



Designing a Competence-Based Syllabus for Turkish Speaking Learners of English in terms of Accessibility to Universal Grammar

Emrullah Şeker^{a*}

^a *Muş Alparslan University, Muş, 49250, Turkey*

APA Citation:

Şeker, E. (2016). Designing a competence-based syllabus for Turkish speaking learners of English in terms of accessibility to universal grammar. *Journal of Language and Linguistic Studies*, 12(1), 79-109.

Abstract

This study focuses on designing an English grammar syllabus for Turkish speaking English learners, which is based on the assumption that learning English grammar will be simpler and easier for Turkish speaking learners if it is introduced in a way by which they can achieve accessibility to Universal Grammar. In this study, I analyze almost all traditional grammar modules presented in a reliable ELT reference course book referring to parameters set between Turkish and English languages, try to determine how much of these modules are accessible through first language competence and finally transfer the results into developing a foreign language learning syllabus, accordingly suggesting a hierarchy of learning for Turkish speaking English learners. The traditional grammar modules are initially categorized as to their phrasal structures and then corresponding sample Turkish and English structures are analyzed in terms of parametric variations. Finally, a competence based English grammar syllabus designed as to parametric variations and language particular grammatical properties is suggested. This study aims to provide Turkish speaking learners of English with an easy access to learning English grammar through their Turkish grammatical competence, getting rid of unnecessary grammatical instructions and following a natural order of derivations in foreign language grammar presentation practices and syllabus design.

© 2015 JLLS and the Authors - Published by JLLS.

Keywords: English, syllabus, accessibility, competence, Universal Grammar

1. Introduction

The starting point of this paper is Chomsky's (1981b:118) notion that "what we know innately are the core grammar principles and the parameters associated with them but what we have to learn are the values of the parameters." Assuming that learning a new language is similar to first language acquisition in that "an FL learner already has language background (as in the case of UG when learning first language) interfering with his successive language experiences" (Bley-Vroman, 1989:53), we associated learning foreign language grammar with the UG which is assumed to be manifested in L1.

* Corresponding author: Tel.: 0 (436) 249 10 82
E-mail address: emrullahseker@yahoo.com

These ideas as well as discussions on accessibility to UG during second language acquisition led us to the assumption that the UG concepts such as ‘principles’, ‘parameters’, ‘grammatical learning’ and ‘lexical learning’ defined for first language acquisition can also be viable for learning English as a foreign language.

From the observation that grammar presentations in foreign language teaching practices in Turkey and the order of grammatical contents in the course books based on Communicative Approach regard learning English grammar as an absolute zero process and ignore first language competence, we drew inspiration to analyze traditional grammar modules listed in a reliable syllabus widely followed by Turkish speaking learners in Turkey. During our analyses, we found that the reference text book and its syllabus designed according to Communicative Approach which suggests a natural communicative order of language treat learners as subjects who have never been acquainted with any language before. Since it may be assumed that L1 acquisition is achieved in an order of communicative needs, foreign language learning should also be achieved approximately as it is achieved during L1 acquisition, exposing first the patterns which are communicatively most urgent.

Instead of making use of universal properties suggested to be found in almost all languages and focusing on the binary linguistic differences (i.e. parametric variations in UG terms) between Turkish and English languages, “current grammar presentations giving priority to communicative needs seem to have found the solution in avoiding first language grammatical knowledge during foreign language learning process” (Şeker, 2010). This is particularly problematic when there are parametric variations between the first language and the target language, caused by the structural and historical characteristics of the languages, as in the case of Uralic-Altaic head-last language Turkish and Indo-European head-first language English. Therefore, this paper which aims to design a competence-based syllabus for Turkish speaking learners via getting rid of superfluous explanations and rules for the universal properties and similar parametric values and focusing on setting new parametric values for the binary differences between first language and the target foreign language in grammar presentations. This paper will be an important study in that it reviews and revises traditional grammar modules in current English syllabuses in terms of a certain number of binary grammatical differences between English and Turkish which were already set, justified and warranted by a comprehensive theoretical and methodological study.

The idea of designing a Turkish competence-based syllabus for Turkish speaking learners of English is based on the idea that L2 acquisition differs from L1 acquisition in that there is already available L1 in the mind. That is, L2 learners already know a first language when they start to learn a second language. If the UG is the initial grammatical knowledge state for a new born baby, then what is the initial state of L2 or FL learners? At this point, Schwartz and Sprouse (1996: 40) suggest that “FL acquisition is fundamentally different from F1 acquisition since L1 grammar is the initial state for L2,” which contradicts with the idea making up the underlying theory for communicative approach, asserting that “UG is the initial state for L2” (Epstein, Flynn and Martohardjono, 1996:679). Consequently, initial state discussions above led to two different models of language acquisition. The first one proposes that UG becomes language specific grammar over time. UG and L1 are inseparable from each other. According to this view, UG is only fully available until L1 is fully acquired. The other view posits that UG is distinct from the language specific grammar and remains constant over time and is available continuously even in case of L2 learning. In this framework, there are four differing views relating to the availability of UG to Second Language Acquisition (SLA). Johnson (2004:40) and Ellis (2008:453) listed them as the complete access (or direct access) view, no access view, partial access (or indirect access) view and dual access view. In complete access, as supported by Flynn (1987), the essential language evidence in L1 acquisition is also critically involved in L2 acquisition. According to Flynn’s hypothesis, where L1 and L2 have very similar parameter settings,

the pattern of acquisition of complex structures resembles later stages of L1 acquisition. On the other hand, where the parameter settings differ between the two languages, the pattern of acquisition resembles the early stages of L1 acquisition. Cook (1993) also notes that in direct access paradigm, L2 learners learn exactly the same way as L1 learners; they set values for parameters according to the L2 evidence they encounter without any other influence. If this model worked, L2 competence would be expected to be as good as that of L1. However, as we observe, L2 users rarely reach the same level of competence in their L2 as in their L1. Next, in no access view, supported by theorists such as Bley-Vroman (1989), adult L2 acquisition is very different from L1 acquisition in that adult L2 learners resort to general learning strategies rather than UG to support language acquisition. According to this theorist, “L2 learning varies so considerably across individuals because general learning strategies vary greater from person to person. Adult L2 learners lack access to UG and the function of the UG is replaced with the general cognitive problem-solving mechanism” (Cook and Newson, 1996:295). If this paradigm worked, then a Turkish native speaker and an English native speaker would both feel the same easiness or hardness to learn a third language, like French. In partial access view, however, learners may access to the linguistic principles of UG but not to the full range of parametric variations. Proponents of this view such as White (2003:59) and Schachter (1988:221) assert that learners can access to UG only through the L1. If the L2 values of parameters differ from the L1 settings, according to this view, learners cannot acquire L2 but learn through grammatical explanations involving new parametric setting values. Cook (1993:228) points out that in the indirect access paradigm, “FL learners have access to UG in parallel to how much they know about the L1, but they start with the L1 parameter setting rather than the initial state.” Finally, in dual access, as proposed by Felix (1978), adults continue to access UG but they also refer to general problem solving ways as proposed in no access view. As a consequence, in light of these theories, we hypothesize that through a competence based foreign language syllabus, we can achieve complete access to UG where L1 and L2 have very similar parameter settings without resorting to any unnecessary grammatical explanations. However, for the structures where L1 and L2 have different parameter settings, we should resort to cognitive parameter resetting strategies (I mean special teaching techniques such as ‘substitution’, ‘matching’ etc) during foreign language learning. In order to determine where L1 and L2 have very similar parameter settings and where L1 and L2 have different parameter settings we should follow an appropriate and reliable linguistic approach (i.e. Principles and Parameters Theory revised by the MP) to analyzing traditional grammar modules through parameters between any two languages. L1 and L2 relations in terms of accessibility to UG can also be accompanied by ‘critical period hypothesis’ suggesting that UG becomes inaccessible at a certain age and learners increasingly depend on explicit teaching. In other words, L1 but not UG is the initial state during L2 learning in older ages and older learners might have great difficulty in gaining access to the target language's underlying rules from positive input alone.

1.1. Research questions

In this paper, we try to look into the answers for the questions below:

- a. Is the order of English grammar modules in the syllabus analyzed appropriate to Turkish grammatical competence, or the values of first language parameters set particularly for English and Turkish languages in the literature so far?
- b. In what order should the reference grammar modules be introduced?
- c. What criteria should be suggested for selecting and grading grammatical contents?
- d. How much of English linguistic system is accessible to Turkish learners of English?

- e. How much grammatical or lexical learning is expected for a Turkish speaking learner to learn English?

In line with the purpose of the study and the research questions mentioned above, we hypothesize that target language (i.e. English) grammar can be explained in terms of native language (i.e. Turkish) grammatical competence through a limited set of parametric variations set appropriately for two languages within the terms of UG. Therefore, it may also be hypothesized that parametric values to be reset for the target grammar require grammatical learning during foreign language learning process while the rest of the learning process accessible through universal principles and common parameters requires lexical learning. We also hypothesize that that UG is disregarded while foreign language (FL) grammar modules in syllabuses are organized.

