through controlled exercises. Otherwise, fossilization of language forms and lack of full and complex L2 grammar may be observed if meaning-centered activities are implemented in language classrooms such as in Canadian immersion programmes (Klapper & Rees, 2003).

At this point, it may be posited that explicit knowledge should be a part of teaching and learning process because of its role in avoiding fossilization. Given that it is highly impossible to control all the language to which a learner is probably exposed, provided explicit knowledge can help learners cope with gaps in their implicit knowledge. In other words, explicit instructions provide a basis to the learners so as to be accurate in their L2 production. Another advantage of explicit instruction is that instructed learners can be adept at foreign language

faster than those not receiving grammatical instruction (Hawkins & Towell, 1996). In sum, appropriate explicit grammar instruction is considered to be beneficial for learners in form-function mapping because certain grammatical features which does not exist in learners' native language cannot be learned just through meaning-centered activities (Klapper & Rees, 2003). The view inevitably led to division of language into smaller units which are sequenced for learners in an incremental way. Wilkins (1976) uses the term *synthetic language teaching* to address the teaching of linguistic structures separately, in that learners combine new grammatical knowledge with already-developed ones.

Advocating the value of explicit grammar instruction in language pedagogy McLaughlin (1978) stresses that learners can internalize language skills, that is automatic control of a linguistic structure only after the stage of conscious learning of grammatical rules and their application. At this point, *traditional grammar teaching* comes to our minds when it comes to metalinguistic explanations of target structures. In order to verbalize one of the advantages of those methods Dirven (1990) states that "at an advanced level of foreign language study, translations may be an efficient way of making the learner aware of systematic contrasts between his mother tongue and the foreign language" (p.5). In parallel with Dirven, Ellis (2001) elucidates that FonFs refers to any instructions aiming to have learners' attention into target structures. Furthermore, Li (2016) points out there is an argument among researchers claiming that explicit instruction is more effective than implicit instruction since it may help learners internalize target structures through providing metapragmatic information by referring to Schmidt's (1990) noticing hypothesis.

The Noticing Hypothesis dates back to the study where Schmidt (1983) focuses on possible motives behind persistent linguistic errors 'Wes', who is a

Japanese learner of English, made whilst language production. As an explanation to errors observed in Wes' English even though he resides in the US for a long time enough to produce accurate utterances Schmidt "suggests that Wes may not have noticed the correct form of the errors in his interlanguage" (Ünlü, 2015, p. 262). The hypothesis does thus posit that "people learn about the things that they attend to and do not learn much about the things they do not attend to" (Schmidt, 2001, p. 30). Schmidt (1993) has also brought a new perspective to language acquisition by defining explicit and implicit learning with regard to learners' awareness into linguistic features. He asserts that while explicit learning can be equated with awareness, implicit learning takes place without awareness. In addition, Schmidt and Froda (1986) takes *noticing* as a conscious process requiring the awareness of the learner to the input. That is to say, learners should be active and be aware of the input so that they can process it, in other words input turns into intake. It can be speculated that explicit instruction seems more advantageous in language learning settings than implicit instruction because it 'alerts' learners beforehand about the target linguistic feature. As a consequence, many attested studies taking the role of attention in language acquisition as the focal point of investigation has influenced language pedagogy and has triggered emergence of many new techniques aiming to raise learners' consciousness (Sharwood Smith, 1993).

2.3 Traditional Grammar Teaching and Focus-on-Forms

Ellis (2001) elucidates that FonFs can be implemented in language classrooms in two ways: explicitly and implicitly. Explicit FonFs entails instructions involving some sort of rule being thought about during the learning process. Ellis (2001) also claims that the rule can be addressed either using top-down or

bottom-up processes, namely deductively and inductively, respectively. While the former refers “teaching that overtly points out some feature of the language” (DeKeyser 1994, p.188) the latter necessitates that learners themselves should arrive at a rule by analysing many exemplars including target form. Furthermore, FonFs can be illustrated by a three-stage lesson, so-called PPP (Presentation, Practice, and Production) which constitutes the stages of traditional grammar teaching. The popularity of the method has reached such a level that it is unimaginable to think teacher training courses without it (Willis,1996).

Theoretically, it can be claimed that the model is developed in light of information processing and skill acquisition theories asserting that language learning should be seen as a cognitive skill utilized in any other kinds of learning (Nassaji & Fotos, 2011). In this view, language learning takes place when individuals are able to process the knowledge conveyed through inputs and to manipulate it for comprehension and production.

In parallel with information processing, two new notions have been introduced into the field of second language acquisition by skills acquisition theories, namely *declarative knowledge* and *procedural knowledge*. Skills acquisition theories (e.g., Anderson; 1982,1983) backs that language learning should depart from declarative knowledge and reach to procedural knowledge. While the former entails explicit knowledge of target linguistic features, the latter includes the knowledge on which learners lean so as to use target forms in their utterances. In this view, learners should first learn new target rules through attained knowledge acquired consciously, and then practice them so that the knowledge can be automatized (VanPatten & Benati, 2010) in which implicit learning comes into play (Masumeh, 2014). However, it should be born in mind that automatization takes place only after the first stage entailing explicit knowledge of rules. However, it is inevitable to encounter questions about how

automatization takes place and what factors have an effect on the shift from procedural knowledge to automatization. It may be speculated that the answer lies behind the practice stage of PPP. there is a consensus among researchers that practice plays a vital role, in that it decreases learners' reaction time and error rates, yet there is still a long way to go before the stage in which knowledge can be equated with complete fluency or spontaneity (DeKeyser, 2015). In order to decrease the time needed to accomplish a task and errors learners make whilst using target linguistic feature a large amount of practice is needed (DeKeyser, 2015).

Because of the characteristics of *production stage* which gives freedom to learners by necessitating the use of target structures in more meaning-centered activities Anderson (2017) links the model with early development of Communicative Language Teaching (CLT), but it is clear that presentation and practice stage of the model should be considered as a prerequisite of production stage in traditional language classrooms since it necessitates the previous stages mainly because practice "deals only with improving performance on a task that can already be successfully performed" (Newell & Rosenbloom, 1981, p.2). When it comes to implementation of PPP model at classrooms it should be stated that in PPP model, grammar instruction comprises a structured three-stage lesson (Nassaji & Fotos, 2011). The first stage starting with the overt explanation of target linguistic feature is generally followed by controlled exercises in which learners are expected to apply the grammatical rules which are assumed to be acquired by learners. The last stage aims to help learners use target forms accurately. In light of applications of the stages mentioned above, it can be postulated that FonFs draws heavily on overt explanation of target linguistic feature (Scott, 1989).

2.3 Theoretical Framework of Focus-on-Form

In this section, the key issues in input flood which is sorted into FonF and its implications in language classrooms are presented first to understand its role in language pedagogy. It will be followed by the introduction of implementation of FonF inside classrooms by comparing with explicit instructions. This section does therefore illuminate how the general knowledge and framework of FonF shaped the present study with regards to developing instructional materials and assessment.

FonFs claiming that explicit teaching should be focal point of pedagogical grammar has received dissatisfaction from many attested experimental studies over the years. Anderson (2017) has listed the arguments including common criticism to PPP model described above in a following way:

1. Early SLA research has asserted that acquisition takes place in a natural order that is not affected by types of instructions. Therefore, the findings of those studies contradict with the key assumption of PPP model.
2. Attempts to segment language into its components does not represent the nature of a language.
3. Given that PPP is teacher-centered, the model does not take learners' needs into account and cannot respond to the challenges that learners can face during learning process
4. The model does not include different registers learners can encounter outside classrooms, in other words the model is too prescriptive.

The arguments against the role of explicit instruction in general have led to new approaches toward language teaching which can be sorted under FonF. At

this point, it should be stated that the claims of those studies whose findings contradict with those adopting form-focused instructions can be grounded on Cognitive Grammar (CG) and its assumptions for language teaching. According to Niemeier (2013) cognitive grammar “sees all facets of language, including grammar, as meaningful, and posits – in contrast to other approaches such as Transformation Grammar – that meaning is the most important issue in language” (p.12). Contrary to generative linguistics regarding syntax as the core of a language, Langacker (2008) posits that “cognitive linguistics accords this honour to meaning” (p.8).

In sum, CG sees grammar itself is meaningful and cannot be separated from communicative function of a language. One of the reasons of developing such a view may lie behind the claim that learning all target linguistic structures thoroughly via traditional way of teaching coupled with traditional textbooks cannot help a learner to be fluent in a language (Langacker, 2001). Langacker also asserts that lexicon and grammar taught intensively in traditional language classrooms comprise only around 1% of the linguistic knowledge a learner should possess to be fluent in a foreign language and that instead of focusing on communicative and meaning-centered aspect of language, traditional perceptions about language teaching continues to be adopted by practitioners. In this view, grammar is perceived as a vehicle for learners to help them facilitate form-meaning mapping (Niemeier, 2013). In addition, Bielak and Pawlak (2013) states that learners’ attention should be turned towards grammatical structures in the course of meaning-based activities. This perspective on language learning has intrinsically triggered emergence of many approaches asserting that language learning is meaning based (Ortega and Tyler, 2016).

On the contrary to FonFs positing that grammatical structures should be taught by isolating them from the contexts (Klapper & Rees, 2003), in FonF problems that occur whilst meaning-based activities provide a basis for shift of attention to linguistic code features (Long & Robinson, 1998). In other words, FonF “implies no separate grammar lessons but rather grammar teaching integrated into a curriculum consisting of communicative tasks” (Ellis, 2006, p.101). From this aspect, it should be stated that FonF differs from not only FonFs but also from focus-on-meaning where learners do not have any opportunities to attend to linguistic forms. In the same vein, Long (1991) has claimed that form-focused activities are effective when it is coupled with communicative activities which focus meaning rather than forms. Similarly, Ellis (1997) posited that practitioners should start with activities highlighting communicative aspects of language learning and that it should be followed by opportunities to attend the forms which does unsurprisingly lead us the role of communicative activities at classrooms. In addition, Doughty (2001) has claimed that “the factor that consistently distinguishes *focus-on-form* from the other pedagogical approaches is the requirement that focus-on-form involves learners’ briefly and perhaps simultaneously attending to form, meaning, and use during one cognitive event” (p. 211).

FonF backs that grammar teaching should be coupled with communicative problems, in that breakdown in communication which learners can encounter. Breakdowns and attempts to negotiate for meaning are considered to be starting point for form-focused instructions. Therefore, the instructional materials implemented in experiment groups were developed accordingly. That is to say, all reading passages were followed by a meaning-focused activity. Long (1996) has stated that attention to target linguistic features come into play in meaning-centered activities. Learners’ attempts to notice the gap between the intended

message and perceived message by interlocutors serve to highlight linguistic forms which learners have difficulty in using. As a result of improved linguistic accuracy by reformulating utterances, “pushed output” occurs. It can be postulated that the hypothesis and its implication for language teaching is in parallel with incidental FonF which is discussed below.

2.4 Pedagogical Implications of Focus-on-Form

Different implications of FonF at classrooms can be distinguished into two types: ‘planned focus-on-form’ and ‘incidental focus-on-form’ as shown in Table 1. The distinction is believed to be beneficial to the present paper, in that it will serve as a basis for input flood being sorted into the former category and its implementations in language classrooms. Another reason of discussing such a distinction does also underlie the need to clarify the notions because according to Ellis (2001) input flood “(...) constitutes an example of (...) planned focus-on-form” (p.19). Hence, definitions of those notions will be made at first. In planned FonF, attention to certain linguistic structures is crucial to ensure that learners are able to accomplish the task which necessitates the use of a specific target form. Incidental FonF, by contrast, does not prioritize any specific target forms. In other words, “none of these are preselected for treatment” (Klapper & Rees, 2003, p.289). In the same vein, *focused tasks* are another term utilized to illustrate planned FonF (Ellis, et al., 2002). Planned FonF is implemented at classrooms to elicit the use of a specific target structure in a meaning-centered context. At first blush, planned FonF may seem to be similar to FonFs, however it should be considered that in planned FonF, teaching of a grammatical structure takes place without referring to it, and learners are thus expected to focus on meaning when they perform pedagogical tasks. On the other hand, incidental FonF does not highlight any preselected target forms. All activities are designed to represent

general samples of the language. However, teachers and learners may elect to various forms to attend whilst performing the task.

In contrast to the principles of FonFs, FonF advocates that grammatical forms should be taken as a prerequisite to perform meaning-centered activities. FonF does not, therefore, ignore the importance of instructions focusing on specific linguistic features in the process of language learning, yet it asserts that ultimate aim of learning a language lies behind communicative goals, namely comprehending input and having linguistic accuracy to convey a message and that grammar teaching should not be seen as a separate part of instructions at classrooms. In other words, while FonFs puts grammar teaching into the core of language instruction around which all activities should be developed, FonF advocates the idea that grammatical forms should be perceived as a mediator in order to convey the meaning which ought to be the ultimate aim of language learning. In this regard, Revesz (2009) stresses that minimizing the interruption of form-focused instruction is one of the aims of FonF. It is strongly argued that FonF endeavours to promote interlanguage development by providing learners to appropriate conditions in which they can attend to linguistic form whilst understanding and producing meaningful messages (Doughty, 2001). However, it should be considered that “this does not of course imply that grammar is unimportant in language or in language teaching. It is, however, helpful to realize that grammar subserves meaning rather than being an end in itself” (Langacker, 2008, p.8).

As a result of developed theories and changing perspectives about how pedagogical grammar should be dealt with at classrooms, many empirical researches conducted to investigate pedagogical implications of an integration between form-focused and meaning-focused instruction has been carried out

(Nourdad & Aghayi, 2014). In light of those studies, it can be speculated that meaning-centered activities coupled with grammar teaching have become popular in SLA thanks to empirical studies especially conducted in immersion schools (Day & Shapson, 1991; Harley & Swain, 1985; Swain & Lapkin, 1989). Those studies have showed that even if learners may be adept at productive skills such as speaking in a foreign language they cannot be considered as native-like in skills which require acquisition of certain grammatical structures. At last but not least, FonF can be considered to be the combination of instructions emphasizing to focus on target linguistic structures and focus-on-meaning. Therefore, it can be claimed that FonF highlights language learning contexts in which activities foster learners to focus on form, meaning, and use in the contexts at the same time.

2.5 The Role of Input in Second Language Acquisition

Over the last few years input-based theories developed to understand and to describe the nature of foreign language learning have become the focal point of debates in SLA. In order to comprehend *input flood* as a way of input enhancement which shapes the present paper, the impact of input on language acquisition and its theoretical background will be discussed first. The role of input is described by Gass (1997; quoted in VanPatten 2002) as the most important factor on second language acquisition. He posits that input is highly crucial mainly because it is a prerequisite of the process of language learning. Therefore, every instruction seems to be bound with it.

As stated by Gass (1997), input is one of the decisive factors in language learning. Many empirical studies investigating the efficacy of input-based approaches in foreign language learning have pointed out that input is one of the decisive factors having a bearing on the acquisition of target forms. Ellis (1998)

highlights that language acquisition is the final phase of the process in which learners are active in comprehending and processing input. He also stresses that learners' attention can be drawn towards grammar with the aid of many techniques. However, it should be stated that there are different perspectives about the role of input in SLA and in what ways it should be utilized and manipulated at language classrooms. Krashen's (1982) *Comprehensible Input* is considered to be the first contribution to SLA regarding the role of input in language learning. Comparing second language acquisition to first language acquisition the theory posits that acquisition occurs only when the input or the language to which learners are exposed is slightly above their competence level, that is "only the language input that is a little beyond the learners' language competence is useful for second language learning" (Mirzapour, 2016 p.198). Describing the notions *acquisition* and *learning* Krashen has pointed out that acquisition cannot occur in formal learning settings and that explicit instruction does not have any effects on language *acquisition*. As a reaction to Krashen's theory, many attested studies have demonstrated the efficacy of explicit instruction by stating that input alone is not enough for language acquisition (VanPatten & Cadierno, 1993). As a consequence, different theories emphasizing the conscious process of input have emerged. One model in which the role of input is discussed from different perspective is Input Processing (IP) described in VanPatten (1996). Input processing is concerned with how learners process the input and derive intake which is a linguistic data gathered whilst attending meaning-based activities. In this view, conversion of input to intake refers form-meaning connection and strategies learners use during comprehension.

Another hypothesis highlighting the relationship between input and conscious process is Noticing Hypothesis (Schmidt & Frota, 1986). As stated in previous section, Schmidt takes the case of Wes who was a Japanese learner of

English as a basis for his hypothesis. According to Schmidt, learners should be aware of the input itself and be able to process the input for an effective language learning. In order to assist learners notice target grammatical forms which is believed to be the first step towards the conversion of input to intake Sharwood Smith (1985;1991) has stated that target linguistic structures should be made more salient to enhance the noticeability of it through *consciousness raising* which is termed later as *input enhancement*.

2.6 Input-Based Techniques: Input Enhancement and Input Flood

Input enhancement, which is classified into FonF was firstly used by Sharwood Smith (1991) in order to define the types of activities “designed to draw L2 learners’ attention to formal features in the L2 input” (Kim, 2006, p.345). As a reaction to the ineffectiveness of explicit instruction, Sharwood Smith (1981) first highlighted the importance of drawing learners’ attention into forms (consciousness-raising). In the same vein, Rutherford and Sharwood Smith (1985) have stressed the decisive role of conscious and metalinguistic awareness in language learning. From this perspective, target forms should be made salience with the aid of different techniques such as augmenting the number of exemplars of target forms or textual enhancement which in turn leads to noticing the forms. However, “input enhancement implies only that we can manipulate aspects of the input but makes no further assumptions about the consequences of that input on the learner” (Sharwood Smith, 1993 p. 176).

It should be stated that many forms of input enhancement can be implemented at language classrooms to direct learners’ attention into forms (Sharwood Smith, 1991). In order to categorize various implemented input

enhancement techniques at classrooms Sharwood Smith (1981, 1991) used the terms explicitness and elaboration. While the former entails the amount of detail, the latter refers to time allocated to implement the technique. In other words, "(...)" at the highly explicit end of the continuum, one may find metalinguistic rule explanation, whereas at the less explicit end, one sees typographical highlighting of the targeted form" (Combs, 2008, p.5). When it comes to input flood as a form of input enhancement or enriched input, number of target linguistic forms is augmented through manipulating the original sentences in order to make them more salient. In other words, it posits that if a learner is exposed to many exemplars of target forms it will foster the learning process. Gass (1997) points out that it is highly probable for learners to attend to certain structure frequently used in the input. However, it should be kept in mind that input flood does only assume that learners are able to notice and acquire the form through manipulated oral or written discourses so that it can include many target forms (Wong, 2005). In his Noticing Hypothesis Schmidt (1990) stresses that input has no facilitative role for language learning if it is not noticed by the learners themselves. In this regard, it can be speculated that Schmidt has theoretically endeavoured to complete the cavity which input enhancement leaves to the field of second language acquisition by emphasizing the conversion of input to intake via modified input. In the same vein, it is stressed that input flood does not trigger the process in which learners attend to frequently used forms.

2.7 Previous Studies on Input-Based Techniques

Many empirical studies have started to combine input flooding with input enhancement to examine whether learners acquire the target linguistic forms. Szudarski and Carter (2016) have examined the impact of different L2 input conditions on the infrequent English collocations. Infrequent collocations were

chosen as the target linguistic item since participants consisted of Polish learners of English who had a background of six-year language learning experience. Control group research design was used for the study. While underlined exemplars of target forms in stories help learners notice the target grammatical structure in the group receiving input flood plus input enhancement, the group in which input flood only was implemented was asked to read the same stories and to do follow-up activities. In the study the posttest tapping both productive and receptive layers of vocabulary knowledge was delayed in order to test the efficacy of the instructions in long-term learning gains. The study has demonstrated that participants receiving input flood plus input enhancement outperformed those in the other groups - input flood only and the control group in some sections of the delayed post-tests. They have stated that input-based techniques such as input flood and input enhancement can be implemented at language classrooms especially for teaching infrequent, and hence difficult, collocations since limited exposure to target languages outside the classrooms may impede the learning of infrequent target structures.

White (2015) examined the efficacy of various input-based instructions including input flood on Spanish accusative clitics. English learners of Spanish comprised the participants (n=145) of the study and they were placed into four treatment groups: input flood, text enhancement, structured input activities, and focused input. Sentence-picture matching activity following explicit explanation of the target form was used as the learning material for structured input group. On the other hand, participants in focused input group were provided with grammatical sentences describing the pictures. Reading activities including comprehension questions were designed for input flood and text enhancement groups. White used pretest and posttest design to examine the effect of independent variables on the dependant variable. The analysis of test scores

demonstrated that even though learners receiving input-based instructions performed significantly better in post-tests. For those exposed to input flood and text enhancement, there was no significant difference found compared to those in the control group. Besides, participants who received structured input instruction outperformed those both in input flood and text enhancement in all post-tests. In other words, input flood and text enhancement did not have a significant effect on both acquisition and production of the target form. This finding supports the claim that noticing the target forms does not necessarily encourage the cognitive processes learners draw on whilst acquiring target grammatical forms (Izumi, 2002). In terms of production of Spanish accusative clitics, efficacy of all types of instructions was similar to each other.

In their experimental study Indrarathne and Kormos (2017) have investigated the relationship between learners' ability to process a target linguistic construction and L2 input delivered in different ways. One hundred students whose first language were Sinhala comprised the participants of the study. Input flood only, enhanced input, input flood coupled with specific instructions to draw learners' attention into target forms, and input flood plus explicit instruction were implemented in the experimental groups of the study. Indrarathne and Kormos have written three short stories, each of which contained seven sentences constructed with the target form. To ascertain that activities would be meaning-centered four comprehension questions were developed as a follow-up activity for stories. In the study which adopted pretest and posttest design two different tasks tapping comprehension and production of *causative had* were designed to test the impact of implemented instructions. Sentence reconstruction and timed grammaticality judgment tests were used for testing instruments. Eye-tracking was also used to measure level of noticing the target structure. The study demonstrated that input flood does not guarantee learners will notice pre-selected

forms and process them (Sharwood Smith, 1993). The analysis of eye-tracking measures showed that participants receiving enhanced input + instructions + explicit explanation outperformed those in other groups.

It can hence be speculated that input flood along with other input enhancement techniques does not theoretically explain the learning process in which input becomes intake. The study conducted by Trahey and White (1993) has investigated the impact of input flood on the usage of English subject + adverb + verb (SAV) order. Participants were fifty-four French speakers of English from two intact classes in an ESL programme in Canada and they received input flooding treatment for two weeks. Using pretest and posttest experiment design in their study Trahey and White developed the materials used in the study to ascertain that treatment would include the target linguistic form. Therefore, English adverbs of frequency and manner were included in various activities such as stories, games, and meaning-based exercises with all possible English orders to give the participants an opportunity to hear them in context. In parallel with the aims of research, participants did not receive any explicit instructions or negative evidence such as recasts or prompts on the target form. The data was gathered through a battery of tests tapping grammatical judgment and correction, sentence manipulation and oral production of target forms which were all used as both pretest and posttest. Learners' scores on pre-tests and post-tests have demonstrated that input flood only has a significant effect on learners' use of English SAV order. However, learners were consistent in using SVAO order in the interlanguage, in other words they had difficulty in comprehending SVAO order of French is ungrammatical in the target language.

Godfroid (2016) has also demonstrated similar findings with Trahey and White. She conducted a research to measure the effect of oral input flood on the

acquisition of vowel-changing verbs in German which is one of the learning problems many German learners have. Participants (n=82) were specifically chosen among intermediate-level L2 German learners who possessed declarative knowledge of the target form mainly because piloting showed that listening tasks which were administered in the study could not be performed by lower level learners. Godfroid designed a sentence-picture matching as an input flood instruction. In the activity participants had to select the appropriate picture on a computer screen after a two-minute oral description containing the target form. Using pretest and posttest design Godfroid designed two tasks: word monitoring and picture-based oral production task. While the timed word monitoring task which had two sections, namely word monitoring and sentence comprehension was designed to assess implicit learning, the latter was designed to make learners use the target form, hence to assess declarative, explicit knowledge. Besides, participants were interviewed at the end of the posttest to identify if learners were aware of ungrammatical verbs forms which were put toward the end of exposure. The study demonstrated that nearly all unaware of learners (n=38) remained unaware of the ungrammatical verb forms in the input flood and that learners receiving input flood did not improve on oral production task which necessitates explicit knowledge of the target form.

White (1998) has therefore pointed out that input flood coupled with explicit instruction may be more effective for some learners to acquire target forms. Similar findings were shown by the study conducted by Balcom and Bouffard (2015). The study may be considered as a milestone in SLA, in that it is one of the studies having an experiment group which has received input flood of target forms coupled with explicit instruction. The study has included that learners should be informed about the target form when they receive an input enhancement technique (White, 1998; Wong, 2005). The study has, therefore,

investigated the effects of oral input flood combined with form-focused instruction on positive and negative adverb placement in French. Designing a pretest and posttest experiment design Balcom and Bouffard has tested the efficacy of the instruction on the participants who are Arabic learners of French through sentence completion and acceptability judgment tasks. The participants in two intact classes whose French level is true beginner have constituted the experiment (n=12) and the control group (n=12). In order to ascertain that prior language knowledge will not have any effects on the study the participants have been selected from those whose French level is true beginner. In the study, while learners in the experiment group were exposed to input flood technique for over eight weeks, those in the control group did the activities in the textbook without receiving any input flood techniques. The study showed that input flood combined with various techniques of explicit instruction were effective on the acquisition of adverbs placement in French.

Zyzik and Marques Pascual (2012) have also investigated the efficacy of input flood and explicit grammar on the acquisition and production of a syntactic structure in Spanish. They have developed a research design which includes three experimental groups, two of which were input flood and enhanced input flood. The other group received explicit instructions. While learners in explicit grammar group received overt explanations of the target linguistic feature, participants in the other treatment groups were exposed to DOM embedded in Spanish idioms through meaning-based activities. Differ from participants in input flood group, those in enhanced input group was told to notice the target form at particular points in the lessons. Zyzik and Marques Pascual have developed a battery of tests tapping sentence production, video narration, and grammatical preference and have used them as both pretest and posttest. The study has showed that learners receiving explicit grammar acquired more language gains in

cued-sentence production and grammatical preference. However, no significant difference was found among groups with regards to spontaneous written production. In terms of efficacy of input flood and enhanced input flood instructions, Zyzik and Marques Pascual has stated that statistical analyses yielded no significant difference. Put it another way, directing learners' attention to target forms through overt instructions in input flooding technique is not an effective type of instruction.

Similarly, in their study Williams and Evans (1998) investigated the possible effects of input flood on the acquisition of participial adjectives and passive voices in English. They have also examined the impact of input flood coupled with explicit instruction on English passives. Participants were made up of adult English learners from various language backgrounds. Participants were assigned to three different treatment experimental groups: input flood-only, input flood combined with explicit instruction, and a control group. Using a pretest and posttest procedure, Williams and Evans implemented a battery of tests including several tasks. The study has showed that learners receiving input flood coupled with explicit instruction on target forms performed better on the tests tapping participial adjectives than those in other groups. No significant differences between two instructional groups were found in the case of passive voice.

On the contrary to Balcom and Bouffard (2015) and many previous studies showing similar findings (Zyzik & Marques Pascual, 2012) the findings of the study conducted by Hernandez (2011) has revealed that input flood alone has a significant impact on students' use of Spanish discourse markers. In order to compare two different instructions, namely input flood only and input flood combined with explicit instruction, Hernandez investigated participants' use of Spanish discourse markers whilst narrating a past event. The participants (n=91)

were selected from a Spanish course and they were randomly placed into two experiment groups and a control group. Different from input flood only group, explicit instruction on the target form and recasts as corrective feedback were implemented in the other treatment group. After the treatment, a picture description task was utilized as the instrument to gather the data. Digital recorders were installed in the classrooms and participants' utterances were transcribed to analyse frequency and distribution of discourse markers used by participants during the task. The study has pointed out that test scores of the participants in both experimental groups significantly improved in terms of frequency and distribution of discourse markers. The study has concluded that input flood alone is as effective as input flood coupled with explicit instruction.

Research Questions and Hypotheses

From the review of the literature it is clear that input-based techniques are subject to many empirical studies to measure the efficacy of implicit instruction. Given the findings of the studies focusing on input flood only, researchers have aimed to combine input flood with other types of input-based techniques, especially input enhancement so as to examine whether learners notice the target forms with the aid of techniques making target forms more salient. Many robust empirical studies on input-based techniques have showed that the amount of input may be a decisive factor in the process in which input becomes intake and that learners can benefit from techniques aiming to increase the number of inputs to which learners are exposed in the classrooms. Those studies have aimed to measure the effectiveness of input enhancement in noticing of the target form and yielded disparate findings on the acquisition of grammar structures. On the other hand, many previous studies conducted to measure the efficacy of explicit instruction on the acquisition of grammar have unsurprisingly showed that

learners benefit more from overt explanation of grammatical structures. Besides, meta-analysis studies have demonstrated explicit instruction is more effective than implicit instructions. Given the findings of previous studies and the theoretical advantage of input-based instructions, the present study has included all the different implementation of input flood investigated in previous studies (input flood only, input flood coupled with input enhancement, input flood coupled with explicit instruction). The study has also included explicit grammar teaching to compare its efficacy with input-based techniques. The present study aims to answer three research questions:

1. Do EFL learners acquire English passive voice through explicit and implicit instructions, namely input flood only, input flood plus input enhancement, input flood plus explicit instruction, and traditional grammar teaching?
2. Is there a difference in effectiveness on the acquisition of the target form among four experimental treatments?
3. Is there a difference in effectiveness on the production of the English passive among four experimental treatments?

Regarding the first research question, given the sizable advantage for explicit instruction attested by many empirical studies, it is expected that participants receiving explicit grammar teaching and input flood + explicit instruction outperform those in the experimental groups (Hypothesis 1). Similarly, Spada and Tomita (2010) reached the same conclusion in their meta-analyses. As noted by previous studies, implicit instruction is not as strong as the explicit ones in terms of producing grammatical sentences or detecting errors. Considering the last research question, it can be noted that the effects of explicit instruction will be most visible in the acquisition of the target form (the English passive) rather than production (Hypothesis 2). It can be expected that learners

being exposed to many exemplars of the English passive along with explicit instruction (Input flood + Explicit Instruction) and enhanced input flood (Input Flood + Input Enhancement) can get better results with regards to production of the target form.