1.2. Theoretical Background

The idea of designing a Turkish competence-based syllabus for Turkish speaking learners of English is based on the idea that L2 acquisition differs from L1 acquisition in that there is already available L1 in the mind. That is, L2 learners already know a first language when they start to learn a second language. If the UG is the initial grammatical knowledge state for a new born baby, then what is the initial state of L2 or FL learners? At this point, Schwartz and Sprouse (1996: 40) suggest that “FL acquisition is fundamentally different from F1 acquisition since L1 grammar is the initial state for L2,” which contradicts with the idea making up the underlying theory for communicative approach, asserting that “UG is the initial state for L2” (Epstein, Flynn and Martohardjono, 1996:679). Consequently, initial state discussions above led to two different models of language acquisition. The first one proposes that UG becomes language specific grammar over time. UG and L1 are inseparable from each other. According to this view, UG is only fully available until L1 is fully acquired. The other view posits that UG is distinct from the language specific grammar and remains constant over time and is available continuously even in case of L2 learning. In this framework, there are four differing views relating to the availability of UG to Second Language Acquisition (SLA). Johnson (2004:40) and Ellis (2008:453) listed them as the complete access (or direct access) view, no access view, partial access (or indirect access) view and dual access view. In complete access, as supported by Flynn (1987), the essential language evidence in L1 acquisition is also critically involved in L2 acquisition. According to Flynn’s hypothesis, where L1 and L2 have very similar parameter settings, the pattern of acquisition of complex structures resembles later stages of L1 acquisition. On the other hand, where the parameter settings differ between the two languages, the pattern of acquisition resembles the early stages of L1 acquisition. Cook (1993) also notes that in direct access paradigm, L2 learners learn exactly the same way as L1 learners; they set values for parameters according to the L2 evidence they encounter without any other influence. If this model worked, L2 competence would be expected to be as good as that of L1. However, as we observe, L2 users rarely reach the same level of competence in their L2 as in their L1. Next, in no access view, supported by theorists such as Bley-Vroman (1989), adult L2 acquisition is very different from L1 acquisition in that adult L2 learners resort to general learning strategies rather than UG to support language acquisition. According to this theorist, “L2 learning varies so considerably across individuals because general learning strategies vary greater from person to person. Adult L2 learners lack access to UG and the function of the UG is replaced with the general cognitive problem-solving mechanism” (Cook and Newson, 1996:295). If this paradigm worked, then a Turkish native speaker and an English native speaker would both feel the same easiness or hardness to learn a third language, like French. In partial access view, however, learners may access to the linguistic principles of UG but not to the full range of parametric variations. Proponents of this view such as White (2003:59) and Schachter (1988:221) assert that learners can access to UG only through the L1. If the L2 values of parameters differ from the L1 settings,

according to this view, learners cannot acquire L2 but learn through grammatical explanations involving new parametric setting values. Cook (1993:228) points out that in the indirect access paradigm, “FL learners have access to UG in parallel to how much they know about the L1, but they start with the L1 parameter setting rather than the initial state.” Finally, in dual access, as proposed by Felix (1978), adults continue to access UG but they also refer to general problem solving ways as proposed in no access view. As a consequence, in light of these theories, we hypothesize that through a competence based foreign language syllabus, we can achieve complete access to UG where L1 and L2 have very similar parameter settings without resorting to any unnecessary grammatical explanations. However, for the structures where L1 and L2 have different parameter settings, we should resort to cognitive parameter resetting strategies (I mean special teaching techniques such as ‘substitution’, ‘matching’ etc) during foreign language learning. In order to determine where L1 and L2 have very similar parameter settings and where L1 and L2 have different parameter settings we should follow an appropriate and reliable linguistic approach (i.e. Principles and Parameters Theory revised by the MP) to analyzing traditional grammar modules through parameters between any two languages. L1 and L2 relations in terms of accessibility to UG can also be accompanied by ‘critical period hypothesis’ suggesting that UG becomes inaccessible at a certain age and learners increasingly depend on explicit teaching. In other words, L1 but not UG is the initial state during L2 learning in older ages and older learners might have great difficulty in gaining access to the target language's underlying rules from positive input alone.

1.2.1. Hierarchy of Learning

Today, target grammar presented in school textbooks involves either unnecessary explicit sets of rules or descriptions for the target structures which are easily accessible through first language competence, or implicit communicative activities for the structures which are inaccessible in terms of the learner's ‘competence’ and indeed inappropriate ‘hierarchy of learning’. Thus, getting rid of those redundant applications may be expected to make foreign language learning easier to access. Furthermore, identifying what is to be ‘lexically learned’ and what is to be ‘taught’, we will be able to set a grammar syllabus appropriate for Turkish speaking English learners, giving priority to the introduction of the structures derived by language universals, or universal principles, and rising awareness for language particular parameters and grammatical features requiring ‘grammatical learning’ and avoiding unnecessary grammatical explanations for the universal properties which are already accessible, regarding the rest as ‘lexical learning’. Because “Chomsky's theory of UG is the best theory of grammar currently available since it achieves both descriptive and explanatory adequacy (Ellis, 2008:427),” I think that it is a fundamental linguistic theory which must be taken into consideration more delicately in language learning. Formulated by Chomsky, these theories classify the components of languages as ‘language universals’ which posit principles of grammar shared by all natural languages as an innate ability of human beings and ‘language particulars’, ignoring the former and extracting them from what is known as the ‘grammar of a specific language’. Therefore, also because the theory of ‘Principles and Parameters’ under UG offers a universal syllabus for natural languages and suggest common principles so as to represent languages in universal terms, in this study, I refer to the similar and different parametric values set for parametric variations between English and Turkish languages in terms of ‘hierarchy of learning’. In terms of another theory of order suggested by Cook (2001:14), the order of acquisition is referred as ‘natural order of difficulty’. According to this idea, Cook comments that order of acquisition cannot merely be attributed to the relative difficulty of structures, stating that “it cannot certainly be suggested that easy structures are learnt first and more difficult ones are later” (Cook, 2001:15). However, the notion of difficulty in our study is related to the new parametric values different from those values in first language knowledge.

The criterion of difficulty depends on how much of a piece of new language contains new parametric values different from those of competence. In another theory on hierarchy of learning, Keenan (1972:445) relates the theory of ‘markedness’ within L2 research to the accessibility hierarchy, which posits a hierarchy of learning from most accessible, common and easy rules to those less accessible, rarely seen and more difficult rules between TL and L1. Within this theory, while ‘unmarked’ aspects of grammar are directly related to Universal Grammar and form the core, ‘marked’ aspects are less directly related to Universal Grammar. That is, ‘markedness’ reflects the degree to which something is related to Universal Grammar and consequently the degree to which it is learnable by the child through his/her grammatical competence. In other words, a child prefers to learn ‘unmarked knowledge’, or a universal principle, rather than ‘marked knowledge’, or a language particular parameter as also claimed by Cook (1985:9). Eckmann (1977:325), in this context, suggested that FL learners should find those aspects of the L2 that are more marked in terms of accessibility the most difficult. Another SLA theory is Krashen (1987:12)’s Natural Order Hypothesis which suggests that the acquisition of grammatical structures follows a predictable order. According to this theory, “some structures in a language are acquired before others, independent of the learners’ age, L1 background and conditions of exposure.” Krashen (1987:14) also adds that “the natural order hypothesis does not suggest a language syllabus based on the acquisition order.” Indeed, he objects to any grammatical sequencing during language acquisition. The notion of order is also studied as “order of acquisition of morphemes” by Larsen-Freeman (1975), as listed below:

1. *-ing*
2. *copula*
3. *articles*
4. *auxiliary*
5. *short plural*
6. *regular past*
7. *third person singular*
8. *irregular past*
9. *long plural*
10. *possessive*

In the order listed above, Larsen-Freeman (1975) tries to describe the order of grammatical morpheme acquisition for learners of English in a natural setting without referring to their L1 acquisition. According to another theory of the grammatical order of language acquisition, or the hierarchy of difficulty, on the other hand, any language practitioner might need to rank any piece of target language as to its relative difficulty level, which posits that ‘under differentiation’ and ‘over differentiation’ are two levels of problems with learning foreign grammar (Brown, 2000:209). Accordingly, ‘under differentiation’ means the absence of any native language structure in the target language. To illustrate, the morphological present tense affix *-Ar* is a suffix used for all persons in Turkish, while, in English, its counterpart *-s* appears as a suffix used only for the third person singular but for the other persons. ‘Over differentiation’, in contrast, is described as the absence of any target language structure in the native language. For example, the definite and indefinite articles do not exist in Turkish, but necessarily occur in English. Via these distinctions, a language practitioner is expected to determine the relative difficulty level of a certain foreign language structure. Consequently, in this study, theories such as initial state, accessibility, markedness, over and under differentiation are referred and considered as criteria for reorganizing grammar modules analyzed through parametric variations to design a new competence based English syllabus for Turkish speaking learners.