CHAPTER 3: METHODOLOGY

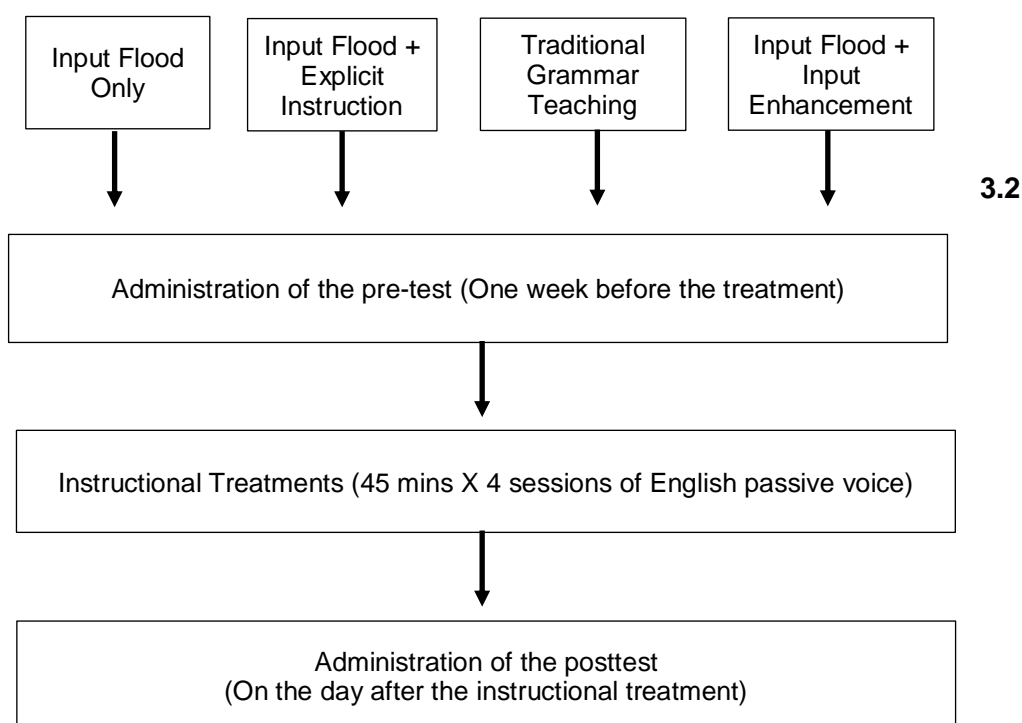
3.1 Research Design

A quasi-experimental pre-test and post-test design was used to answer the research questions of the present study. Pre-test and post-test design was adopted in the current study because it ensures that the groups are equivalent before the treatment which in turn leads to a strong internal validity. Moreover, the design was used to eliminate the possible effects of confounding variables over dependant variables. The significant changes between test scores can therefore be result of the treatment participants received. Convenience sampling was used to recruit participants because of its fast and easy application process compared to other sampling methods. However, it is not a robust method to generalize findings to the entire population. The study was conducted in four intact classes without a control group. Testing instruments (pre-test and post-test) were also developed specifically for the current study. The tests include three tasks tapping acquisition and production of the target form, the English passive. In order to measure the impact of different instructions on the acquisition of passive, grammaticality judgment task including distractors was developed by the researcher. Participants were asked to write the factors violating rules in ungrammatical sentences to increase the validity of the instrument. Sentence completion and translation tasks were developed for production. The research design as shown in Figure 1 enabled the researcher to compare test scores obtained before and after the treatment and thus to examine the efficacy of

different modes of instruction on the acquisition and production of the English passive. This section reports on all the design features of the present study including participants, data collection procedure, tests measurement, scoring, data analysis and ethics in each segment.

Figure 1

Structure of the Research



Participants

The initial pool of participants in four intact classes consisted of eighty-two intermediate-level learners of English as a foreign language (EFL) students enrolled at English preparatory programme in a state university located in northern Turkey. Bear in mind that each state university is obliged to establish a department to prepare new students for foreign language education in their graduate programmes, the school of foreign languages was chosen for convenience of sampling. Since the classes were multinational, attendance register of each class was obtained from the institution and 9 international

students were excluded from the study in order to control for language background in this context. Likewise, only those participants who attended all testing and treatment sessions were included in the final analysis. This reduced the participant pool to 62 Turkish learners of English ($n = 17$ in traditional grammar teaching, $n = 15$ in IF + IE, $n = 15$ in IF + EI, and $n = 15$ in IF only). To ensure that participants are EFL learners and are not exposed to English outside classrooms a language background questionnaire (Appendix 1) was handed out prior to the administration of pretest. The participants are adult EFL learners and ranged in age from 18 to 22. Given that they have started learning English at the age of eight they have been learning English for nearly 12 years. Table 2 summarizes demographic and linguistic profile of four experiment groups.

Table 2

Demographic and Linguistic Profiles of Treatment Groups

	Traditional Grammar Teaching $n = 17$	IF Only $n = 15$	IF + IE $n=15$	IF + EI $n=15$
Gender	12 males 5 females	8 males 6 females	10 males 4 females	9 males 5 females
Age in years	19.70 ($SD = 1.57$)	19.07 $SD = 0.82$	18.92 $SD = 0.73$	19.42 $SD = 2.17$
Years of instruction	8.94 $SD = 3.21$)	8.35 $SD = 2.49$	9.21 $SD = 0.80$	7.57 $SD = 3.52$

With regards to exposure to English outside of the classroom, majority of the participants have not been to an English speaking-country, only two participants in IF + IE have lived for a short period of time, one week and one month. None of the participants are bilingual English speakers and the majority of

participants use only Turkish outside the classrooms. Students whose English language level was intermediate (B1) constituted the participants of the study. Given the level of treatment materials and of the test items in both acquisition and production section of the instruments (pretest and posttest), it was crucial to recruit participants at that level. It should though be stated that the language level of each student has been assessed by the non-standardized exam prepared by the institution itself. Learners' language level is assessed through an exam every ten weeks by the institution to place learners in appropriate modules. In accordance with their results, learners either gain to pass the upper module or repeat the module. The language level of the participants had been assessed five weeks prior to the study and the participants' results were obtained from the institution. The scores were analysed to be ensure that intact classes are homogenous in terms of language level. There is no significant difference among four experiment groups, traditional grammar teaching (M=60, SD=8.60), IF only (M=62.07, SD=9.45), IF + IE (M=60.42, SD=10.11), and IF + EI (M=58.69, SD=6.75) in terms of language placement test results.

3.3 Treatment Materials

Treatment materials implemented for input-based instructions (Appendix 2) were adapted from Author (2018). The same material was used for the experimental groups receiving input flood instructions coupled with input enhancement and explicit instruction. All the passive sentences which participants used in IF + IE group were underlined by the researcher which was the only difference between IF Only and IF + IE groups. With regards to IF + EI group, a grammar handout highlighting the form, meaning and function of the passive voice was provided. In order to ensure that aims of each activity are to emphasize the semantic functions of the target form (the passive voice) which was highly

crucial for the study, topic-based syllabus was adopted in the process of developing the materials. *Global warming* and *climate change* are the themes of the materials for the experimental groups which received implicit instruction: input flood only (IF Only), input flood + input enhancement, input flood + explicit instruction. All the texts were chosen from several websites publishing articles or scientific reports on global warming. The passages were manipulated by the researcher so that they can include more passive sentences. The topics were chosen based on the assumption that they may trigger classroom debates, in that learners coming from different socio-economic environments may be expected to have different opinions on the global warming. It is thus highly probable that learners may have different answers to the questions and share their opinions with their classmates. Each learner is expected to observe the impacts of global warming on his life in a different way and they may be prone to express them. Furthermore, the selection of the topics assumes that it would be straightforward to find scientific reports or news which include many exemplars of the passive voice. Selecting authentic texts for the study is related to the fact that such texts can promote communicative aspect of language use. As implicit instructions stress the exclusion of overt metalinguistic explanation on grammatical structure, it was essential that all the activities were developed specifically to direct learners' attention to overall meaning of the passages rather than to a specific grammatical structure or to a set of words. Comprehension questions and instructions were developed to foster participants to grasp the function of the target form embedded in communicative activities. The post-reading activity in the first unit illustrates this approach:

a Read the two statements below. What message does the writer want to convey? Which one is more important, the process (the action itself) or the people/things doing the action?

1. *The sixth mass extinction of plants and animals in the Earth's history will be triggered by global warming.*

2. *Global warming was invented by their enemies to disable their industry.*

Photos were also used in the writing activity of the material in order to foster learners to use the target form. Three factors constituted the criteria of selection of the photos are listed below. The second criterion is highly crucial for the activity against avoidance whilst producing.

- i. Relation to the topic of the material: global warming and climate change
- ii. Highlighting the action itself (photos should not show the doer of the action)
- iii. Relation to participants' own life (The activity should not require technical expertise)

To verify whether lexical complexity is appropriate for intermediate level, lexical complexity of each passage was checked by using Vocabprofile (Heatley, Nation & Coxhead, 2002). All the texts were manipulated so that they could include more K1 (most frequent 1,000 words in English) than K2 words (the second most frequent 1,000 words in English). The texts were considered within the lexical competence of the participants if more than 90% of the words belong to K1 and K2 bands (Indrarathne and Kormos, 2017). Table 4 summarizes the percentage of K1, K2, and off-list words used in each unit.

Table 3

Percentage of K1, K2 and off-list words used in the texts

Units	K1 words	K2 words	Off-list words
Session 1	%79,23	%7,32	%8,12
Session 2	%79,54	%4,25	%12,01
Session 3	%71,38	%9,66	%11,72
Session 4	%68,90	%5,24	%13,74

As can be seen in the table, the percentage of K1 words in each text is highly above of K2. The analysis has also showed that the words which belong to K1 and K2 did not constitute at least 90% of the texts due to many off-list words classified into proper nouns. Therefore, no changes have been made to increase the percentage. From theoretical perspective, some sentences in original version of the texts were converted into passive to increase the number of sentences constructed in the passive. Participants were exposed to 103 passive sentences through reading texts. The distribution of the sentences is: simple present ($n= 21$), simple past ($n= 29$), present continuous ($n= 9$), past continuous ($n=5$), present perfect ($n=17$), past perfect ($n=2$), future ($n=9$), and modal verbs ($n=11$). The final version of each text was checked with two English teachers having a master's degree in terms of grammaticality and semantically.

English File Intermediate Student's Book (Third Edition) and Cambridge University Press English Grammar in Use (Fourth Edition) by were used for explicit grammar group (Appendix 3). The books have been chosen mainly because they do follow structural syllabi, in that participants did have a chance to see formal rules of the target form and practice the structure through controlled practice activities.

3.4 Instructional Treatment

The entire study spanned three weeks. One week prior to implementation of the instructional materials, participants took the pre-test which lasted forty-minutes. The treatment phase lasted one day and was carried out in participants' regular English class time by English instructors of the classes. It took place in four 45-minute sessions in one day. On the day after the treatment participants

took the post-test in one of their regular English classes. Prior to the treatment period, the researcher conducted small sessions for the teachers to inform them about input-based techniques and about how to implement instruction. As the pedagogical implications of input-based theories (*input flood and input enhancement*) can be challenging, instructors having at least five-year teaching experience were chosen for the study. Teachers in input flood only and input flood + input enhancement groups were informed that they should not give any explanations on the target form even if participants can ask questions about how to form such sentences. Lesson plans and materials (both hard-copy materials and Powerpoint presentation) were provided to the teachers prior to the instruction and reviewed in terms of allocated time for each activity and clarity of instructions. Some changes have been made to ensure that instructions were clear enough for participants to comprehend and that class time was enough for implementation of the materials. Instructors were reminded of the steps they should follow during the instruction with written notes sent along lesson plans. Hard-copy student materials were delivered to the teachers of all experimental groups before the treatment. Table 3 summarizes the main features of each instructional treatment. As can be seen from the table, all experiment groups had the chance to produce the target form. Teachers provided corrective feedbacks in different ways according to learning conditions, that is to say participants in input-based groups received recasts, an implicit way of feedback. The most important difference among groups is that participants receiving IF Only, IF + IE, and IF + EI were exposed to much more exemplars of the passive compared to traditional grammar teaching.

Table 4

Characteristics of Instructional Treatments

	Input Flood Only	Input Flood + Input Enhancement	Input Flood + Explicit Instruction	Traditional Grammar Teaching
Intentional Learning Objective	Functions of the Passive <i>(focus on form)</i>	Functions of the Passive <i>(focus on form)</i>	Functions of the Passive <i>(focus on form)</i>	The passive voice <i>(focus on forms)</i>
Objectives of the Activities	Functions of the passive voice through communicative activities without referring to passive voice	Functions of the passive + Showing sample sentences in the texts without referring to passive voice	Functions of the passive voice + Grammar explanation of the passive + Showing sample sentences in the texts	Presentation + Controlled Practice
Rule Explanation	No	No	Yes	Yes
Rule Search	No	No	Yes	No

Instructional Materials	The groups use the same materials developed by the researcher and they include approximately 110 passive sentences.			Powerpoint Presentation / Controlled Practice
Production Opportunities for Output	Yes (Picture Narration) Participants will be asked to narrate a picture to highlight the action.			Controlled Practice
Corrective Feedback	Yes (<i>recasts</i>)	Yes (<i>recasts</i>)	Yes (<i>recasts</i>)	Yes (<i>Metalinguistic clues</i>)

3.4.1 Instructional Treatment of Input-Based Instructions (IF Only, IF + IE, IF + EI)

The treatment started with several warm-up questions highlighting the semantic functions of the passive voice. Before reading a newspaper, article which had previously been manipulated by the researcher learners were asked some questions about reading newspapers. Learners were asked which one is more important to them while reading an article published on a newspaper, the action itself or the people who do that action. Such questions were included in the material mainly because input-flood posits that the focus of language teaching should be on meaning. Besides, the teacher highlighted crime news on newspapers to help participants infer that we cannot sometimes know the agent. After answering the questions, learners were asked to write the things that they know or don't know about global warming. The pre-reading activity were developed to give participants a purpose to read. Fifteen minutes were allocated for the activity to ensure that learners would focus on overall meaning rather than specific forms or any unknown words. Participants were told not to use dictionaries during the activity based on the assumption that they may try to translate whole sentences rather than looking for a specific word. At the end of

the first session, the teacher of IF + EI explained the passive voice to the participants by using the printed handout. Participants were referred back to the handout if they asked any questions about the passive.

Second session started with some pre-reading questions whose aim was to activate learners' background knowledge of global warming and to promote participants to share their own experiences. After reading a short passage which was about how an ordinary American person's perception of climate change has changed participants attended a role-play activity. Since learners were asked to write short headlines for each story they read, they were only responsible for comprehending the main idea. The third session started with a speaking activity including questions about the possible ways we can be affected by global warming and climate change. Photos of five common products we consume every day such as chocolate, coffee, fresh water, and grocery were showed, and participants were asked to write their predictions on how climate change may have an impact on production of such things. Participants were told to compare their answers with the articles in the follow-up activity.

For the last session, three concepts were determined for pre-reading activity: factories and use of coal as an energy source, harmful effects of diesel cars to the environment and impact of increasing population upon natural ecosystem. Participants were asked to share their opinions on the concepts and to compare their answers with the published scientific reports or news articles. The last twenty-five minutes of the treatment were allocated for a writing activity. In the activity, teachers firstly showed five photos. Participants were told to write a short story of approximately 150 words with their partners. Participants were not overtly asked to construct passive voice to narrate the photo they chose. Recasts were used as the corrective feedback for those endeavouring to produce the

passive voice. When the teacher noticed a grammatical mistake in passive voice constructed by the participant she corrected it either written or orally without any metalinguistic explanations or clues.

3.4.2 Traditional Grammar Teaching

English File Intermediate Student's Book (Third Edition) and Cambridge English Grammar in USE (Fourth Edition) were used for the groups receiving traditional grammar teaching. The treatment took place in four sessions of forty-five minutes. The treatment started with presentation of the passive voice. The teacher used the Powerpoint presentation prepared by the researcher. The explanations and examples were taken out of the grammar appendix of the course book (Appendix 4) was used to teach the target form explicitly. After the presentation, participants were provided with a short reading passage whose title is *Highclere Castle near Newbury in Berkshire, UK* which was extracted from the book. Participants were asked to read the text to underline an example of the present passive, the past passive, the present perfect passive, the past perfect passive and a passive infinitive. The original sequencing of the book had to be amended so that the treatment could start with presentation of the rule. With regards to practicing of the target form a grammar handout was prepared with the controlled activities extracted from the books stated above. The types of the activities are stated below.

- i. Picture-matching activity
- ii. Sentence completion
- iii. Sentence transformation (Conversion of the active into the passive)
- iv. Choosing the correct option

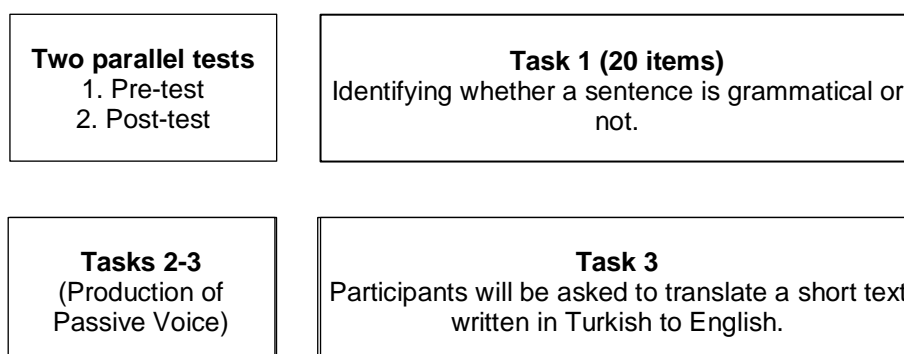
The same picture narration activity implemented in the other experimental groups was used for producing novel passive sentences. On the contrary to other experimental groups, participants were overtly asked to write at least 3 passive sentences to narrate the photos. The teacher used metalinguistic explanation for the grammatical mistakes participants made. The table below summarizes the sessions of instructional treatments.

3.5 Testing Measures

To assess the efficacy of implicit and explicit instructions two parallel tests (Appendix 5) tapping the comprehension and production of the English passive was developed by the researcher. All the test items were checked in terms of grammaticality of the items, content validity, and language level by two experienced English teachers working at a state university. The tests consist of three tasks: grammaticality judgment task, sentence completion and translation as can be seen in Figure 2. While the former was developed to assess learners' comprehension of the English passive, sentence completion and translation aims to measure learners' capability of producing it. The tasks assessing learners' ability to produce the passive was adapted from the study for conducted by Qin (2008).

Figure 2

Content of the Pre-test and Post-test



3.5.1 Grammaticality Judgment Task

The first task was the grammaticality judgment and correction task which participants were asked to judge whether the sentences are grammatically correct and circle the appropriate option accordingly: grammatical or ungrammatical. To verify participants corrected the errors based upon their previous knowledge of the passive voice, they were told to write the reason of ungrammaticality either in English or in Turkish. The task includes 20 items, 12 of which involved the passive voice and of those, six are grammatically incorrect. Counterbalanced design was used to avoid the pitfalls of confounding variables such as order effects or fatigue. Questions and options were printed in a different order for each participant. In addition, to be ensure that incorrect sentences require learners to focus on the forms of the passive voice, sentences were developed to include errors related to different fragments of the passive voice: use of preposition *by*, past participle form of the verbs, appropriate auxiliary verb. In addition, eight distractor sentences were scattered throughout the instrument, of those, four contained a grammar mistake. The mistakes are related to pluralization, English word order, wrong preposition and wrong word usage. Participants who couldn't identify the reason resulting in rule violation at least one ungrammatical distractor sentence were excluded from the study, because they either appeared to be incapable of carrying out the task or were simply not paying attention.

3.5.2 Sentence Completion

The second task consists of five items. The concept of using sentence completion to assess the ability of producing the passive voice was adapted by Qin (2008). Similar to the one developed by Qin, gapped sentences were developed within a context, that is to say learners should focus on the meaning. Learners were asked to complete the sentences with the appropriate voice (active or passive) in the task. Given that written instructions may not be clear enough for participants to comprehend, especially the term *voice*, the words *active* or *passive* were written in brackets just after the term. On the contrary to Qin, the tense was also provided to the participants in the brackets so as to decrease the linguistic demand of the task. Moreover, the complexity of the language and level of the words was checked by two experienced English teachers considering learners' language level and experience of English learning. The verbs learners were asked to put in the sentences with the appropriate voice are: carry, ask, send, hold, sell (twice), check, clear, affect and give. The language level of the verbs is at least pre-intermediate (A2).

3.5.3 Translation Task

The third and final task was the translation of a short text in Turkish into English. Each text consists of three sentences constructed with the passive voice in Turkish and includes twenty-five words. The main verbs of the sentences which participants used in the passive voice were taken from most commonly used words. Given that participants had a background of more than ten years of learning English and their level (intermediate), the English equivalence of the verbs used in the texts can be considered as straightforward: *sell*, *publish*, *send*, *check*, *do*, and *inform*. Since participants were not allowed to use either printed or mobile dictionaries, English equivalences of some Turkish words in the text

were provided to them within a box below. The linguistic demand of the task was checked by two English instructors working in the university in which the study was conducted.

3.6. Scoring

The scoring procedure for grammatical judgment task was straightforward, in that 1 point was given to those who could circle the correct option for each sentence (choosing *grammatical* option for grammatical sentences). However, participants were expected to write the reason of ungrammatical passive sentences either in Turkish or in English. In other words, indicating an ungrammatical sentence only by choosing *ungrammatical* option was not enough to get full point. With regards to the second task, sentence completion, participants were expected to use correct form of auxiliary verb (for instance, *have/has been* for *present perfect tense* or *am/is/are* for *active present continuous*) and the verb in appropriate form in order to get full score (1 point for each question) from an item. Since past participle form of irregular verbs can be more challenging for participants, that is to say they are used to apply the adding of -ed suffix to the verb, such mistakes were ignored and were counted as correct by the researcher. The same scoring procedure determined for the second task was used for the third task, 1 point was given to each correct translation. Alternative verbs used by the participants were counted as correct by the researcher if they managed to convey the meaning. For example, participants using the verb *print* for *publish* got the full point. Besides, spelling mistakes and overuse of -ed for irregular verbs were ignored.

3.7. Data Analysis

All the data from the testing instruments were entered into the Statistical Package for the Social Sciences, version 24. Since the first research question is to measure the efficacy of different types of instruction on the acquisition of the English passive, participants' results on the pre- test and post-test were analysed separately for each group through a paired-samples t-test. Distribution of the scores were also presented through boxplot. Effect sizes were reported with Cohen's *d* for t-tests. The significance level alpha (α) was set at .05 for all analyses. For the second and third research question, a two-way ANOVA was conducted to see if there is a significant difference among groups in terms of acquisition and production of the target form. A one-way ANOVA followed by Scheffe post-hoc test was carried out to see where statistical differences lie if a significant difference was found.

3.8 Ethics

Prior to the study, the institution in which the study was carried out was informed about the study. Research proposal of the current study and all supplementary documents, such as the instructional materials and testing instruments were submitted to the board of the school for getting consent. The application to conduct the research was approved by the school (Appendix 6). Teachers of the intact classes in which the study was carried out were informed about the study by the researcher with an information form and their consent was obtained through the consent forms (Appendix 7). Possible participants were approached by the researcher himself one week prior to the treatment. The teachers of the classes left the classroom after they had introduced the researcher to the participants. Participants were informed about the research during their regular English class and the briefing session took 45 minutes. They were provided with an information and consent form prepared by the researcher

(Appendix 8). The form was prepared to cover all facets of attending a scientific research and was written with a clear language considering the language level of the participants. The purpose of the study was concealed from the participants at two intact classes in which implicit instructions (input flood only and input flood + input enhancement) would be implemented. In order to reduce the anxiety of participants the form was explained in participants' native language, Turkish. At the end of the session approximately 15 minutes were allocated for participants' questions. Informed consents of volunteer participants were obtained by the researcher in the class. Each participant who agreed to take part in the research was allocated a unique study identifier for the sake of confidentiality. At every step of the experiment the identifiers (study codes) were used to collect data. Hard-copy pre-tests and post-tests were printed out a cover sheet on which participants could write their identifiable information. All hard-copy materials such as signed consent forms, language background questionnaire was stored in locked cabinets during the study and kept separately from other research data. Researcher removed it from the forms after matching the participants with their study codes. All electronic data including identifiable information was encrypted and stored on researcher's password-protected laptop.

CHAPTER 4: RESULTS

4.1 Research Question 1

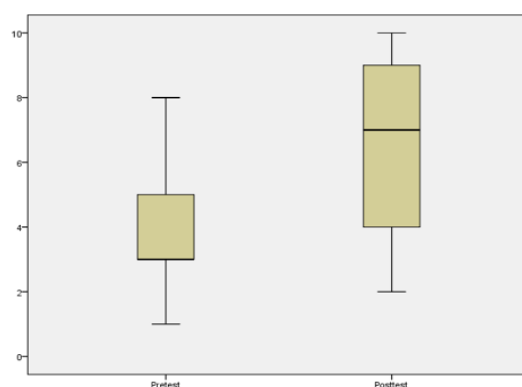
4.1.1 Traditional Grammar Teaching Group

A paired-samples t-test was carried out to compare participants' scores on the pre-test and the post-test. There was a significant difference between pre-test ($M = 3.76$, $SD = 2.02$) and posttest ($M = 6.41$, $SD = 2.67$), $t = -3.71$, $p < .05$.

Cohen's d effect size ($d = 1.13$) was large. There are therefore good reasons to think traditional grammar teaching is effective on the acquisition of passive, although it should be tested with a larger sample size, that is to say Cohen's d works best for larger sample size (>50). Considering the number of participants in this group ($n = 17$) it is highly probable that Cohen's d may yield over-inflate results. The figure 3 shows that majority of the participants fell into the middle 50% of scores for the group with regards to post-test results. Besides, median of pre-test and post-test results shows that the treatment had a decisive impact on the acquisition of the English passive.

Figure 3

Comparison of pre-test and post-test scores of Traditional Grammar Teaching

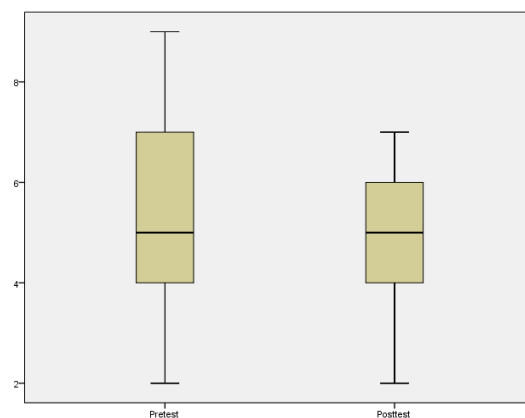


4.1.2 Input Flood Only

Paired-samples t-test found there was no significant difference between learners' pre-test ($M=5.57$, $SD=1.94$) and posttest ($M=4.92$, $SD=1.59$) results, $t = 0.85$, $p = 0.40$. Cohen's d for the group was 0.36. Thus, the instruction appears to have a small effect on the acquisition of the target item. Besides, mean of participants' pre-test results ($M= 5.57$) were higher than post-test results ($M= 4.93$). The figure 2 shows the comparison of pre-test and post-test results of the group with a boxplot. As can be seen in figure 4, the median score of both tests was close to each other. The range of pre-test scores of the group was higher than those of post-test. Moreover, the box plot for pre-test is comparatively tall which suggests participants' scores on the test were scattered in greater range. However, upper quartile of pre-test results was higher than the of post-test. In addition, the maximum point of pre-test was higher than post-test even though the treatment.

Figure 4

Comparison of Pre-test and Post-test scores of Input Flood Only

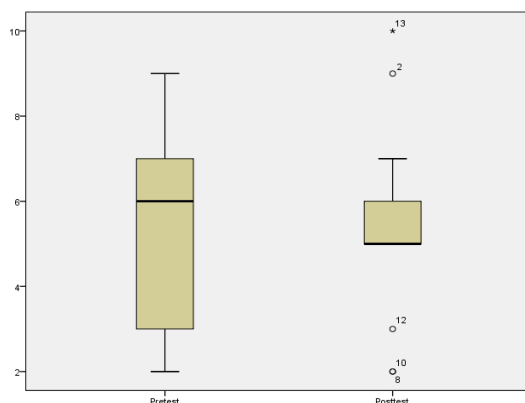


4.1.3 Input Flood + Input Enhancement

Paired-samples t-test analysis found there was no significant difference between pre-test ($M=5.50$, $SD= 2.38$) and post-test ($M=5.43$, $SD=2.28$) results, $t = 0.12$, $p = 0.90$. Moreover, the effect size of the analysis very small (Cohen's $d = 0.030$). The figure 5 shows the median of the pre-test results were higher than that of post-test. In addition, the maximum point of pre-test was higher than that of post-test like IF Only group. Given that the tall body of box plot for pre-test scores of participants differ from each other with a great range. The outliers in the post-test show the existence of extremities.

Figure 5

Comparisons of Pre-test and Post-test scores of IF+ IE



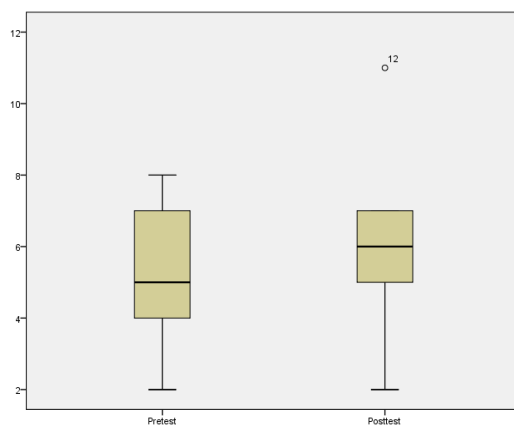
4.1.4 Input Flood + Explicit Instruction

Pre-test and post-test scores of participants in this group ($N= 15$) were compared by a paired-samples t-test. The analysis showed there was no significant difference between pre-test ($M=5.07$, $SD=1.90$) and post-test scores ($M=5.86$, $SD=1.99$), $t = 1.26$, $p = 0.22$. The scores were also analysed to find Cohen's d effect size. The analysis yielded a small effect size (Cohen's $d = 0.40$). Figure 6 shows the median of the tests and score range within a box plot. The figure clearly demonstrates that the median of post-test results was higher than that of pre-test. While the score range in pre-test was 6, that statistic increased to

9 in post-test because of an outlier. If that outlier was removed out of the analysis, the score range in post-test would be 5 which would be very close to that of pre-test.

Figure 6

Comparisons of Pre-test and Post-test scores of IF + Explicit Instruction



4.2 Research Question 2

In order to answer the second research question, pre-test and post-test scores were analysed through a two-way ANOVA in order to find the most effective treatment among four instructions on the acquisition of the passive. Table 5 displays the main results of the Within-Between ANOVA.