Presentation of grammatical contents in current syllabuses begins from what is to be taught later or last (e.g. the structure ‘what is your name?’ includes ‘wh-movement’ and ‘auxiliary movement’, all of which are resulted from parametric variations between English and Turkish) and delays what is to be taught earlier or first (e.g. noun phrases with modifiers such as adjectives, past tense with affirmative regular verbs or wh-questions in situ, all of which are accessible through Turkish L1 competence). To illustrate, the English question *what happened?* is more accessible than the question *how are you?* for a native Turkish speaker to produce, since the former’s Turkish counterpart *ne oldu?* is composed of the same number and kind of constituents (i.e. an interrogative pronoun *ne/what* and a verb *olmak / happen*) having the same syntactical derivation (i.e. it starts with *ne / what* and followed by *oldu / happened*) and having the same kind and number of morphological markers attached by functional categories (i.e. the past tense affix *-du/ -ed*) as in English. On the other hand, the latter’s Turkish counterpart *nasılsın?* is composed of one lexical item (i.e. *nasılsın*) containing a morpheme (i.e. the present 2SgP affix *-sın*), whereas there are three lexical constituents (i.e. the question word *how*, the auxiliary *are*, inflected for present tense and the 2SgP pronoun *you*), but no any morphological units. In addition, in terms of parametric variations between English and Turkish, while the derivation of *how are you?* requires ‘wh-movement’ and ‘auxiliary movement’ resulted from parameters in English, the construction of *what happened?* requires no new grammatical knowledge for a Turkish speaking learner of English but common parameters such as ‘specifier-first’ and universal principles such as the category of ‘tense’ in both languages. However, in almost all English course books in Turkey (as in our grammar reference book *New English File* by Oxenden and Latham-Koenig, 2009), the derivation *how are you?* is presented in the first lesson, while the syntactical derivation *what happened?* is relatively delayed, considering the pragmatic communicative purposes, but neglecting grammatical competence. Chomsky (1981a:9) comments on this issue and states:

We would expect the order of acquisition of structures in language acquisition to reflect the structure of markedness in some respects, but there are many complicating factors; e.g. processes of maturation may be such as to permit certain unmarked structures to be manifested only relatively late in language acquisition, frequency effects may intervene, etc.

That is, more frequently used structures resulted from communicative needs may be granted prior rank although they are of marked features as in the case of aforementioned questions *what happened/ ne oldu?* and *how are you/ nasılsın?* which are of different values in terms of markedness for a Turkish speaking English learner to produce. Factors such as frequency in use and communicational priorities make language practitioners or text books advance them in initial units. However, theories such as markedness, initial state and accessibility discussions (Schwartz and Sprouse, 1996; Hawkins and Chan, 1997) which have been reported in favour of L1 (Cummins, J., Swain M., Nakajima, K., Handscombe, J., Green D., and Tran, C., 1984; Can, 2000; Rasier and Hiligsmann, 2007; Eng and Muftah, 2011), and a good amount of research on ‘L1 transfer during L2 learning’ carried out by several researchers for different languages so far (Ellidokuzoğlu, 1994 on Turkish and Russian; Bulut, 1996 on Turkish and English; Erk-Emeksiz, 2001 on Turkish and English; Nicol and Greth, 2003 on English and Spanish, Kara, 2010 on Azerbaijani, English and Turkish) have shown that L1 competence has an undeniable effect on L2 learning, which led us to suggest that a competence based syllabus will yield better results at least for adult learners in learning L2 than an arbitrary syllabus based on communicative needs.

2. Article structure

2.1. Subdivision - numbered sections

The paper is organized as follows: Section 1 is the introduction part of the study where we lay out the problem and main lines of the study. In this part, we explain the role of first language in access to UG, which establishes the theoretical framework of the study, presenting ideas on ‘accessibility’ and ‘initial state’ discussions. Here, we also present ideas such as ‘markedness’, ‘differentiation’ and ‘natural order hypothesis’ on hierarchy of difficulty in language learning. Section 2 is the methodology part of the study which describes the research methods and techniques used to analyze the order of traditional grammar modules in a formal widely used English lesson syllabus followed by Turkish educational institutions. In this section, the reference grammar modules are analyzed in terms of their derivational properties in order to identify universal grammar modules common for all natural languages. Phrasal structures corresponding to these sample derivations for each reference grammar module are identified. The traditional grammar modules are listed in tables with their reference orders and related phrase structure modules. Section 3 is the part presenting results obtained during the study, including 9 parameters set for English and Turkish languages according to which we classify and describe sampling bilingual structures given for traditional grammar modules. Section 4 is the discussion part which relates parametric variations to the concepts of grammatical and lexical learning. In this section, we also lay out the extent of accessibility to UG through Turkish grammatical competence for learners of English. Furthermore, section 5 is the conclusion part of the study which elaborates an alternative Turkish competence based syllabus for Turkish speaking learners of English in which traditional grammar modules are ordered in a bottom-up phrase derivation order, granting a prior rank to structures lacking parametric variations, thus requiring only lexical learning but delaying structures requiring grammatical learning of parametric variations.

3. Method

In order to prove our assertion above and suggest a competence-based English syllabus for Turkish speaking English learners instead, we used qualitative and descriptive research tools. Content analysis, classification, exemplification, sample sentence analyses and translation are applied as data collection techniques.

3.1. Data Collection and Sampling

We analyzed one of the widely used and most respected English course book sets in Turkey and criticized it in terms of 9 parametric variations set particularly for English and Turkish languages by Şeker (2015a) through the solutions suggested by the Minimalist Program. Therefore, we preferred a ‘purposive, or theoretical, sampling’ method which is “used for limited events or processes” in the study (Dörnyei, 2007:126). We administered ‘criterion sampling’ strategy by “referring to some specific predetermined criteria” of foreign language reference levels in sampling derivations and their structures to be analyzed (Dörnyei, 2007:128). In accordance with the sampling plan of the study, grammar modules and sampling derivations were limited to the A.1-B.2 reference levels identified by the ‘Common European Framework of Reference for Languages’ (CEFR),[†] a framework of target skills and grammatical and lexical knowledge of language describing levels of competence and performance (i.e. A1-beginner, A2-elementary, B1-pre-intermediate, B2-intermediate, C1-upper-intermediate, C2-advanced) in FL. Among these reference levels, what particularly interests us are A1-

[†] *Common European Framework of Reference for Languages: learning, teaching, assessment*, Cambridge University Press, Cambridge, 2002.

B2 reference levels since they are the early stages of foreign language acquisition during which Turkish speaking learners of English are exposed to new linguistic knowledge they have never used before as also seen in the frequencies of L1 transfer during L2 learning experiences. However, since CEFR is not a curriculum or a syllabus which involves the subjects to be taught in a scheduled period of time, we resorted to New English File as a reference data source, not only because it is one of the most respected English course book sets in Turkey, but also because it is prepared in line with the CEFR level standards and organizes the traditional grammar modules accordingly. Thus, we could identify the underlying syntactical derivations required to achieve these performance levels in terms of grammar modules. This set of books is a reliable CEFR based English set for young adult and adult learners of English currently instructed in the preparation classes of certain universities in Turkey. The study covers the grammar modules of the syllabus of “New English File Beginner” (Oxenden and Latham-Koenig, 2009), “New English File Elementary” (Oxenden and Latham-Koenig, 2012), “New English File Pre-Intermediate” (Oxenden and Latham-Koenig, 2012) and “New English File Intermediate” (Oxenden and Latham-Koenig, 2013) series. Initially, the syllabus of the CEFR based “New English File” course book set was classified for each competency level (i.e. A1-beginner, A2-elementary, B1-preintermediate and B2-intermediate). Target grammar modules referred in this study are given in a syllabus with their reference orders in front pages of each book. These modules are listed as ‘Reference Grammar Modules’ in accordance with their original orders in reference grammar books described above. The resulting 66 traditional grammar modules to be analyzed in this study were heavily based on the A1, A2 and B1 level of contents with relatively few topics selected from B2 contents since most of them were revision of the previous books or units. The grammar modules of the study were determined in terms of English grammar since English language is regarded as the target derivational linguistic knowledge in this study. Then, sampling phrasal or clausal derivations for each of these grammar modules with different competency levels were purposively chosen particularly among the topics or thematic sentences introduced as a first time exposition structure at the beginning of the thematic units in the books, as shown in Table 1 below:

Table 1. Identifying Sample Structures for Reference Grammar Modules*

Order	Reference Grammar Modules	Sample Derivations
1	Verb be with Subject Pronouns	he 's, she 's, it 's, I'm a student, we're at home

*This list of analyses was applied to each of 66 traditional grammar modules in the reference grammar books. However, they are not shown here in order to save space and avoid unnecessary repetition.