Table 5

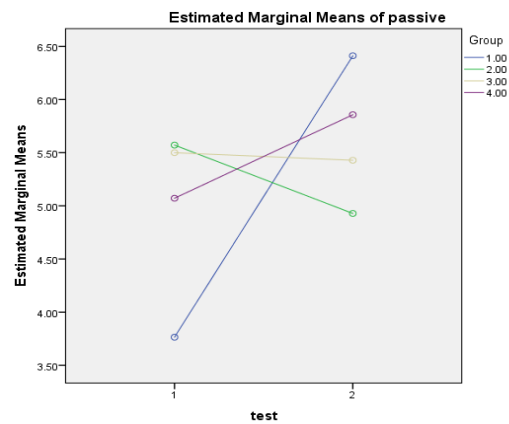
Tests of Within-Subjects Effects

	Source	Type III Sum of Square s	df	Mean Square	F	Sig.
	Sphericity Assumed	48.877	3	16.292	4.78	.005
test *	Greenhouse -Geisser	48.877	3.00	16.292	4.78	.005
Group	Huynh-Feldt	48.877	3.00	16.292	4.78	.005
	Lower- bound	48.877	3.00	16.292	4.78	.005

The analysis has yielded a significant interaction between tests and the treatment groups, $p = .005$. From the analysis it can be concluded that scores of experiment groups changed significantly from pre-test to post-test. Even though the figure demonstrates a significant interaction exists between tests and the treatment groups, it is not obvious which group performed better on the tests. Figure 7 shows the plot of the mean scores for each combination of factor level. That is to say, it illustrates how each treatment group performed on the pre-test and post-test through lines representing a different group. From this graph, it is clear that group 1 (Traditional Grammar Teaching) and group 4 (IF + EI) performed better than other experiment groups (IF Only and IF + IE). Put another way, one could recommend the instructions which the first and last group received for the acquisition of the English passive.

Figure 7

Comparisons of Mean Scores of Experiment Groups Between Tests



However, it is not clear where the statistically significant differences lie with respect to the rate of improvement. Therefore, a one-way between factor ANOVA followed by Scheffe post hoc tests was conducted to find where the differences lie statistically. Table 6 shows the multiple comparisons among four treatment groups.

Table 6

One-way Between ANOVA and Scheffe post-hoc test

Gro up	Grou p	Std. Error	Sig.	95% Confidence Interval
-----------	-----------	---------------	------	----------------------------

		Mean Differen ce			Lower Bound	Upper Bound
TGT	IF	3.28992 [*]	.941	.011	.5743	6.0055
	Only					
	IF + IE	2.71849 [*]	.941	.050	.0029	5.4341
	IF + EI	1.86134	.941	.283	-.8543	4.5770
IF Only	TGT	-3.289 [*]	.941	.011	-6.0055	-.5743
	IF+	-.571	.986	.953	-3.4154	2.2726
	IE					
	IF + EI	-1.428	.986	.556	-4.2726	1.4154
IF + IE	TGT	-2.718 [*]	.941	.050	-5.4341	-.0029
	IF	.571	.986	.953	-2.2726	3.4154
	Only					
	IF + EI	-.857	.986	.860	-3.7011	1.9868
IF + EI	TGT	-1.861	.941	.283	-4.5770	.8543
	IF	1.428	.986	.556	-1.4154	4.2726
	Only					
	IF + IE	.857	.986	.860	-1.9868	3.7011

From the table it could be concluded that the improvement that the first group (Traditional Grammar Teaching) was significant in comparison to the one that Group 2 (IF Only) and Group 3 (IF + IE) showed. Furthermore, the comparison between group 1 (TGT) and group 4 (IF+EI) showed that there was no significant difference between the rates of improvement which both groups showed. Statistically speaking, these groups performed better than those received input flood instructions.

4.3 Research Question 3

Since the last research question investigates the efficacy of instructions on the production of the target item, sections of the tests tapping production of the English passive were analysed through paired-samples t-test separately for each treatment group. Scores were statistically analysed through a one-way between factor ANOVA followed by Scheffe post hoc tests in order to show the efficacy of each instruction by comparing with each other. The table below shows the descriptive statistics for each experiment group.

Table 7

Descriptive Statistics for Each Experiment Group

	Group	Mean	Std. Deviation	N
Pre-Test	TGT	1.5294	1.66274	17
	IF Only	3.1429	1.99450	15
	IF + IE	1.9286	1.97929	15
	IF + EI	2.2857	2.09132	15
	Total	2.1864	1.96937	62
Post-Test	TGT	4.0588	1.47778	17
	IF Only	2.7857	1.47693	15
	IF + IE	3.0714	1.43925	15
	IF + EI	4.0000	1.30089	15
	Total	3.5085	1.50141	62

A paired-samples t-test was conducted to compare participants' scores receiving traditional grammar teaching ($n=17$). The analysis has showed that there was a significant difference between pre-test ($M = 1.52$, $SD = 1.66$) and post-test ($M=4.05$, $SD=1.47$), $t = - 5.66$, $p < .05$. The same analysis was carried out for IF Only group and showed there was no significant difference between pre-test ($M = 3.14$, $SD = 1.99$) and post-test ($M=2.78$, $SD=1.47$), $t = .717$, $p = .486$. For the IF + IE ($n= 14$), paired-samples t-test showed a significant difference between pre-test ($M = 1.92$, $SD = 1.97$) and post-test ($M=3.07$, $SD=1.43$), $t = - 2.38$, $p < .05$. With regards to IF + EI group ($n=14$), the analysis has also yielded a significant difference between pre-test ($M = 2.28$, $SD = 2.09$) and post-test ($M=4.00$, $SD=1.30$), $t = - 2.70$, $p < .05$. On the contrary to the acquisition of the passive, IF + IE group has benefited from the instruction in terms of production. According to the paired-samples t-test analyses carried out for each experiment

group, IF Only group was the only group whose performance on production of the passive did not change significantly as shown in the figure below.

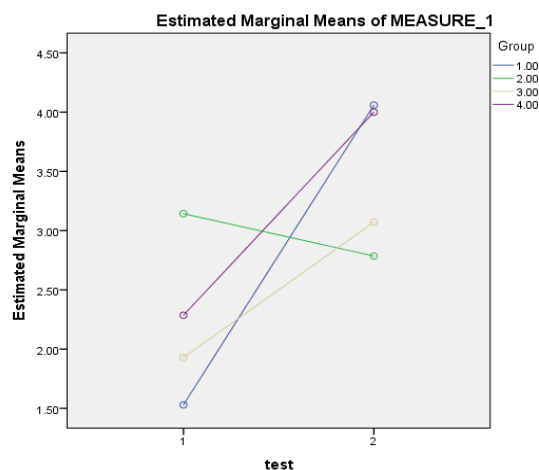
Even though the figure 8 illustrates the differences on test scores for each group, it is not enough to see the robustness of each type of instruction comparing with each other. Therefore, one way between factor ANOVA was carried out to demonstrate which group benefited most from its instruction in terms of producing the target item. Changes between pre-test and post-test scores were assigned as dependent variable. As shown in Table 8, the progress which traditional grammar teaching group made was significant in comparison to IF Only group. However, it is not an effective instruction comparing to other three groups.

Table 8

One-Way Between ANOVA and Scheffe post-hoc tests

Figure 8

Comparisons of Mean Scores of Experiment Groups Between Tests



Group	Groups	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
TGT	IF Only	2.88655*	.71193	.002	.8333	4.9398
	IF + IE	1.38655	.71193	.296	-.6667	3.4398

	IF + EI	.81513	.71193	.727	- 1.2381	2.8684
	TGT	-2.88655*	.71193	.002	- 4.9398	-.8333
IF Only	IF + IE	-1.50000	.74559	.268	- 3.6503	.6503
	IF + EI	-2.07143	.74559	.063	- 4.2217	.0789
	TGT	-1.38655	.71193	.296	- 3.4398	.6667
IF + IE	IF Only	1.50000	.74559	.268	-.6503	3.6503
	IF + EI	-.57143	.74559	.899	- 2.7217	1.5789
	TGT	-.81513	.71193	.727	- 2.8684	1.2381
IF + EI	IF Only	2.07143	.74559	.063	-.0789	4.2217
	IF + IE	.57143	.74559	.899	- 1.5789	2.7217

CHAPTER 5: DISCUSSION AND INTERPRETATION

5.1 Impacts of Different Instructions on the Acquisition

The study set out to examine the effects of traditional grammar teaching, input-based instruction type (input flood), input flood with input enhancement, and input flood coupled with explicit instruction on the acquisition and production of

the English passive. Instead of comparing input flooding as an implicit way of teaching with other input-based instructions this study has examined different combinations of input flooding along with traditional grammar teaching. In light of the findings of previous research input flood was coupled with explicit instruction. That type of instruction has been included in the study mainly based on the assertion that explicit instruction is effective in the conversion of input into intake. The findings of the study will be presented starting from the first research question. The first research question seeks to answer whether participants benefit from different types of instruction in terms of acquiring passive voice (Do EFL learners acquire English passive voice through explicit and implicit instructions, namely input flood only, input flood plus input enhancement, input flood plus explicit instruction, and traditional grammar teaching?). The analysis has shown that there is a significant difference between pretest and posttest scores of the participants receiving traditional grammar teaching. This finding is similar with those in Balcom and Bouffard (2015) and Zyzik and Pascual (2012). The finding has also attested the assertion of Noticing Hypothesis (Schmidt, 1990), that is to say only input does not have a facilitative role especially in the acquisition of new grammatical structures. Regarding the IF + IE group, no significant difference between pre-test and post-test scores was found. It can therefore be asserted that noticing the target forms does not necessarily encourage the cognitive processes required for intake as pointed out by Izumi (2002). It is likely that participants noticed the underlined collocations but did not process them robustly enough to make semantic gains.

The finding, however, slightly differ from those of White (2015), Indrarathne and Kormos (2017), Balcom and Bouffard (2015), Williams and Evans (1998). In their empirical studies all researchers have found that participants receiving input flood coupled with explicit instruction benefited from

the instruction. They have thus concluded that input flooding should be coupled with an explicit instruction with regards to acquiring a grammatical structure. Even though there is no significant difference between test scores in all groups except traditional grammar teaching, implicit learning conditions may have a role in yielding such a result. Since no metalinguistic explanations were provided to the participants receiving input-based instructions (IF Only and IF + IE), grammatical judgment and correction might not be the best way to measure the acquisition of the target item. In their empirical study Trahey and White (1993) found the similar findings. Using grammatical judgment and correction as pretest and posttest they have demonstrated that input flood does not have a decisive role in the acquisition of English word order. Learners receiving implicit instruction may not be adept at detecting grammatical mistakes and correcting them since they are not provided with grammatical explanation as shown by Godfroid (2016). The study demonstrated that nearly all participants in the input flood group remained unaware of the ungrammatical verb forms. Since grammatical judgment and correction tasks necessitates explicit knowledge of the target form to complete, it is highly probable that participants who do not receive that knowledge benefit from input-based instructions. However, it is highly crucial for the study to compare input-based types of instruction (IF Only, IF + IE and IF + EI) with each other.

5.2 Impacts of Different Instructions on the Production

This leads to the second research question in the study: is there a difference in effectiveness on the acquisition of the target form among four experimental treatments? The answer to this question is twofold. Analysis has demonstrated that traditional grammar teaching is the most effective type of instruction in terms of acquiring the target item. In other words, participants in that

group are those who benefited most from the technique they received. Along with traditional grammar teaching, input flooding coupled with explicit instruction comprised the second group whose performance has increased from pre-test to post-test even though it is not statistically significant. Multiple comparisons based on the score changes between pretest and posttest shown that traditional grammar teaching is not superior compared to IF + EI. The finding does therefore suggest that input flooding coupled with explicit instruction can be utilized for teaching the passive voice though it is not as superior as traditional grammar teaching. In sum, in regards the acquisition of the English passive the analyses have shown that traditional grammar teaching is more effective than other experiment groups. Besides, the findings of the first and second research question are in parallel with VanPatten and Benati (2010) claiming language learning starts with declarative knowledge. Nevertheless, one could question the necessity of declarative knowledge in this study, that is to say there is no significant difference between test scores of the participants in IF + EI even though participants were provided a grammar handout. However, it should be born in mind that all the activities developed for the group were meaning-based and did not require any grammar knowledge to do comprehension activities. It seems that learners did not pay attention to the handout mainly because they did not use the knowledge during the treatment. Therefore, explicit instruction is more advantageous in formal language learning settings mainly because it encourages learners to acquire the rules and to apply it through many practices as stated by Schmidt and Frota (1986).

Last research question seeks to answer whether there is a significant difference among experiment groups in terms of production of passive voice. Sentence completion and a translation task was developed by the researcher was used in pretest and posttest. The analysis has shown that all experiment groups

except IF Only are effective in the production. The finding might be surprising considering traditional grammar teaching is mainly based on presentation of the rules and controlled practices. However, approximately a class hour (forty-five minutes) at the end of the treatment were allocated for writing activity and different types of feedback were used by the teachers for each group. The finding has demonstrated that explicit instruction can be beneficial if it is supported with creative writing activities. Even though IF Only and IF + IE group were received recasts as feedback, it seems that IF + IE group is the one which benefited from it. On the contrary to White (2015), there is a significant difference between test scores of participants receiving input enhancement. The analysis has shown that repetition may not be enough for production unless learners' attention is drawn to the target item. Similar finding has been pointed out by Szudarski and Carter (2016). As all exemplars of the passive voice were underlined for IF + IE group, they might have referred back to those while carrying out the writing task in the treatment. Besides, the findings are in parallel with the idea that implicit instruction is not suitable for the tasks or learning environments which necessitates explicit knowledge. Furthermore, production tasks were examined in depth even though it is not the scope of the study and it was revealed that learners in IF Only are more prone to construct ungrammatical sentences especially in sentence completion task. In regard to translation task, those learners either preferred to avoid using passive voice or could not do the correct form of the auxiliary verb which may lead to fossilization.

CHAPTER 6: CONCLUSION

6.1 Limitations and Future Directions

The study was constrained by some limitations in terms of sampling, characteristics of the participants, characteristics of testing instruments. Firstly, number of participants recruited for the study was not enough to generalize the findings to the entire population. As the study was conducted in intact classes where could not consist of more than twenty students, it was not possible to change this aspect of the research. Future research should therefore be conducted on more participants. The other limitation was related to the characteristics of language learning experience of the participants. As the majority of participants came from a language learning environment in which explicit instruction was administered, the superiority of traditional grammar teaching over input-based instructions might be related to that factor. Even though it could reduce internal validity of the research as a confounding variable, participants could not be placed into experimental groups according to their language learning background due to limited amount of time. Future research can therefore take that factor into consideration in the process of research design. Instead of explicit instruction, Structured Input (SI) can be used as an independent variable and its efficacy on a syntactic structure can be compared with other types of input-based instructions. The other limitation was related to instructional treatments of the study. All the materials were administered by regular teachers of the classes in order to increase validity of the research. Even though teachers had an experience of more than 5 years, it cannot be certain that they followed the instructions written in provided lesson plans. In order to eliminate that factor, instructional packages delivered via computers can be developed.