Then, the reference grammar modules were analyzed in terms of their derivational properties in order to identify universal grammar modules common for all natural languages. Based on Şeker (2015), phrasal structures corresponding to these sample derivations for each reference grammar module (i.e. -NP for noun phrase, nP for light noun phrase, DP for determiner phrase, AP for adjective phrase, ADVP for adverb phrase, PP for adposition phrase, VP for verb phrase, vP for light verb phrase, PASSP for passivization phrase, NegP for negation phrase, AspP for aspect phrase, NomP for nominalizer phrase, TP for tense phrase and CP for complementiser phrase) were identified. The reference grammar modules and their corresponding phrasal structures identified for A1 and A2 levels are listed in Table 2 and successively in Table 3 below. Accordingly, total 21 A1 and 18 A2 levels of reference grammar modules were analyzed and then listed as shown below:

Table 2. Corresponding Phrasal Structures for A1 Level of Grammar Modules

Order	Reference Grammar Modules	Phrasal Structures
1	Verb be with Subject Pronouns	TP
2	Verb be: Affirmative and negative	NEGP, TP
3	Singular and plural nouns	NP, DP
4	Articles	DP
5	Possessive adjectives	nP, DP
6	Possessive –s	nP, DP
7	Adjectives	NP
8	Present simple: 1/2SgP, 1/2PIP	TP
9	Present simple (Interrogative)	CP
10	3SgP Present	TP
11	Present simple (Negative)	NEGP, TP
12	Adverbs of frequency	VP
13	Word order in questions	CP
14	Can and can't	TP
15	Past Simple: be	TP
16	Past simple: irregular	TP
17	Past simple regular verbs	TP
18	<i>There is/ there are</i>	TP
19	Object pronouns	VP, PP
20	like + ... –ing	NomP
21	be going to (plans/ predictions)	AspP, TP

Table 3. Corresponding Phrasal Structures for A2 Level of Grammar Modules

Order	Reference Grammar Modules	Phrasal Structures
1	Demonstrators	NP
2	Imperatives	VP
3	Let's	VP, vP
4	Word order in questions	CP
5	Prepositions of time	PP
6	Prepositions of place	PP
7	Verb phrases	VP
8	Present continuous	AspP, TP
9	Present simple or continuous?	AspP, TP
10	Be or do?	AspP, TP
11	Count /Non-count nouns	NP
12	Quantifiers	NP
13	Comparative adjectives	NP, AP, ADVP
14	Superlative adjectives	NP, AP, ADVP
15	Adverbs (manner and modifiers)	VP, ADVP
16	Verbs + to + infinitives	TP, VP
17	Present perfect	AspP, TP
18	Present perfect or past simple?	AspP, TP

As seen from the tables above, most of the grammar modules are common between A1 and A2 levels for the sake of revision. Accordingly, total 23 B1 and 4 B2 levels of grammatical contents are listed in Table 4 and Table 5 below:

Table 4. Corresponding Phrasal Structures for B1 Level of Grammar Modules

Order	Reference Grammar Modules	Phrasal Structures
1	Past continuous	AspP, TP
2	Present continuous (fut. arrangements)	AspP, TP
3	Relative clauses	CP
4	yet, just, already with Perfect tenses	VP, TP
5	Indefinite pronouns	PRN
6	Superlatives (+ ever + pre. perfect)	TP, CP
7	Quantifiers: too, enough	NP, ADVP
8	Simple Future (Predictions)	TP
9	Simple Future (Neg. & Que.)	NegP, CP
10	Infinitives (to + V)	TP
11	Gerund (verbs +V-ing)	NomP
12	Necessity, lack of necessity	TP
13	Advisability	TP
14	1 st Conditional	TP, CP
15	2 nd Conditional	TP, CP
16	for and since	PP
17	Passive	PASSP, TP
18	Past habitual	TP
19	Uncertainty	TP
20	Prepositions of movement (Two place predicates)	PP, VP, vP
21	Past perfect	AspP, TP
22	Reported speech (Declarative)	CP
23	Questions without auxiliaries	TP

Table 5. Corresponding Phrasal Structures for B2 Level of Grammar Modules

Order	Reference Grammar Modules	Phrasal Structures
1	Present Perfect Continuous	AspP, TP
2	Modals of deduction	TP
3	Reported speech (questions)	CP
4	Third Conditional	TP, CP

In the tables above, it can be easily observed that many of the reference grammar modules are derived by different bottom-up phrasal structures which may require several parametric variations for a single derivation, which contradicts with the well-known pedagogical discipline of teaching one thing at a time (e.g. a derivation in A1 level grammatical module ‘Verb be: negative’ like “isn’t” is- in a bottom-up fashion- derived by NegP and TP). The phrasal modules are arbitrarily ordered since communicative needs rather than first language competence are given priority in designing foreign language syllabus, which is one of the issues which we criticize in this study. It is also understood from the tables above that although some complex phrasal derivations range in the earlier stages of foreign language teaching syllabus, others with simpler phrasal structures may range later (e.g. ‘Count

and non-count nouns' or 'Quantifiers' requiring only NP phrase structure range A2-11/12, while 'Verb be: negative' requiring NegP and TP phrase structure ranges A1-8.

Target English derivations for each reference grammar module were then corresponded with their translated Turkish counterparts in order to find out available Turkish grammatical knowledge (i.e. competence). Turkish translations of target English derivations were listed as 'Corresponding Turkish Derivations'. In addition, English reference grammar modules were identified and listed with their reference orders (Ref. Order) which corresponds to their original unit (i.e. U1) and lesson orders (e.g. U1-A) in "New English File" series, as shown in Table 6 below:

Table 6. Corresponding Turkish Derivations for Traditional Grammar Modules*

Ref. Order	Reference Grammar Modules	Target Derivations	Corresponding Turkish Derivations
U1A-B	Verb be: am, is, are (Subject pronouns)	he's, she's, it's, I'm a student, we're at home	-dir, -yim öğrenciyim, evdeyiz

*This list of analyses was applied to each of 66 traditional grammar modules in the reference grammar books. However, they are not shown here in order to save space and avoid unnecessary repetition.

3.2. Instrument

Parameters already set between Turkish and English languages will be our instrument used to determine whether target grammar modules listed above require new parametric values or language particular grammatical properties and sequence them in a competence based order. Rather than setting parameters and determining parametric values for Turkish and English languages once again, we resort to Şeker (2015a) which is a comprehensive linguistic study having already revealed parametric variations between English and Turkish languages through analyzing traditional grammar modules by referring to the Minimalist Program. As Cook (2001:34) states, "Universal Grammar sees the knowledge of a grammar in the mind as made up of two components: 'principles' that all languages have in common and 'parameters' on which they vary. All human minds are believed to honour the common principles that are forced on them by the nature of the human minds that all their speakers share. They differ over the settings for their parameters for particular languages." Based on this notion, in the dissertation, we analyzed English and Turkish phrase structures through the Minimalist Program and set parameters between these languages accordingly. In the study, we analyzed syntactical derivations through the universal principles suggested by the Minimalist Program in order to find out parametric variations and differences in language particular grammatical features between English and Turkish languages. Initially, the fundamental components of the phrase structures and their descriptions were introduced and then, for the following parts, various phrase structures of certain lexical and functional categories in both languages were introduced, compared and contrasted with reasonable justifications, based on linguistic theories such as the Minimalist Program and Principles and Parameters Theory (or GB). The bilingual phrase structures were analyzed in a bottom-up derivational order and illustrated via labeled tree diagrams and then compared and contrasted through cross-lingual M-diagrams in order to lay out parametric variations between the two languages clearly. During the comparative and contrastive analyses, any grammatical operation observed in a one language but not in the other was regarded as a parametric variation described and explained in the study. According to the results of these analyses, 15 parameters (including Head Parameter, D Parameter I-II, Null-Possessor PRO Parameter, P Parameter I-II, T Parameter, Null-Subject Parameter, PASS Parameter, Modal Aux Parameter, Neg Parameter, C Parameter I-II-III and Fin Parameter) were identified between English and Turkish languages. However, in later critical analyses, some of these parameters (D Parameter II, Null-Possessor PRO Parameter, P Parameter I, Modal Aux Parameter, C

Parameter I-II and Fin Parameter) were found unnecessary or redundant and thus criticized, remediated or refuted in our later studies (e.g. Şeker, 2015b). Therefore, among these parameters, we fixed upon only nine parametric variations necessary to explain grammatical differences in the modules to be analyzed. As a consequence, it should be established that this theoretical study does not aim to analyze structures referring to linguistic UG theories such as Principles and Parameters Theory or the Minimalist Program in order to set parameters between Turkish and English languages de novo. Rather it aims to design a Turkish competence based English grammar syllabus for Turkish speaking learners of English, referring to parameters having already set for these languages so far. For this purpose, we refer to the results of this PhD dissertation (Şeker 2015a) on which we established the notion of competence-based syllabus granting a prior rank to structures lacking parametric variations, thus requiring only lexical learning but delaying structures requiring grammatical learning of parametric variations. Accordingly, the grammatical differences in reference grammar modules of both languages will be compared and contrasted through the following parameters:

- *Head Parameter* identifying that while English is a ‘head-first’ language, Turkish is a ‘head-last’ language
- *D Parameter* identifying that while D has c-selectional properties in English, it has m-selectional properties in Turkish
- *P Parameter* identifying that Lexical Prepositions in English have interpretable [ACC-Case] feature, while those in Turkish have interpretable [GEN-Case] feature
- *T Parameter* identifying that while T has a weak affixal feature in English, it has a strong affixal feature in Turkish
- *Null-Subject Parameter* describing that while Null- Subject (Pro) is not allowed in English, it is allowed in Turkish; *PASS Parameter* identifying that while PASS is nominal (i.e. [+N]) in English, it is verbal (i.e. [+V]) in Turkish
- *PASS Parameter* identifying that while affixal PASS is nominal (i.e. [+N]) in English, affixal PASS is verbal (i.e. [+V]) in Turkish
- *Neg Parameter* identifying that while Neg is free in English, it is either bound or free in Turkish
- *C Parameter I* describing that while C is null in English interrogative main clauses, it is non-null in Turkish interrogative main clauses
- *C Parameter II* identifying that while null C in English carries a [WH] feature, overt lexical C in Turkish does not carry a [WH] feature

According to the parameters listed above, it may be suggested that ‘grammatical learning of English’ for a Turkish learner is limited to these nine parametric variations for the structures analyzed in scope of this study, whereas the rest requires ‘lexical learning’ like looking up in a dictionary. Furthermore, identifying what is to be ‘lexically learned’ and what is to be ‘taught’, a grammar syllabus appropriate for Turkish speaking English learners will be able to be set, giving priority to the introduction of the structures derived by language universals, or universal principles, and raising awareness for language particular parameters and grammatical features requiring ‘grammatical learning’ and avoiding unnecessary grammatical explanations for the universal properties which are already accessible, regarding the rest as ‘lexical learning’. In doing so, one may also expect to determine how much of formal English grammar presented in the syllabus is accessible to Turkish learners of English through L1. In an indirect broader sense, we wonder whether it is possible to find out how much grammatical or lexical learning is expected in learning any new language, according to which foreign language teaching textbooks should be designed. And based on the results in the study, we also hypothesize that learning English grammar will be simpler and easier for Turkish speaking learners if it is introduced in a way by which they can achieve accessibility to UG through L1, which requires further methodological research.

3.2. Data analysis

Based on the parametric variations listed above, we classified and described A1-B2 level traditional grammar modules multiplied by bilingual sampling structures. One being the target language (i.e. English) and the other reference language (i.e. Turkish), italicized bilingual derivations (e.g. *we're at home/ evdeyiz*) having different logical forms (LF), or requiring grammatical learning (GL), were described through nine 'new parametric values' in the table below (UG: Universal Grammar, TRG: Turkish Grammar, ENG: English Grammar):

Table 7. New Parametric Values for Turkish Speaking Learners of English

Parameters* (UG)	Available (L1) parametric value (TRG)	New (L2) parametric value (ENG)
Head Parameter	head-last	head-first
D Parameter	m-selectional	c-selectional
P Parameter	[GEN-Case] feature	[ACC-Case] feature
T Parameter	strong	weak
Null-Subject Parameter	Pro-drop	non-Pro-drop
PASS Parameter	nominal	verbal
Neg Parameter	bound or free	free
C Parameter I	null	non-null
C Parameter II	-	[WH] feature

These new parametric values were derived from 15 parametric variations set between Turkish and English through the Minimalist Program by Şeker (2015a) in order to identify what is to be 'lexically learned' and what is to be 'taught' by a learner who has competence in Turkish grammar (i.e. native speaker). Structures which do not demonstrate any difference in derivation but differ only in some grammatical features (shown with *notes) were taken as lexical contents (i.e. structures requiring lexical learning-LL). In addition, target English derivations identified and listed with their reference orders which correspond to their original unit and lesson orders (e.g. A1-3) in "New English File" series were analyzed in an order ranging in a bottom-up fashion, as shown in the tables below:

Table 8. Parametric Variations in Noun Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-3	book/ <i>two</i> books	<i>kitap, kitaplar, iki kitap</i>	-*
A1-7	<i>old</i> house, <i>expensive</i> car	<i>eski ev, pahalı araba</i>	
A2-1	<i>this</i> book, <i>those</i> students	<i>bu ev, o çocuklar</i>	
A2-11	<i>a</i> tomato, <i>some</i> rice	<i>(bir) domates, biraz pirinç</i>	
A2-12	<i>how much</i> milk, <i>how many</i> kilos of..., <i>a little</i> sugar, <i>a few</i> potatoes	<i>ne kadar süt, kaç kilo ..., biraz şeker, birkaç patates</i>	

*Non-Silent plural -s in English

As for the analyses of the derivation of phrasal structures, the analysis of noun phrase derivations shows us that English and Turkish speakers have similar derivational linguistic knowledge. The internal structure of the noun phrases having modifiers such as adjectives, demonstrators and quantifiers can provide a Turkish speaking English learner an easy access to the grammatical knowledge of nominal phrases in English. From Table 8, we also understand that, for a Turkish speaking English learner, noun phrase derivation only requires the grammatical knowledge of 'non-silent plural -s' feature in English (e.g. *two* books), which is silent *-lar* with countable modifiers in Turkish (e.g. *iki* kitap). This feature may also cause over differentiation in learning English by a

Turkish speaking English learner. Now, let's analyze parametric variations in Determiner Phrase derivations shown in Table 9:

Table 9. Parametric Variations in Determiner Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-4	<i>the table, a pen</i>	<i>masa, o masa/(y)i, bir kalem</i>	<i>Head Parameter, D Parameter</i>
A1-5	<i>my name, your address</i>	<i>(benim) adım, (sizin) adresiniz</i>	<i>Null-Subject Parameter</i>
A1-6	<i>John's bag, Marianne's sister</i>	<i>Murat'ın çantası, Ayşe'nin kız kardeşi</i>	<i>D Parameter</i>

As for DPs, on the other hand, it can be observed that Turkish has different *Head Parameter* and *D Parameter* values from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *head-last* (e.g. *masayı*) and *m-selectional D* (e.g. *adım*) parameters in Turkish to *Head-first* (e.g. *the table*) and *c-selectional D* (e.g. *my name*) parameters in English in order to generate English DPs appropriately. As for possessive adjectives or modifiers, in addition, these languages demonstrate parametric variations defined as *Null-Subject* and *D Parameter*. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *Pro-drop* (e.g. *(benim) adım*) and *null affixal D* (e.g. *masa*) parameters in Turkish to *Non-Pro-drop* (e.g. *my name*) and *overt or null D* (e.g. *a table*) parameters in English. Accordingly, absence of morphological markers (i.e. person or agreement features) on nouns in English may cause under differentiation, while absence of definite and indefinite articles (or overt determiners) in Turkish may cause over differentiation.

Table 10. Parametric Variations in Adjectival and Adverbial Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A2-13	<i>bigger, more dangerous</i>	<i>daha büyük, daha tehlikeli</i>	-*
A2-14	<i>biggest/most dangerous</i>	<i>en büyük, en tehlikeli</i>	
B1-8	<i>too much, old enough</i>	<i>çok fazla, yeterince yaşlı</i>	-

* Derivational morphology of comparative and superlative adjectives

For adjectival and adverbial phrase derivations, it is understood that English and Turkish grammars demonstrate similar phrase derivations, except for the derivational morphology of comparative and superlative adjectives (e.g. *bigger/biggest*) in English, which may cause over differentiation.

Table 11. Parametric Variations in Adpositional Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-19	<i>for you</i>	<i>senin için</i>	<i>Head Parameter P Parameter</i>
A2-5	<i>at 7.30, in 1998</i>	<i>7.30'da, 1998'de</i>	<i>Head Parameter*</i>
A2-6	<i>at home, in London</i>	<i>evde, Londra'da</i>	
B1-17	<i>since 2005/for 10 years</i>	<i>2005'ten beri/ 10 yıldır</i>	

* Derivational Variation (overt lexical Ps are used to express spatial and temporal cases while inherent cases are operated for the same task in Turkish).

Moreover, the analyses of the derivation of adpositional phrases in English indicate that Turkish has different *Head Parameter* and *P Parameter* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *head-last* (e.g. *senin için* - postposition) parameter in Turkish to *Head-first* (e.g. *for you* -preposition) parameter in English in order to generate English PPs appropriately. As for complement pronouns, in addition, these languages demonstrate parametric variations defined as *P Parameter* which highlights the morphological fact that pronouns are assigned cases when they are the complements of adpositions, which is genitive (GEN) case for Turkish but accusative (ACC) case for English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from [*GEN-Case*] assigning *P* (e.g. *senin için*) in Turkish to [*ACC-Case*] assigning *P* (e.g. *for you*) in English. In addition, the grammatical competence of a native speaker of English and a native speaker of Turkish operate different derivations to express semantic roles of case paradigms, differing in the number of overt lexical adpositions and affixal cases. Therefore, it is also important for a Turkish speaking English learner to have the grammatical knowledge that affixal case paradigms assigned over DPs in Turkish (e.g. *evde*) may correspond to overt adpositions forming PPs in English (e.g. *at home*) . Otherwise, the morpho-syntactic structure of some case paradigms in Turkish may keep a Turkish speaking English learner from an easy access to derive prepositional phrases in English, which may also be explained by under differentiation. In this study, we describe this condition as ‘derivational variation’ between languages. This variation between languages is not resulted from differences in parameters but rather from differences in phrase roots. In other words, while the same semantic content or communicational message is derived by an XP in one language, it may be derived by a YP in another. Table 12 summarizes us the parametric variations in verb phrase derivations:

Table 12. Parametric Variations in Verb Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-12	<i>always come, usually watch TV, very tall</i>	<i>her zaman gelir genellikle TV izle, çok uzun</i>	-
A1-19	<i>tell me, break them</i>	<i>bana anlat, onları kır</i>	<i>Head Parameter</i>
A2-2	<i>Be careful</i>	<i>Dikkatli ol</i>	
A2-7	<i>play the guitar, sing a song</i>	<i>gitar çal, şarkı söyle</i>	
A2-15	<i>speak slowly, run fast</i>	<i>yavaş konuş, hızlı koş</i>	-*
B1-21	<i>put the books on the table, kick the ball into a goal</i>	<i>kitapları masaya koy, topu kaleye vur</i>	<i>Head Parameter</i>
A2-3	<i>Let's go, let's stop</i>	<i>Gidelim, duralım</i>	**

*Adjunct first or last

** Derivational Variation (vP in ENG, while TP in Turkish)

As for the analyses of the derivation of verb phrases in English, it is possible to suggest that English and Turkish speakers acquire similar derivational knowledge, except for the *Head Parameter*. Turkish grammatical knowledge can provide a Turkish speaking English learner an easy access to the derivation of VPs except for the adjuncts merged first or last in English. Adjunct-last property in English can also be described as over differentiation because of absence of this derivational property in Turkish. In addition, we can observe in Table 11 that while informal suggestion may be derived by a ‘vP-shell’ structure in English (e.g. *let's go*), the same semantic content (i.e. informal suggestion) is derived by a modal ‘TP’ in Turkish (e.g. *gidelim*), which I also describe as another ‘derivational variation’ between English and Turkish.