6.2 Pedagogical Implications

The study has revealed that language learning is effective when learners are provided with metalinguistic explanations on new grammatical structures. It is

highly crucial especially for complex structures such as passive voice. As each learner has a different language learning background, overt grammatical explanation should be provided for learners preferring explicit instruction. While some learners prefer to see underlying rules of a new complex structure, some learners might benefit from instance-based techniques. However, passive voice is one of the most used structures especially for academic purposes and learners at academic settings such as language preparatory courses for undergraduate programmes are expected to be adept at using in their writings. Language learners should therefore receive explicit instruction along with many exemplars written in passive voice. The present study has shown that when input flood is coupled with explicit instruction it could be as effective as traditional grammar teaching. Thus, practitioners should find many authentic texts including passive voice to see how the form is used in the context. Corpora can be used for that purpose and the number of passive sentences can be augmented by practitioners. Learners' attention should be drawn to passive voice through meaning-based activities. Input flood alone does not mean that learners notice the form and process it. Besides, practitioners should give a chance for learners to use the passive voice. They should be given negative feedbacks such as prompts, recasts or metalinguistic clues.

6.3 Conclusion

The study was carried out to examine the efficacy of traditional grammar teaching as an explicit way of teaching and different input-based instructions as an implicit way of teaching: input flood (IF Only), input flood + input enhancement (IF + IE), input flood + explicit instruction (IF + EI) on the acquisition and production of the English passive. The instructional treatment was administered in four intact classes comprising of sixty-two EFL learners. Different materials

developed by the researcher were administered for each experimental group. The materials for traditional grammar teaching followed a structural syllabus starting from the presentation of the rules followed by controlled practice activities. The treatment ended with a picture narration task which gave opportunities for participants to produce the target form. On the contrary to traditional grammar teaching group, other groups received meaning-focused activities including many exemplars of the target form. Apart from input flood only group, sentences constructed with passive voice was underlined for IF + IE group. For IF + EI group a grammar handout was provided to the participants. Two parallel forms of test (pre-test and post-test) was administered to the participants in one of their regular English classes (forty-five minutes). They include three tasks: grammaticality judgment task, sentence completion and translation task. The scores were analysed through a paired-samples t-test and ANOVA followed by post-hoc tests. The analyses have showed that traditional grammar teaching and IF + EI groups' performance in terms of acquisition of the passive has changed significantly from pre-test and post-test. However, traditional grammar teaching is the most effective instruction on acquiring the passive. With regards to production, analyses have demonstrated that test scores of the participants receiving explicit instructions (IF + EI and traditional grammar teaching) outperformed those in other groups. IF + IE group also benefited from the technique which in turn proves the importance of Noticing Hypothesis. Therefore, learners should receive overt grammatical explanations on a syntactic structure with input flood coupled with input enhancement. In other words, learners' attention should be attracted into target forms.

APPENDIX

Appendix 1 Language Background Questionnaire

LANGUAGE BACKGROUND QUESTIONNAIRE

1. Your Name: _____
2. Gender: Male / Female
3. Age: _____
4. Highest academic degree earned: _____
5. Country of birth: _____
7. What is your native language? _____
8. What other languages do you have knowledge of (even limited knowledge)?

9. How did you first start learning English?
At school **with a private tutor** **with friends/relatives** **at a language course**
10. In total how many years have you been studying English?

11. Have you ever lived in an English-speaking country? If yes, how long?

12. Do you have, or have you had, a spouse or partner who is a native speaker of English?

13. Do other members of your family (parents, siblings, children, etc.) speak English at home?

14. For each of the items below, please circle the response that corresponds to the amount of time you spend doing the activity **IN ENGLISH**.
—watching television in English
1. never
2. a few times a year
3. monthly

4. weekly
5. daily

—reading in English (newspapers, books, internet, etc.)

1. never
2. a few times a year
3. monthly
4. weekly
5. daily

—listening to the radio in English

1. never
2. a few times a year
3. monthly
4. weekly
5. daily

—watching movies in English

1. never
2. a few times a year
3. monthly
4. weekly
5. daily

—socializing with native speakers of English

1. never
2. a few times a year
3. monthly
4. weekly
5. daily

15. Which language(s) do you use in the following situations? Please respond to all the situations that apply to you.

—at home

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

—with spouse or partner (if applicable)

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

—with friends living in Turkey

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

—with family and friends living elsewhere

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

—at work (if applicable)

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

—at social activities/meetings, etc.

1. Turkish only
2. Mostly Turkish with occasional English
3. About half Turkish and half English
4. Mostly English with occasional Turkish
5. English only
6. other: _____

Appendix 2 Instructional Materials for Input-Based Instructions with Teachers'

Notes

SESSION 1 (45 minutes)

<i>Teacher's Notes</i>

In this session learners will be introduced to 'global warming' which is the theme of the unit developed by the researcher. The first activity, which is a warm-up activity, aims to both activate learners' previous knowledge on the theme and introduce the learners to the functions of the English passive. As you were assigned to one of the intact classes in which an implicit technique (input flood) will be implemented it is highly crucial that you should not mention about passive voice as a grammatical structure in the whole learning session. For all the activities, you can highlight the communicative functions of the target form without referring to the target form, in that implicit learning conditions posit that learners can infer the rules embedded in the communicative activities (reading materials, listening activities, etc.). Authentic texts have been chosen and manipulated by the researcher so that they can include many exemplars of the passive voice which is one of the assumptions of input flood technique for language learning. The material includes 128 sentences written in the English passive. At the end of the class learners will have a chance to use the passive for communicative purpose and recasts will be used as the corrective feedback. An example of recast has been illustrated in the last part of the sequence. Given that learners' language level, some learners can predict the form embedded in the activities and can ask some questions about it. You should not give overt explanation of the form and avoid showing how to construct passive sentences.

A BIG THREAT TO OUR PLANET

1. INTRODUCTION (10 mins)

You are going to read a newspaper article about global warming. Before reading it discuss the questions below with your partner.

1. How often do you read newspapers? Which one do you prefer printed or digital newspapers?
2. Which one is more important to you while reading newspapers or articles published on the Internet? The action itself or the person who does that action?
3. Think about crime news. Can you as readers always learn who committed the crime?

2. READING (20-25 mins)

Pre-reading Activities (10 mins)

a You are going to read a newspaper article about global warming. The author of the article answers some frequently asked questions about global warming. Before reading it write the things that you know and would like to learn about global warming in the box below.

- b** Now read the article to get the answers of your questions.

Climate Change is Complex. We've Got Answers to Your Questions.

By Justin Gillis.

We know. Global warming is daunting. So here's a place to start: 7 frequently-asked questions with some straightforward answers.

Part 1: What is happening?

1. Climate change? Global warming? What do we call it?

Both are accurate, but they mean different things.

You can think of global warming as one type of climate change. Many changes beyond warmer temperatures are covered with the broader term. It is claimed that scientists stopped referring to global warming and now it is being called as climate change because "the weather has been so cold" in winter. But the claim is false. Both terms have been used by scientists for decades.

2. How much is the Earth heating up?

Two degrees is more significant than it sounds.

As of early 2017, the Earth had warmed by roughly 2 degrees Fahrenheit (more than 1 degree Celsius) since 1880. It was the first-time temperatures were recorded at a global scale. The number may sound low, but as an average over the surface of an entire planet, it is actually high, which explains why much of the world's land ice is starting to melt and the oceans are rising at an accelerating pace. If greenhouse gas emissions are not checked regularly, scientists say, the global warming could ultimately exceed 8 degrees Fahrenheit, and obviously planet's capacity to support a large human population will be undermined.

3. What is the greenhouse effect, and how does it cause global warming?

It has been known for more than a century. Really.

In the 19th century, it was discovered that certain gases in the air trap and slow down heat that would otherwise escape to space. Carbon dioxide is a major player; without any of it in the air, the Earth would be a frozen wasteland. The first prediction that the planet would warm as humans released more of the gas was made in 1896. The gas has increased 43 percent above the pre-industrial level so far.

4. How do we know humans are responsible for the increase in carbon dioxide?

This one has been proved.

Hard evidence, including studies which radioactivity is used to distinguish industrial emissions from natural emissions, shows that the extra gas is being released with human activity. Carbon dioxide levels rose and fell naturally in the long-ago past, but those changes took thousands of years. Geologists say that the gas are now being pumped into the air much faster than nature has ever done.

5. Could natural factors be the cause of the warming?

Nope.

In theory, they could be. If more radiation was put out to the space by the sun, for instance, that would definitely warm the Earth. But natural factors which are known to influence planetary temperature have been evaluated by scientists and it was found that they are not changing nearly enough. The warming is extremely rapid on the geologic time scale, and no other factor can explain it as well as human emissions of greenhouse gases.

6. Why do people deny the science of climate change?

Mostly because of ideology.

Instead of negotiating over climate change policies and trying to make them more market-oriented, the approach of blocking them has been taken by undermining the science.

Many politicians have sometimes claimed that scientists are engaged in a worldwide hoax to fool the public, or that global warming was invented by their enemies to disable their industry. The climate denialists' arguments have become so strained that even oil and coal companies have distanced themselves publicly, however such views are still being supported by politicians whose campaigns have been sponsored by oil companies.

Post-Reading Activities (10 minutes)

a Read the two statements below. What message does the writer want to convey? Which one is more important, the process (the action itself) or the people/things doing the action?

1. The sixth mass extinction of plants and animals in the Earth's history will be triggered by global warming.
2. Global warming was invented by their enemies to disable their industry.

Teacher's Notes

It can be expected that some learners may predict the form focused on for the research. It is one of the key assumptions of implicit learning conditions on how language learning occurs. If you are asked to show how to construct passive voice in English, please avoid answering such questions. Furthermore, language level of the text was measured by Vocabprofile and it was found that approximately 85% of the words used belong to K1 and K2 threshold which is acceptable for B1 level. No post-reading activity was designed mainly because the research will assess the efficacy of input-flood as an implicit way of learning. Being as a focus on meaning technique input flood posits that language learning should take place in accordance with communicative purposes.

SESSION 2 (45 mins)

Teacher's Notes

For the second session, learners will be asked to perform a role-play activity. The aim of the activity is to help learners write a headline for each story. The activity was designed in order to ensure that the activity is meaning-centered. It is expected that learners will focus on the meaning rather than the language forms to write an effective headline. In the activity learners will be divided into groups of two. Each learner will be responsible for different sets of texts. (While Student A reads the texts numbered 1, 3 and 5, the other reads the texts numbered 2, 4 and 6). After reading the stories each learner should will be asked to write a headline for the stories they will read. Then, each learner will read the stories that their partners have read (Student A will read stories 2, 4 and 6 now and Student B will read the rest). Finally, learners will compare their headlines and share their thoughts on the headlines their partner has written. Feel free to change the instructions of the activity provided that learners need a

clarification. Furthermore, don't hesitate to change them in accordance with the language level of the class.

UNIT 1B: DIFFERENT VIEWS ON GLOBAL WARMING

3. SPEAKING (10 mins)

a Based on the activities in the previous chapter and your background knowledge discuss the questions below with your partner.

4. Do you believe that global warming exists? If so, can you give examples from your life?
5. If you don't believe global warming, what makes you think so?

2. READING & VOCABULARY

READING (10-15 mins)

a Read the first part of the newspaper article about how people changed their views on global warming.

Richard Cizik used to believe climate change was a myth. The science had to be rigged, he thought; it has been made up by just tree-huggers. But in 2002, Mr. Cizik was convinced to go to a conference about climate change by one of his friends, and there, he said, “the scales came off my eyes.”

Nearly 70 percent of Americans now believe that climate change is caused mainly by human activities. The number of Americans who say they worry “a great deal” about climate change has risen by about 20 percentage points. But people don’t change their minds easily about controversial issues even though the temperatures have been tracked by many organizations. So, what is behind this trend? Anthony Leiserowitz, the director of the Yale Program on Climate Change Communication, said Americans’ opinions about global warming have fluctuated over the years, shifting along with extreme weather events and messages from political and religious figures. But the overall upward trend in opinion, he said, was strongly tied to the fact that climate change is considered as a personal issue by more people.

There are certainly many Americans who remain undecided or doubtful. Toby Wilder, a salesman from Seattle, said he found it hard to imagine that human-caused climate change was anything but a hoax that was propagated by elites who fly private jets. “If more fuel for those jets is wasted in a month than I do in my lifetime, then how can I believe it?” he asked.

Greg Sandmeyer, a social studies teacher at Timberline High School in Boise, Idaho, is also unconvinced. “It’s one thing to say it’s happening, but it’s another to say I will be affected by laws” he said. But the broader shift in public opinion, however gradual, has moved toward acceptance of human-caused global. In order to learn how people were affected by global warming, we spoke with dozens of people. Here are six of their stories.

How Six Americans Changed Their Minds About Global Warming

Role-Play Activity (20-25 mins)

b In this role-play activity you are a journalist and you are asked to write headlines for short news articles. Your headline should tell the readers what the story is about and grab their attention. Pay attention to write the headlines in clear language. The roles of each student (Student A and B) can be found below.

<u>Student A</u>	<u>Student B</u>
<p>Read the news articles 1, 3 and 5. Write a headline for each of the stories. Look at the headlines that your partner has read. Try to guess what the story is about. Finally, read the news articles 2, 4 and 6. Would you change the headlines your partner has written or not? Share your thoughts with him/her.</p>	<p>Read the news articles 2,4 and 6. Write a headline for each of the stories. Now, look at the headlines that your partner has read. Try to guess what the story is about. Finally, read the news articles 1, 3 and 5. Would you change the headlines your partner has written or not? Share your thoughts with him/her.</p>

Headline is a line of words printed in large letters as the title of a story in a newspaper, or the main points of the news that are broadcast on television or radio.

News Articles 1

The Meteorologist

Jennifer Rukavina, 38, Paducah, Ky.

When Jennifer Rukavina became a television meteorologist, she noticed her colleagues were divided into two camps: believers and nonbelievers. Ms. Rukavina didn't know at first which camp she fell into, but she certainly wasn't "convinced" about climate change.

As a group, meteorologists are no more or less likely than the general public to say that global warming is being triggered by humans activity. In the early 2000s, when Ms. Rukavina began her career, a film named "An Inconvenient Truth." had been released. The split among her colleagues, Ms. Rukavina said, was largely caused by the political "theatre" surrounding the film, which is described by many experts as a flash point in the deepening partisan divide on climate change.

“I decided that I needed to educate myself, because the meteorologist is often viewed as the station scientist,” Ms. Rukavina said. In 2008, she attended her first meeting of weather casters and climate scientists which were held in Colorado. After hearing from the scientists themselves, Ms. Rukavina said, she changed her mind. “I can’t tolerate to be dictated about what good science is to me,” she said. Every year since, Ms. Rukavina has briefed her viewers from the conference. “It really doesn’t matter to me what my viewers think of climate change,” she said. “Changes that lie ahead should be explained to them. That is what matters to me most.”

News Articles 2

The Retired Coal Miner

Stanley Sturgill, 72, Harlan County

When Stanley Sturgill first learned about global warming in the early 1990s, he was working as a federal coal mine inspector in Lynch. Mr. Sturgill, who worked 41 years in the coal mines before retiring in 2009, said he was deeply affected by the news when he understood the full extent to which the environment was being damaged by human beings. But he kept quiet on the issue, for fear of losing his job. “That’s why I got into trying to stop it just as quick as I retired,” he said. “You can hold your nose and do a lot of things, and that’s what I had to do.” Late last year, Mr. Sturgill, who now describes himself as a climate change activist, was invited to make a speech at the 2014 People’s Climate March in New York.

News Articles 3

The Community Organizer

Valencia Gunder, 33, Miami

Growing up in Liberty City, Valencia Gunder never thought about climate change. The neighbourhood, one of the poorest in Miami, had other “social ills” which should be focused, she said. “You wouldn’t hear anybody talking about climate change,” Ms. Gunder said. “Not at all.”

But in recent years, many investments have been made to Liberty City - roughly two miles from the coast and on higher ground than other parts of Miami - by developers. Neighbourhood was seen as “future beachfront property,” Ms. Gunder said. “They’re coming in, and multimillion-dollars were being spent. We’re like a candy shop.” It wasn’t until a community meeting in 2016, however, that the term “climate gentrification” was uttered. Something clicked, she said. “Many shorefront homes in more affluent communities have been abandoned due to

climate change and sea level rise” she said. “That was like, ‘Oh my goodness, wait a minute.’” After that meeting, Ms. Gunder was trained to speak on behalf of a local climate activism group, and more than a dozen workshops have been ran by activists. Miami’s lowest-income communities are being educated about the ways climate change could affect them personally. Ms. Gunder often finds herself speaking to a room full of people who may have never heard about climate change. “Their minds are always blown,” she said.

News Articles 4

The Religious Leader

Richard Cizik, 66, Fredericksburg

In 2002, Richard Cizik would have described himself as “a faithful member of the religious right,” he said. So, when he was invited to a climate change conference that year, Mr. Cizik was hesitant.

“The evidence has been shown over four days, I did a fist to the forehead and thought, ‘Oh my god, if this is true, everything has changed,’” said Mr. Cizik, who had been appointed as vice president for government affairs at the society. “I liken it to a religious conversion because something I’d never seen before was shown — I felt a deep sense of repentance.” But a few years later, when more reverends have been encouraged to learn more about climate change with his attempts, he was ostracized. A petition was signed for his firing by dozens of community leaders. “Apparently it was over my supporting civil unions, but the real reality was that the right didn’t like my position on climate change,” Mr. Cizik said. “I was severely criticized by the entire religious right. It was pretty aggressive.” Mr. Cizik and his wife sold a car, started recycling and parts of their home was modified to be more environmentally friendly. “If you’ve never changed your mind about something, pinch yourself, you may be dead,” Mr. Cizik said. “If we don’t change our mind about this subject, we will die.”

News Article 5

The Mayor

Tomas Regalado, 70, Miami

When Tomás Regalado was elected mayor of Miami in November 2009, climate change was not on his agenda. At the time Mr. Regalado thought that sea level rise was “a very distant future possibility,” and that talking about it was a waste of time, he said.

But Mr. Regalado’s son Jose had his own agenda. Early one morning during his second term as mayor, he was being informed about climate change with a map by his son. “I realized that if this was happening somewhere in the Pacific, well,

the place we lived could be affected” Mr. Regalado said. When Miami was hit by Hurricane Irma, Mr. Regalado witnessed the vulnerability of his city first hand. “I think I really understood when I saw people trying to get to their cars, and their cars were being floated away,” he said. “They were stranded.” Late last year, as Mr. Regalado was leaving office, his idea was supported for a \$400 million bond by Miami voters, half of which is dedicated to protecting the city from sea level rise and climate change. “I think it’s a clear message to Washington that the global warming was at least understood and seen as a nonpartisan issue by majority of people in Miami,” Mr. Regalado said.

News Article 6

The Charter Fleet Owner

Lynne Foster, 70, Hatteras Island

The Albatross Fleet, a charter fishing operation on Hatteras Island in North Carolina, has been run by Lynne Foster and her husband, Ernie, for 25 years. “We live in a very dynamic natural environment and things are constantly changing,” Ms. Foster said. But when the roads in Hatteras were affected by flood more often, the coast began to erode, and uprooted trees floated down the beach, Ms. Foster knew something was different. Watching the southern end of Hatteras Island all but “float away,” she said, changed her mind about climate change. “It’s hard to live here, and watch so many natural changes take place, and not blame human activity.” In recent years, Outer Banks has been ravaged by rising seas, but Ms. Foster said many people in her community still don’t discuss why. “There are some who do not believe it on principle, even though they can see it with their own eyes,” she said, “but they don’t put a name to it.”

Teacher’s Notes for Session 3

In the third session learners can be divided into small groups to talk about the impacts of global warming on our daily life. Five products which are thought to be relevant to learners’ daily life have been chosen for the activity. You can share your opinions with each group. It is estimated that speaking and reading activity will take 45 minutes, but if the activities are to be completed earlier, you can start the activities for session 4.

SESSION 3 (45 mins)**UNIT 1C: GLOBAL WARMING AND OUR EVERYDAY LIFE****1. SPEAKING (10-15 mins)**

a Discuss the questions in a small group.

1. Do you think global warming will affect your everyday life? If yes, can you give examples?
2. In what ways can global warming reduce our quality of life?

b Look at the photos 1-5. These are the objects that we consume every day. In what ways do you think global warming can affect the production of these items?

**2 READING (15 mins)**

a Read the short articles about each product in the first activity. The articles were extracted from scientific reports. Compare your answers with the texts.

Grocery Prices Spike

Asian University Panel which has been organized recently found that global agricultural supply is being affected by climate change. According to the IPCC (Intergovernmental Panel on Climate Change), extreme weather events are followed by rapid increases in prices of food and cereal. On a global level, when the supply of staples goods is suddenly affected by climate change, widespread civil unrest will be seen in all over the world. Experts predict that climate change will lead to lower yields of maize and wheat and that food supply of Africa and Central America will be seriously disrupted.

Crops

Climate change may actually benefit some plants by lengthening growing seasons along with the level of carbon dioxide which is increased with global warming. Yet other effects of a warmer world, such as more pests, droughts, and flooding, will be less benign. How will the world adapt? Using an aggressive climate model which is known as HadGEM2, researchers at the International Food Policy Research Institute (IFPRI) project that by 2050, suitable croplands for four top commodities—corn, potatoes, rice, and wheat—will shift, in some cases pushing farmers to plant new crops. Some farmlands may benefit from warming, but others won't, says IFPRI's Ricky Robertson. Climate alone doesn't dictate yields; farm fares in the future will be influenced with political shifts, global demand, and agricultural practices. Researchers say the methods of agriculture should be modernized and farmers who diversify their fields will be the winners.

Coffee

Cool mountain slopes are the suitable places where the Arabica coffee tree is grown and most coffee comes from the Arabica coffee tree. As the average temperature in coffee-growing regions has been affected by climate change, coffee growers have had to go farther up mountains to find cool air. Ethiopia, for example – a top Arabica producer – could lose up to 59 percent of its coffee-

growing area to climate change by the end of the century. Globally, nearly 50 percent of land suitable for growing coffee could be lost by 2050.

Chocolate

Half of the world's chocolate production is sourced from West African countries where crop failure will be seen due to rising temperatures. An increase in temperatures could melt your appetite for chocolate, but more than half of the world's chocolate production is sourced in West African countries like Ghana, where they are facing extreme drought, erratic weather and flooding. As the temperature rises and creates more potential for crop failures, a halt in cocoa production will be seen and there will be a lack of chocolate on our shelves.

Clean Water

Climate change is threatening one of our planet's most precious and necessary resources: our water. We don't mean the oceans, although climate-caused water warming, and ocean acidification are going to be big problems too. We're talking about our freshwater resources — the water which is used for drinking, bathing, and nourishing our crops. It is worth noting that freshwater cannot be produced from salt water. Higher temperatures can increase the chance of drought, making water scarce. Hotter weather also means people, animals, and even plants need to take in bigger volumes of water to avoid dehydration, and which is why water supplies that already exist are being severely affected from this situation. On top of that, freshwater aquifers, which many coastal communities depend on for their drinking, can be contaminated with salty ocean water triggered by sea-level rise. In some places around the world, the first examples of drought are already being seen.

SESSION 4 (45 mins)

CAUSE AND EFFECT

3. READING (15- 20 mins)

Pre-reading Activity

a Discuss the questions below with your partner

1. Think of the factories in your city. Are they using coal as the main energy? Do you think they have an impact on our environment?
2. Which cars do you think is more threatening to global warming, diesel cars or petrol cars?
3. The population of the world is increasing every year. How do you think it is affecting natural ecosystem?

b Read the newspaper articles about causes of global warming. Compare your answers to the questions with the articles.

Article 1

CO2 Emissions from average UK new car rise for first time since 2000

Climate change targets may be missed as consumers buy bigger cars. CO2 emissions from the average new car which has been sold in the UK rose last year for the first time since 2000, according to an industry report, raising fears that the climate change targets may not be achieved as consumers buy bigger vehicles and turn against diesel. However, the Society for Motor Manufacturers and Traders (SMMT) said the rise in CO2 emissions is not related to diesel engines, but diesel registrations have been affected severely after the emissions scandals. Even though diesel engines are known to have greater fuel efficiency than petrol engines, they have been responsible for a rapid rise in nitrogen oxide emissions and severe air pollution which is seen in urban areas. The SMMT said the decline in diesel would make it harder for the UK to hit its CO2 reduction targets.

Article 2

Coal and Global Warming

When coal burns, the chemical bonds holding its carbon atoms in place are broken, releasing energy. However, other chemical reactions are triggered, and toxic airborne pollutants and heavy metals are released into the environment. Of coal's many environmental impacts, none are as harmful, long term, and irreversible as global warming. (5) Global warming is driven by emissions of heat-trapping gases, primarily from human activities, that rise into the atmosphere and act like a blanket. Carbon dioxide emissions from combusting fossil fuels are the main driver of global warming. It is also the main byproduct of coal combustion: nearly 4 grams of CO₂ are produced for every gram of carbon burnt. Methane (CH₄) often occurs in the same areas that coal is formed and is released during mining activities. Methane is 34 times stronger than carbon dioxide at trapping heat over a 100-year period; roughly 10 percent of all US methane emissions come from coal mining.

2. Writing (20 minutes)

In this activity you will be showed 5 photos extracted from a newspaper. Please write a short story about the photo with your partner. Consider the following points while writing your story.

1. What do you think is happening / has happened on the photo?
2. Highlight the action in your story.

Teacher's Notes

For the last activity learners will have a chance to use the English passive for communicative purposes. However, you should not state that the activity is for practicing the passive. Learners will choose one of the photos extracted from newspapers and write a short story about it. Photos forcing learners to use the passive have meticulously been selected for the activity. Recasts should be used as corrective feedback for the groups trying to write passive sentences. If learners avoid using the passive do not force them to use it. An example of recast is illustrated below.

Student: The car has being repaired.

Teacher: Hmm... The car has been repaired. (No metalinguistic explanation or clues. Write or say the correct version of the form only) Recasts as corrective feedback are considered a way of implicit learning.



Appendix 3 Instructional Materials for Traditional Grammar Teaching



- U passive (all tenses)
- V cinema
- P sentence stress

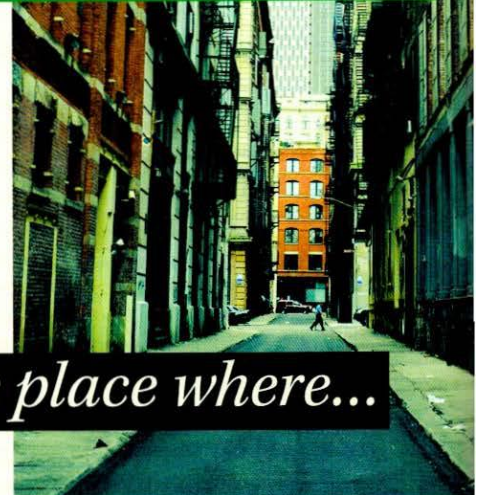
6A Shot on location



1 READING

- a Look at the photos with the article. Do they remind you of any films or TV series that you have seen?
- b Now read the article and complete it with a past participle from the list.

based designed inhabited inspired owned
 photographed transformed used welcomed



You are standing in *the place where...*

A Highclere Castle *near Newbury in Berkshire, UK*

The castle has been ¹ *owned* by the Carnarvon family since 1679, and the Earl and Countess Carnarvon currently live there. In 2010, film director Julian Fellowes, a close friend of the family, was planning a new TV series about an aristocratic family and their servants during the early 20th century. While he was staying at Highclere Castle, he realized that it would be the perfect place to set his historical drama, and the castle was ² _____ into *Downton Abbey*, the home of the fictional Crawley family. The series was a huge success and it has been sold all over the world. Both the interior and exterior scenes were shot in and around the castle itself.

In the second TV series the castle is used as a hospital during the First World War. These scenes are ³ _____ on a real-life event. In 1914, Lady Almina Carnarvon allowed soldiers who had been wounded to be looked after in the castle.

Go there

Highclere Castle and gardens are open to the public during the Easter and summer holidays, and on many Sundays and public holidays from 10.30 a.m. to 6.00 p.m. Visit the Egyptian Gallery which contains many objects brought back from his travels by Lady Almina's husband, the fifth Earl of Carnarvon, who famously discovered the tomb of the young Pharaoh Tutankhamun.
www.highclerecastle.co.uk



B Cortlandt Alley *New York, USA*

In Hollywood's version of New York City, the giant metropolis is full of secret alleys where crimes take place, and criminals are chased by the police. In fact there are hardly any alleys in New York today at all. One of the few remaining ones, Cortlandt Alley, has been ⁴ _____ for almost all the alley scenes in films and TV series that are set in New York. Films with scenes that were shot there include *Crocodile Dundee* and *Men in Black 3*, and TV series like *Blue Bloods*, *Boardwalk Empire*, *NYPD Blue*, and *Law & Order*.

Go there

Thousands of tourists want to be ⁵ _____ in Cortlandt Alley. It is on the edge of Chinatown, in Manhattan, between Franklin Street and Canal Street. In fact it is a perfectly safe place to visit. In real life, it is not ⁶ _____ by gangsters, but is the home for perfectly respectable businesses such as the New York Table Tennis Federation Training Center.

C Christ Church College

Oxford, UK

This wonderful 16th-century college, with a spectacular tower, which was ⁷ _____ by the famous architect Sir Christopher Wren, has an important connection with children's literature. It was at Christ Church that Charles Dodgson, professor of mathematics, first met the children of the Dean (the head of the College). He used to tell them stories, and was ⁸ _____ by one of the girls, Alice, to write *Alice in Wonderland*, in 1865, under the pen-name of Lewis Carroll. Many years later, Christ Church was used as the setting for several film adaptations of some other famous children's books, the Harry Potter novels. The first time Harry and his friends enter Hogwarts, they walk up the Christ Church staircase where Professor McGonagall is waiting for them at the top. The dining room in Hogwarts is the Christ Church Dining Hall. It could not be used for filming, because it was being used by students at the time, so it was recreated in a studio.