Table 13. Parametric Variations in Passivization Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
B1-18	<i>was invented</i>	<i>icat edildi</i>	<i>Head Parameter</i> <i>PASS Parameter</i>

As for passive verb forms, on the other hand, it can be observed that Turkish operates different *Head Parameter* and *PASS Parameter* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *head-last* (e.g. *icat edildi*) and *verbal PASS* (e.g. *icat edil*) parameters in Turkish to *Head-first* (e.g. *was invented*) and *nominal PASS* (e.g. *be invented*) parameters in English in order to generate English PASSPs appropriately. Since nominal structures require auxiliary verbs to have tense and person features (e.g. *was invented*), this parametric variation may cause over differentiation because of absence of auxiliary in Turkish PASSPs (e.g. *icat ed-il-di/invent-PASS-T*).

Table 14. Parametric Variations in Negation Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-2	<i>not a student, not at home, not well</i>	<i>öğrenci değil, evde değil iyi değil</i>	<i>Head Parameter</i>
A1-11, A2-2	<i>not like, not speak</i>	<i>sevme, konuşma</i>	<i>Head Parameter</i> <i>Neg Parameter</i>

For the analysis of negative verb forms, it can be observed that Turkish operates different *Head Parameter* and *Neg Parameter* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *head-last* and *bound Neg* (e.g. *konuş-ma*) parameters in Turkish to *Head-first* and *free Neg* (e.g. *not speak*) parameters in English in order to generate English NegPs appropriately. As for negative nominals, in addition, these languages do not demonstrate parametric variations except for *Head Parameter*. Accordingly, a Turkish speaking English learner should be only guided to set the new parameters shifting from *head-last* (e.g. *iyi değil*) parameter in Turkish to *Head-first* (e.g. *not well*) parameter in English.

Table 15. Parametric Variations in Aspect Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A2-8/9, B1-3	<i>He's playing the guitar</i>	<i>Gitar çalıyor</i>	<i>Head Parameter*</i>
A2-17/18,	<i>have worked here for ten</i>	<i>10 yıldır/2002'den beri burada</i>	
A2-5, B1-5/7	<i>years/since 2002</i>	<i>çalışmaktayım</i>	
B1-1	<i>were doing, was sleeping</i>	<i>yapıyordu, uyuyordu</i>	
B1-23	<i>had never seen before, had already gone</i>	<i>daha önce hiç görmemişti, zaten/ çoktan gitmişti</i>	
B2-1	<i>has been teaching for 15 years</i>	<i>15 yıldır ders vermektedir</i>	

*Inflectional perfective verb form in English, while Affixal perfective in Turkish

As for the analyses of aspect phrase derivations, it is understood that English and Turkish grammars share similar derivational operations. The internal structure of aspect phrases having progressive and perfective functions can provide a Turkish speaking English learner an easy access to the grammatical knowledge of aspect phrases in English. From Table 15, we also understand that, for a Turkish speaking English learner, aspect phrase derivation only requires the lexical learning of

'inflectional' perfective verb forms in English (e.g. *seen*), which is affixal *-miş* in Turkish (e.g. *görmüş*).

Table 16. Parametric Variations in Nominalizer Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-20	I like <i>reading</i>	Okumayı seviyorum	-
B1-12	mind <i>doing</i> , like <i>reading</i>	yapmayı sorun et, okumayı sev	

As for the derivation of nominalizer phrases, likewise, English and Turkish speakers have similar linguistic knowledge. The internal structure of nominalizer phrases having non-finite feature can provide a Turkish speaking English learner an easy access to the grammatical knowledge of nominalizer phrases in English. In addition, absence of morphological markers (i.e. person or agreement features) on NomPs as in the case of nouns in English may also cause under differentiation (e.g. *okuma-yı/reading-ACC*).

Table 17. Parametric Variations in Tense Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
B1-13/19	<i>have to pay</i> , <i>used to run every morning</i>	ödemeli, her sabah koşardı	Head Parameter
A2-16, B1-11 A1-21	want <i>to see</i> , need <i>to do</i> plan <i>to have</i> , hope <i>to meet</i> He <i>is going to come</i> , It <i>is going to rain</i>	görmek iste, yapmak gerek, yapmayı planla, görüşmeyi um, Gelecek, Yağmur yağacak	*
A1-2 A1-15	I'm, he's, they're, I was at the cinema, he was a student	öyleyim, öyledir/ler sinemadaydım, öğrenciydi	Head Parameter, Null-Subject Parameter
A1-8 A1-10	I live, you do, we speak she plays, he knows	yaşarım, yaparsın, konuşuruz oynar, bilir	
A1-2 A1-11 A2-10	I'm not, he isn't, they aren't I don't like, he doesn't do I'm not playing/I don't play	değilim, değildir/ler Sevmem, Yapmaz Oynamıyorum/ Oynamam	Head Parameter, Neg Parameter, T Parameter,** Null-Subject Parameter
A1-16 A1-17	<i>did</i> , <i>went</i> , <i>saw</i> <i>played</i> , <i>watched</i>	yaptı, gitti, gördü oynadı, izledi	Head Parameter***
B1-14	<i>I can do that</i> , <i>Can I park here?</i> <i>I'll be late</i> ,	Bunu yapabilirim, Park edebilir miyim?Geç kalacağım.	Head Parameter *
B1-9/10	<i>I'll do it later</i> <i>should talk to her</i> , <i>shouldn't</i> <i>change</i> , <i>I may/might go</i>	Sonra yapacağım, onunla konuşmalı, değiştirmemeli	Null-Subject Parameter
B1-14 B1-20 B2-2	He <i>might be</i> a criminal, She <i>must</i> <i>be</i> at school	Gidebilirim O suçlu olabilir, Okulda olmalı	
B1-24	<i>What happened?</i> , <i>Who plays that</i> <i>role?</i>	Ne oldu?, Bu rolü kim oynuyor?	Head Parameter

*Derivational Variation (TP in ENG, while AspP in Turkish)

**Auxiliary insertion in English

*** Inflectional perfective verb form in English, while Affixal perfective in Turkish

For the analysis of tense phrases, it is understood that English and Turkish grammars require similar linguistic knowledge, except for the *Head Parameter*. The internal structure of tense phrases having ‘non-finite’, ‘present’ and ‘past’ finite tense features can provide a Turkish speaking English learner an easy access to the grammatical knowledge of tense phrases in English. From Table 17, we also understand that, for a Turkish speaking English learner, tense phrase derivation only requires the lexical learning of ‘inflectional’ past tense forms of some irregular verbs in English (e.g. saw, went etc.), which is affixal *-DI* in Turkish and *-ed* in most of English regular verbs (e.g. played, watched). As for NegPs, however, these languages reveal parametric variations. We understand that Turkish operates different *T Parameter* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameter shifting from *strong affixal tense feature* (e.g. yap-ma-z) parameter in Turkish to *weak affixal tense feature* (e.g. does not do) parameter, which causes auxiliary insertion (i.e. do, does, did) in English. As for specifiers, in addition, Turkish operates different *Null-Subject Parameter* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *Null-Subject* (e.g. Öğrenciydi-3SgP) parameter in Turkish to *Non-Null Subject* (e.g. He was a student) parameter in English. In addition, we can observe in Table 17 that while future mood is derived by a present or modal auxiliary TP structure in English (e.g. *is going to rain* or *will be late*), the same semantic content is derived by an ‘AspP’ in Turkish (e.g. *yağacak* or *geç kalacak*), which can be described as ‘derivational variation’. Auxiliary insertion (e.g. *does not do*) inside negative TPs in English may also cause over differentiation.