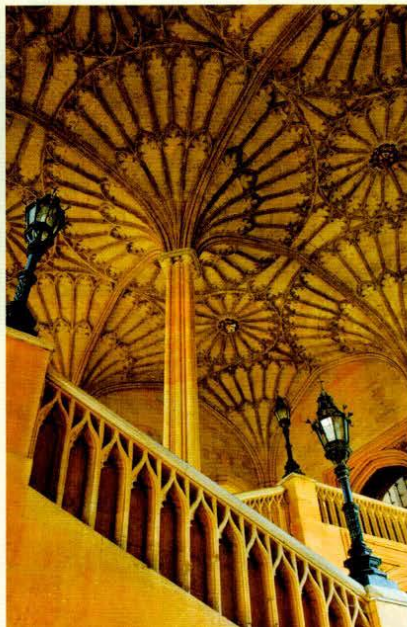
Go there

Visitors are ⁹ _____ throughout the year. However, as the college is a working academic institution, some areas may occasionally be closed to the public. Opening times: Monday to Saturday: 9 a.m.–5 p.m., Sunday: 2 p.m.–5 p.m. www.chch.ox.ac.uk

Glossary

Earl and Countess titles given to British aristocrats (people of a high social position)

Hogwarts the fictional boarding school where Harry Potter goes



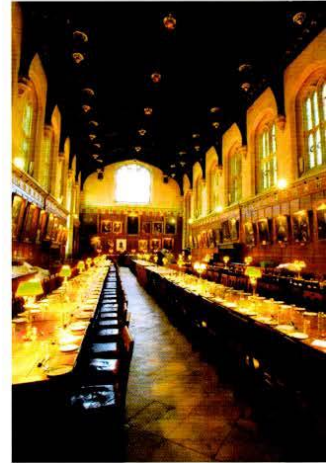
Adapted from a travel website

c Read the article again. Answer the questions with **A** (Highclere Castle), **B** (Cortlandt Alley), or **C** (Christ Church College).

Which place...?

- 1 is not really as it seems in films
- 2 has a permanent exhibition there
- 3 was used for the same thing both in real life and on TV
- 4 is where a famous author met a person who inspired him
- 5 is one of the few places of its kind that still exists
- 6 is only open during holiday periods
- 7 was built in the 1500s
- 8 is sometimes not open because people are working there

d Have you seen any of the films or TV series mentioned? Which of the three places would you most like to visit? Why?



2 GRAMMAR passive (all tenses)

a Read the *Highclere Castle* text again. Underline an example of the present passive, the past passive, the present perfect passive, the past perfect passive, and a passive infinitive. How do you form the passive? What part of the passive changes when you want to change the tense?

b ➤ p.142 Grammar Bank 6A. Learn more about the passive and practise it.

3 PRONUNCIATION sentence stress

a (3 32)) Listen and write the stressed words in the large pink rectangles.

- 1 film based famous
book
- 2
- 3
- 4
- 5 ?
- 6 ?

b Look at the stressed words and try to remember what the other (unstressed) words are. Then listen again to check and write them in.

Exercises

43.1 What do these words mean? Use **it can ...** or **it can't ...**. Use a dictionary if necessary.

- If something is
- | | |
|---|----------------------------|
| 1 washable , ... <i>it can be washed</i> | 4 unusable , |
| 2 unbreakable , it | 5 invisible , |
| 3 edible , | 6 portable , |

43.2 Complete these sentences with the following verbs (in the correct form):

arrest carry cause ~~do~~ make repair ~~send~~ spend wake up

Sometimes you **need have** (**might have**, **should have** etc.).

- The situation is serious. Something must *be done* before it's too late.
- I should have received the letter by now. It might *have been sent* to the wrong address.
- A decision will not until the next meeting.
- Do you think that more money should on education?
- This road is in very bad condition. It should a long time ago.
- The injured man couldn't walk and had to
- I told the hotel receptionist I wanted to at 6.30 the next morning.
- If you hadn't pushed the policeman, you wouldn't
- It's not certain how the fire started, but it might by an electrical fault.

43.3 Rewrite these sentences. Instead of using **somebody** or **they** etc., write a passive sentence.

- Somebody has cleaned the room.
The room has been cleaned.
- Somebody is using the computer right now.
The computer
- I didn't realise that somebody was recording our conversation.
I didn't realise that
- When we got to the stadium, we found that they had cancelled the game.
When we got to the stadium, we found that
- They are building a new ring road round the city.
.....
- They have built a new hospital near the airport.
.....

43.4 Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

- There's somebody behind us. (I think / we / follow) *I think we're being followed.*
- This room looks different. (you / paint / the walls?) *Have you painted the walls?*
- My car has disappeared. (it / steal!) It
- My umbrella has disappeared. (somebody / take) Somebody
- Sam gets a higher salary now. (he / promote) He
- Ann can't use her office this week. (it / redecorate) It
- There was a problem with the photocopier yesterday, but now it's OK.
(it / work) It again. (it / repair) It
- When I went into the room, I saw that the table and chairs were not in the same place.
(the furniture / move) The
- A neighbour of mine disappeared six months ago. (he / not / see / since then)
He
- I wonder how Jane is these days. (I / not / see / for ages)
I
- A friend of mine was mugged on his way home a few nights ago. (you / ever / mug?)
.....

Appendix 4 Grammar Handout for Input Flood + Explicit Instruction Group

6A

the passive: *be* + past participle

- 1 A lot of films **are shot** on location. (3 31))
 Our car **is being repaired** today.
 Andy's bike **has been stolen**.
 The director died when the film **was being made**.
 You'll **be picked up** at the airport by one of our staff.
 This bill **has to be paid** tomorrow.
- 2 *Batman Begins* **was directed by** Christopher Nolan.



A lot of films are shot on location.

- 1 We often use the passive when it's not said, known, or important who does an action.
Andy's bike has been stolen. (= Somebody has stolen Andy's bike. We don't know who.)
- 2 If you want to say who did the action, use *by*.
- We can often say things in two ways, in the active or in the passive. Compare:
Batman Begins was directed by Christopher Nolan. (= the focus is more on the film)
Christopher Nolan directed Batman Begins in 2005. (= the focus is more on Nolan)
 - We form negatives and questions in the same way as in active sentences.
Some films aren't shot on location.
Is your car being repaired today?
 - We often use the passive to talk about processes, for example scientific processes, and in formal writing, such as newspaper reports.
Then the water is heated to 100 degrees...
Many buildings in the city have been damaged by the earthquake.

- a Circle the correct form, active or passive.

- The college built (was built) in the 16th century.
- 1 The costumes for the show *are making* / *are being made* by hand.
- 2 The landscape *inspired* / *was inspired* him to write a poem.
- 3 This castle *hasn't inhabited* / *hasn't been inhabited* for nearly a century.
- 4 The director's last film *set* / *is set* in the present.
- 5 The film *will shoot* / *will be shot* in the autumn.
- 6 The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
- 7 The house *wasn't using* / *wasn't being used* by the owners during the winter.
- 8 The make-up artist *has transformed* / *has been transformed* the actor into a monster.
- 9 They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
- 10 The photo *took* / *was taken* by my husband on the balcony of our hotel.

- b Rewrite the sentences with the passive. Only use *by* if necessary.

- People don't use this room very often. *This room isn't used very often.*
- 1 They subtitle a lot of foreign films.
 A lot of foreign films _____.
- 2 García Márquez wrote *Love in the Time of Cholera*.
Love in the Time of Cholera _____.
- 3 Someone is repairing my laptop.
 My laptop _____.
- 4 They haven't released the DVD of the film yet.
 The DVD of the film _____.
- 5 They won't finish the film until the spring.
 The film _____.
- 6 You have to collect the tickets from the box office.
 The tickets _____.
- 7 They hadn't told the actor about the changes in the script.
 The actor _____.
- 8 James Cameron directed *Avatar*.
Avatar _____.
- 9 They've already recorded the soundtrack.
 The soundtrack _____.
- 10 They were interviewing the director about the film.
 The director _____.

◀ p.55

Appendix 5 Testing Instruments of the Study (Pre-test and Post-test)**Pre-Test**

This language test was delivered to you as you agreed to participate in the research. The test was developed by the researcher to measure English learners' reading comprehension. It consists of three tasks and 26 questions. You will have a maximum of 35 minutes for the test. You need to write your name so that the researcher can match it with your unique study code. This page of the test will be removed after your study code is written by the researcher. Your papers will be collected by your teacher and handed in to the researcher. Your answers will be scored by the researcher himself. Test scores will be used only for research aims and be kept confidential. Thank you for being volunteer to take part in the research.

Date:

Name/Surname:

Signature:

STUDY CODE:

- I. In this task you will read 20 sentences. For each sentence please indicate with a circle if the sentence is grammatical or ungrammatical. If you think the sentence is ungrammatical, write the correct version below and explain the rules either in Turkish or in English.

Example: I usually wake up in 10 am

Grammatical

Ungrammatical

at 10 am / (wrong preposition) or saatlerden önce 'at' kullanılır

1. The thief has been caught by the police last night after a two-hour chase.

Grammatical

Ungrammatical

2. Two high school students have being hit by a drunk driver.

Grammatical

Ungrammatical

3. The suspect is being questioned by the detectives.

Grammatical

Ungrammatical

4. We have been calling to an urgent meeting by the employers.

Grammatical

Ungrammatical

5. The government has decided to renovate all the archeological building.

Grammatical

Ungrammatical

6. A woman was been stopped by a policeman on the street.

Grammatical

Ungrammatical

7. The new player was introduced to the public with the club.

Grammatical	Ungrammatical
--------------------	----------------------

8. The band entertained the people coming from different parts of the country.

Grammatical	Ungrammatical
--------------------	----------------------

9. Our supervisor have asked us to arrive at the workplace at 10 am for tomorrow.

Grammatical	Ungrammatical
--------------------	----------------------

10. The final match of the tournament was being watched by more than 50,000 fans in the stadium.

Grammatical	Ungrammatical
--------------------	----------------------

11. Jack has been visited in his new workplace by his old colleagues.

Grammatical	Ungrammatical
--------------------	----------------------

12. The forest fire has destroyed whole the suburb.

Grammatical	Ungrammatical
--------------------	----------------------

13. All students agreed to participate in the research.

Grammatical	Ungrammatical
--------------------	----------------------

14. All drivers were informed about the new regulations before the race.

Grammatical	Ungrammatical
--------------------	----------------------

15. While we were leaving the hotel, the rooms were been cleaned by the housekeepers.

Grammatical	Ungrammatical
--------------------	----------------------

16. The personal information of participants is generally collected through questionnaires.

Grammatical	Ungrammatical
--------------------	----------------------

17. Could you pick me up from the airport tomorrow?

Grammatical	Ungrammatical
--------------------	----------------------

18. Passengers had been transferring to the nearest hotel after the cancellation of their flight.

Grammatical	Ungrammatical
--------------------	----------------------

19. Academics informed the students about the strike.

Grammatical	Ungrammatical
--------------------	----------------------

20. My brother will goes to sailing course every Sunday.

Grammatical	Ungrammatical
--------------------	----------------------

II. Complete the sentences with the verbs provided in the appropriate tense and voice.

1. The company has launched its new aircraft in France last month. It _____ (carry) more than 250 passengers.
2. Before entering England, I _____ (ask) to show all the documents at border control. The police checked my documents.
3. I have bought flight tickets on the Internet for my parents. The details _____ (send) to me via email yesterday.
4. Our university assesses our progress in English. A midterm _____ (hold) every five weeks and our teachers announce the results within two weeks.
5. Apple reduced the prices of electronic items in its all stores in London. All laptops _____ (sell) within minutes.

III. Please translate the following English text into Turkish (approximately 30 words). You can find English equivalences for some Turkish words in the box below.

1. Konser için řu ana dek 1000 adet bilet satıldı. Biletler sahiplerine 2 gn ierisinde posta yoluyla gnderilecektir. Konser ncesi biletleriniz ve kimlik kartlarınız kontrol edilecektir.

Posta yoluyla: via mail kimlik kartı: ID card

Post-Test

This language test was delivered to you as you agreed to participate in the research. The test was developed by the researcher to measure English learners' reading comprehension. It consists of three tasks and 26 questions. You will have a maximum of 35 minutes for the test. You need to write your name so that the researcher can match it with your unique study code. This page of the test will be removed after your study code is written by the researcher. Your papers will be collected by your teacher and handed in to the researcher. Your answers will be scored by the researcher himself. Test scores will be used only for research aims and be kept confidential. Thank you for being volunteer to take part in the research.

Date:

Name/Surname:

Signature:

STUDY CODE:

- I. In this task you will read 20 sentences. For each sentence please indicate with a circle if the sentence is grammatical or ungrammatical. If you think the sentence is ungrammatical, write the correct version below and explain the rules either in Turkish or in English.

Example: I usually wake up in 10 am

Grammatical

Ungrammatical

at 10 am / (wrong preposition) or saatlerden önce 'at' kullanılır

1. I thought I forgot my phone at home, but it had been stolen at the party.

Grammatical

Ungrammatical

2. The teacher has been told by his students about their families.

Grammatical

Ungrammatical

3. Mike invited all his colleagues to his birthday party.

Grammatical	Ungrammatical
--------------------	----------------------

4. International students are expected to get enough TOEFL score before the registration.

Grammatical	Ungrammatical
--------------------	----------------------

5. He will being send to New York branch very soon.

Grammatical	Ungrammatical
--------------------	----------------------

6. My father call me before every midterm to relax me.

Grammatical	Ungrammatical
--------------------	----------------------

7. We as parents were been informed about our children's progress since the beginning of the semester.

Grammatical	Ungrammatical
--------------------	----------------------

8. All the students must attend all English classes to enter the final exam.

Grammatical	Ungrammatical
--------------------	----------------------

9. We couldn't decide what to go for holiday.

Grammatical	Ungrammatical
--------------------	----------------------

10. Students will have a maximum of 1 hour to answer the questions.

Grammatical	Ungrammatical
--------------------	----------------------

11. The inaugural Turkish Grand Prix was held in 2008 at Istanbul Park.

Grammatical	Ungrammatical
--------------------	----------------------

12. While we were having lunch, our car was been repaired.

Grammatical	Ungrammatical
--------------------	----------------------

13. I has woken up at 3 am last Monday to watch Oscar ceremony live.

Grammatical	Ungrammatical
--------------------	----------------------

14. Could you pass me the salt, please?

Grammatical	Ungrammatical
--------------------	----------------------

15. Mobile dictionaries have being downloaded by nearly all students before the exam.

Grammatical	Ungrammatical
--------------------	----------------------

16. The tickets were being sold only on the Internet when we got the box office.

Grammatical	Ungrammatical
--------------------	----------------------

17. Two people were stopped with a police officer at midnight.

Grammatical	Ungrammatical
--------------------	----------------------

18. The flight to London had been cancelling due to severe weather conditions.

Grammatical	Ungrammatical
--------------------	----------------------

19. After the interview, I was asked to hand in the application form.

Grammatical	Ungrammatical
--------------------	----------------------

20. My brother has plays computer games every night.

Grammatical	Ungrammatical
--------------------	----------------------

II. Complete the sentences with the verbs provided in an appropriate voice, active or passive (5 Questions)

- We bought our tickets and waited in the queue to enter the stadium. Our tickets _____ (check) and we entered the stadium.
- I have put my old laptops for sale on eBay because I need money to get a new one. I hope they _____ (sell) in a couple of days.

3. Look at the weather! It has been snowing for hours and the workers _____ (clear) snow from the road.
4. More wild animals are moving into cities to find food. The reason is that their habitat _____ (affect) by the climate changes.
5. We _____ (give) the course books on the first day of school every year, so we don't spend any money on books.

III. Please translate the following English text into Turkish (approximately 30 words). You can find English equivalences for some Turkish words in the box below.

1. Günümüzde Kuzey Kutbunda birçok bilimsel araştırma yapılıyor. Şu ana kadar birçok makale de bilimsel dergilerde yayımlandı. İnsanlar böylece iklim değişiklikleri ile ilgili bilgilendirildi.

Bilimsel: scientific

Kuzey Kutbu: the North Pole

Makale: article

iklim değişikliği: climate change

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