Table 18. Parametric Variations in Complementiser Phrase Derivations

Ref. Order	Target Derivations	Corresponding Turkish Derivations	Parametric Variations
A1-9, A1-15/ 16	<i>Do you live near here?, Were they famous?, Did you do your homework?</i>	Buralarda <i>mi</i> oturuyorsun?, Onlar ünlü müydü?, Ödevini yaptın <i>mi</i> ?	<i>Head Parameter, T Parameter,* C Parameter I</i>
A1-13, A2-4 A1-18	<i>How are you? How old is he? What languages do you speak? There isn't a TV, There are some books</i>	(Siz) Nasılsınız? O kaç <i>yaşında(dır)?Hangi dilleri konuşuyorsun? TV yok(tur), Birkaç kitap var(dır)</i>	<i>Head Parameter, C Parameter II</i>
B1-4	a young man <i>who</i> is going	<i>giden adam</i>	**
B1-7	the <i>best</i> film I've ever watched	<i>izlediğim en iyi film</i>	**
B1-15	<i>If I see, I will tell her</i>	(Eğer) <i>götürsem, ona söyleyeceğim/söylerim</i>	***
B1-16	What <i>would you do</i> if you saw a bear?	(Eğer) <i>Bir ayı görseydin, ne yapardın?</i>	***
B1-24	told me <i>that he would</i> write, said <i>that he was</i> in a hurry	<i>bana yazacağını söyledi, acelesi olduğunu söyledi</i>	**
B2-3	She asked me <i>whether I could help her (or not)</i>	<i>Ona yardım edip edemeyeceğimi sordu</i>	**
B2-4	If she <i>hadn't</i> helped me, I <i>would have</i> missed the train.	(Eğer) <i>bana yardım etmemiş olsaydı/ etmeseydi, treni kaçıracaktım</i>	***
B1-2	<i>Later, After that</i>	<i>Sonra, daha sonra</i>	-

*Aux insertion

**Derivational Variation (CP in ENG, while NomP in Turkish)

***Derivational Variation (CP in ENG, while modal TP in Turkish)

For the analysis of Complementiser Phrases, it is understood that English and Turkish operate quite different phrasal derivations. For interrogative sentences, Turkish requires different *Head Parameter*, *T Parameter* and *C Parameter I* values from those of English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *head-last* (e.g. *Ödevini yaptın mı?*), *strong affixal T* (e.g. *yaptın mı ?*) and *non-null interrogative C* (e.g. *mı?*) parameters in Turkish to *Head-first* (e.g. *Did you do your homework?*), *weak affixal T resulting in auxiliary insertion* (e.g. *Did you?*) and *null interrogative C* (e.g. *Did you?*) parameters in English in order to generate English CPs appropriately. Auxiliary insertion (e.g. *Did you do? do*) inside interrogative CPs in English may also cause over differentiation, while lack of interrogative C in English may cause under differentiation. For the clausal structures, in addition, except for the *Head Parameter* and *C Parameter I* described above, Turkish also operates different *C Parameter II* from English. Accordingly, a Turkish speaking English learner should be guided to set the new parameters shifting from *C without a [WH] feature* e.g. (*Sen nasılsın?*) in Turkish to *C with a [WH] feature* e.g. (*How are you?*) parameters in English. Finally, it is understood from the analysis of clausal structures that relative (or adjective), complement (or noun) and adjunct (or adverbial) clauses also demonstrate derivational variations. While relative and complement clauses are derived through CP derivation in English (e.g. a young man *who is going* or said *that he was in a hurry*), these embedding clauses are derived through NomP derivations in Turkish (e.g. *giden genç bir adam veya acelesi olduğunu* söyledi). As for the derivation of conditional clauses, on the other hand, while these structures are derived through CP derivation in English (e.g. *If I see*), these structures are derived through modal TP derivations in Turkish (e.g. *(eğer) görürsem*).

As a consequence of the analyses in this part of the study, total 66 traditional grammar modules identified based on the sample reference syllabus in the study were reduced to total 63 items after unifying or parsing some modules as to their derivational properties (e.g. unifying A2-4/A1-13 as a single module concerning with ‘word order in questions’ or parsing A1-15 and A1-16 including not only ‘past tense’ inflection but also ‘affirmative and negative verb forms’ recursively as two different modules). Moreover, it was also observed from the tables above that *nine different parametric variations* which were determined to explain grammatical differences between Turkish and English languages were referred recursively (i.e. 30 times) to explain different derivations with the same rules. In addition, *six* derivational variations and *four* different language particular grammatical properties were also referred during explanation of the differences in target grammar modules. In consequence, total 19 grammatical differences requiring ‘grammatical learning’ have been determined through the classifications via tables in the study so far.

4. Results

The findings obtained from the analyses of the English grammar modules revealed the extent of grammatical and lexical learning for a Turkish speaking learner of English. In the terminology of the UG, ‘grammatical learning’ is taken under the concepts of ‘principles’ and ‘parameters’ which are, together, regarded as a model of ‘language acquisition’. Chomsky (1981b:118) summarizes ‘principles’ and ‘parameters’ and states “what we know innately are the core grammar principles and the parameters associated with them but what we have to learn are the values of the parameters”, to which we refer as ‘lexical learning’ and ‘grammatical learning’ in our study. Accordingly, the act of achieving ‘knowledge of language’ occurs in two ways: either by ‘grammatical learning’ or by ‘lexical learning’. The former requires “learning about the grammar of structures in the language”, whereas the latter requires “no need for learners to learn anything about the grammar but the lexical items (i.e. words) in the language and their properties” (1981b:118). However, it should be noted that ‘learning grammar’ by which we mean the act of achieving ‘knowledge of language’ itself is different from

‘grammatical learning’ in that the former is a ‘methodological’ issue, related to ‘language learning’ or ‘language teaching’ studies. As stated by Radford (2004:16), “although there are universal principles which determine the outlines of the grammar of natural languages, there are also language particular aspects of grammar which have to be learned.” ‘Grammatical learning’ is limited to those language particulars whereas the universal outlines of grammar need ‘lexical learning’ like looking up in a dictionary. In other words, while principles and common parameters are regarded as the structures which do not require ‘grammatical learning’ but ‘lexical learning’, the ‘parametric variations’ and the ‘language particular grammatical features’ should be presented as structures which require ‘grammatical learning’, extracting those requiring ‘lexical learning’ from the target grammar. Therefore, the parametric variations set between English and Turkish languages are important in that they determine what is left behind as ‘English’ or ‘Turkish’ grammar after extracting universal principles and common parameters and indeed common grammatical features valid for both of these languages. As a consequence, we arrived at a conclusion revealing the extent of grammatical and lexical learning in English grammar (limited to the grammatical structures which we analyzed) for a Turkish speaking learner, or what is left behind as ‘English’ grammar after extracting universal principles and common parameters and indeed common grammatical features operated in both languages. Accordingly, grammar of English for a Turkish speaking learner covers the following grammatical learning, ignoring the universal principles and common parameters and extracting them from what is known as the ‘grammar of English’. The parametric variations were reduced to and explained by simple prescriptive rules describing different grammatical properties of English from Turkish. These rules can be listed as the following (Şeker, 2015:406):

In English (*In Turkish*):

- always take the head *first (last)*
- use *overt lexical (null) D* to express definiteness, so there is *not (-) AGR* and an overt structural case on nouns
- use *ACC (GEN) pronouns* after (*before*) *prepositions (postpositions)*
- (*do not*) *insert an auxiliary ‘do’* into T if T and V are intervened by Neg or Que since T has a *weak (strong) affixal feature*, so there is *not (-) AGR* on verbs
- *do not drop (you may drop)* pronominal subjects due to *- AGR (+AGR)*
- (*do not*) *insert the auxiliary ‘be’ (ol) before (after) PASS verb* since PASS is *nominal (verbal)*
- use lexical Neg particle *for both verbal and nominal constituents (only for nominals)*
- use *null (overt lexical) Que* in interrogative main clauses
- use *wh-words in the top subject position of null Que (in situ)*
- use an AUX with [TNS], [Per] and [Num] *at (with) null (overt lexical) Que*

According to these results, we suggest that ‘grammatical learning of English’ for a Turkish learner is limited to those rules listed above for the structures analyzed in scope of this study, whereas the rest requires ‘lexical learning’ like looking up in a dictionary. In addition, since parametric variations are taken as ‘marked’ aspects of grammar according to the ‘theory of markedness’, these structures should range late in a competence-based syllabus. Furthermore, among these parametric variations or grammatical features derivations resulting in ‘over differentiation’ (e.g. overt definite or indefinite articles) or ‘under differentiation’ (e.g. morphological person and agreement markers) also may require grammatical explanation. Moreover, in terms of accessibility, we also found out from our analyses that although an English learner having Turkish grammatical competence should probably have no access to UG for derivations where L1 and L2 have different parametric values (e.g. head parameter), s/he should probably have full access to UG for others where L1 and L2 have similar parametric values (e.g. specifier-first parameter), which can result in the idea that a Turkish speaking

English learner has partial access to UG through his first language competence. In addition, the structures having derivational variations between the two languages and some grammatical properties resulting from lexicon can be dealt with appropriate translation which also requires lexical learning. Through these considerations, it may be concluded that the proportion of partial access between English and Turkish languages and indirectly the proportion of grammatical learning can be determined for the grammar modules analyzed. Accordingly, the proportion of the number of ‘marked derivations’ (i.e. nonrecurring new parametric values + nonrecurring language particular grammatical properties + nonrecurring derivational variations) over resulting total 63 nonrecurring grammar modules illustrated in the tables may be suggested to reveal the ratio of relative partial access, as shown below:

$$\text{Partial Access: } \frac{\text{Marked Derivations}}{\text{Total Grammar Modules}}$$

Accordingly, from the analyses of grammar modules in terms of phrasal structures and parametric variations, we found out that of the total 63 nonrecurring grammar modules, 44 of them are ‘unmarked’ either with no new grammatical knowledge or with some recursive new grammar, thus requiring lexical learning, whereas 19 of them are ‘marked’ with new grammatical knowledge exposed first-time which requires grammatical learning. Accordingly, while the frequency of the marked structures was found 0.31, the frequency of the unmarked structures was 0.69, which also means grammatical learning constitutes only about 31% of total 63 traditional English grammar modules in our four-level (A1-B2) reference English course book. It should also be pointed out that over differentiation is ignored in these calculations. We illustrated this significant finding in a pie chart as shown in Fig.1:

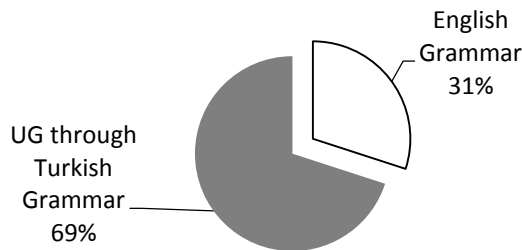


Figure 1. The extent of partial access to UG through Turkish competence for learners of English

5. Discussion

Based on the results answering the research questions such as how much of English linguistic system is accessible to Turkish learners of English and how much grammatical or lexical learning is expected for a Turkish speaking learner to learn English, we found that the analyses illustrated through tables support our initial hypothesis in that target language (i.e. English) grammar could be explained in terms of native language (i.e. Turkish) grammatical competence through a limited set of parametric variations set appropriately for two languages within the terms of UG. Since 69 % of English linguistic system analyzed in the study was found ‘marked’ and thus accessible to Turkish learners of English and the rest 31 % was found ‘unmarked’ in terms of parametric variations and thus inaccessible through Turkish competence, these results reveal that grammatical learning constitutes only about 31% of total 63 traditional English grammar modules in the four-level (A1-B2) reference grammar book in the study, while the rest 69 % is only a matter of lexical learning. These results are in line with our initial hypothesis in that parametric values reset for the target grammar require grammatical learning during foreign language learning process while the rest of the learning process

accessible through universal principles and common parameters requires lexical learning. The results obtained in the study also revealed that UG is disregarded while foreign language (FL) grammar modules in syllabuses are organized.

From the findings obtained through the analysis of the traditional grammar modules in the study, we also suggest that the order of English grammar modules in the syllabus analyzed is not appropriate to Turkish grammatical competence, or the values of first language parameters in that some complex phrasal derivations requiring parameter settings for different merging operations range in the earlier stages of foreign language teaching syllabus, while others with simpler phrasal structures range later (e.g. 'Verb be: negative' with NegP and TP phrase structures requiring parametric variations ranges A1-8, while 'Count and non-count nouns' or 'Quantifiers' only with an NP phrase structure requiring no any parametric variation ranges A2-11/12. Therefore, in line with the research question regarding the order of grammatical models, we suggest a competence based grammar syllabus appropriate for Turkish speaking English learners, giving priority to the introduction of the structures requiring 'lexical learning', or avoiding unnecessary grammatical explanations for the universal properties which are already accessible, and delaying introduction of the structures requiring 'grammatical learning' and focusing on setting appropriate parameters for these structures. In this respect, the concepts such as 'syllabus' and 'syllabus design' require some explanation in that "there are some conflicting views on the nature of the syllabus" and the distinction between 'syllabus design' and 'curriculum development' or 'methodology' in order to bring in what respect we deal with them to light. Accordingly, "syllabus design is essentially concerned with the selection and grading of contents, while curriculum development, or methodology, is concerned with the selection of learning tasks and activities" (Nunan, 1988:5), which makes it clear that this study involves organization and ordering of grammatical contents rather than selection of methodological activities and tasks. It should also be noted that the English syllabus which we aim to design as to the Turkish competence will be "a product-oriented syllabus in which the focus is on the knowledge which learners should gain as a result of instruction" (Nunan, 1988:27). In another respect, this syllabus is a 'synthetic syllabus' in which "the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up" (Nunan, 1988:27). In terms of another research question regarding the criteria for selecting and grading grammatical contents in the study, we suggest that the traditional grammar modules should be graded according to phrasal structures of the items in a bottom-up merging order. In this way, the grammatical complexity of the items can be determined through marked and unmarked structures depending on whether they require grammatical or lexical learning. In this sequence, modules having marked structures (i.e. modules requiring grammatical learning) are delayed until related unmarked structures (i.e. modules requiring lexical learning) are presented. The syllabus is designed in three levels. The first level contains the phrases with five lexical categories (i.e. NP, AP, ADVP, PP and VP) at the bottom of derivations as well as related functional head phrases such as nP, DP, vP, PASSP, NegP, AspP and NomP phrase structures. At this stage, students are particularly expected to set six new parametric values of English different from Turkish, three English particular grammatical properties and two derivational variations, all of which require grammatical learning. Other modules not requiring new parameter setting (e.g. affirmative and negative forms of be, continuous, perfect, gerunds etc) and containing vocabulary studies (e.g. adjectives, nouns, verbs, possessive pronouns and object pronouns, demonstrators or prepositions etc) are treated as subjects requiring lexical learning. It should also be noted that we do not label the levels in the study in terms of CEFR (A1, A2, B1 or B2) as in the reference course book since we suggest that our design is based on a natural order of acquisition rather than pragmatic communicative purposes. In the second level, on the other hand, TP phrases with lower functional or lexical categories (e.g. TP + VP, PASSP + TP, NegP + TP, AspP +

TP etc) are sequenced. At this stage, students are particularly expected to set another new parametric value of English different from Turkish except for the parameters studied in the previous modules (e.g. Head Parameter), another English particular grammatical property, and two derivational variations, all of which require grammatical learning. Other modules not requiring parametric variations (e.g. present form of be: am, is, are, present continuous, infinitives, regular past form of verbs, past form of be: was, were, question without auxiliaries etc) and containing vocabulary studies (e.g. irregular past forms of verbs, subject pronouns etc) are treated as subjects requiring lexical learning. In the third level, in addition, CP phrases as the highest phrase structure explaining interrogative and clausal structures are sequenced. At this stage, students are particularly expected to set two more new parametric values for English complementisers different from Turkish except for the parameters studied in the previous modules (e.g. Head Parameter, T parameter etc) and two derivational variations, all of which require grammatical learning. Other modules not requiring new parameter setting but having derivational variations (e.g. relative clauses, noun clauses, reported speech or conditional sentences etc) and containing vocabulary studies (e.g. relative pronouns, interrogative pronouns etc) are treated as subjects requiring lexical learning. It should also be noted that universal principles, common parameters operated in both English and Turkish derivational system and grammatical features causing over or under differentiation are ignored and regarded as lexical learning. In consequence, a Turkish Competence Based Syllabus for the reference grammar modules analyzed in the study is illustrated in Table 19:

Table 19. Turkish Competence Based Syllabus

Order	Grammatical Contents	Reference Order	Grammatical Learning	Phrasal Modules
Level I				
1	Singular and plural nouns	A1-3	<i>Non-Silent plural –s*</i>	NP
2	Count/Non-count nouns	A2-11	-	NP
3	Quantifiers	A2-12	-	NP
4	Adjectives	A1-7	-	NP
5	Demonstrators	A2-1	-	NP
6	Comparative adjectives	A2-13	-	AP/ADV P
7	Superlative adjectives	A2-14	-	AP/ADV P
8	Adverbs of Degree	B1-8	-	AP/ADV P
9	Articles	A1-4	<i>head-first, overt lexical Ds</i>	DP
10	Possessive adjectives	A1-5	<i>non-Pro-drop subject</i>	DP
11	Possessive –s	A1-6	-	DP
12	Prepositions of Time and Place	A2-5/6, B1-17	<i>DV</i>	PP
13	Verb phrases	A2-7	-	VP
14	Adverbs of frequency	A1-12	-	VP
15	Adverbs of manner	A2-20	<i>Adjunct last*</i>	VP
16	Adverbs of Time	B1-2	-	VP
17	Imperatives	A2-2	-	VP
18	Object pronouns	A1-16	-	VP
19	Prepositions of movement	B1-21, A2-3	<i>[ACC-Case] after prepositions</i>	vP
20	Let's	A2-3	<i>DV</i>	vP
21	Passive	B1-18	<i>nominal PASS</i>	PASSP
22	Affirmative and negative: be	A1-2	-	NegP
23	Affirmative and negative: verbs	A1-11, A2-2	<i>free Neg</i>	NegP
24	Continuous	A2-8/9, B1-3 B1-1, B2-1	-	AspP
25	Perfect	A2-17/18, A2-5, B1-5/7 B1-23	<i>Inflectional perfective verb form*</i>	AspP
26	yet, just, already	B1-5	-	VP + AspP + TP
27	like + ... –ing	A1-20	-	NomP + VP
28	Gerund (verbs + V-ing)	B1-12	-	NomP + VP
Level II				
1	Infinitives (verbs + to V)	B1-11	-	TP
2	Verbs + to + infinitives	A2-16	-	TP + VP
3	Verb be: am, is, are	A1-1/2	-	TP

4	Present simple: 1/2SgP, 1/2PIP	A1-8	-	TP
5	3SgP	A1-10	-	TP
6	Subject pronouns	A1-1	-	TP
7	There is/are	A1-18	-	TP
8	Present continuous	A2-8/9, B1-3	<i>Auxiliary insertion*</i>	AspP + TP
9	Present continuous (fut.)	B1-3	-	AspP + TP
10	Present simple or present continuous?	A2-9	-	AspP + TP
11	Present simple (Negative) Be or do?	A1-2/11, A2- 10	<i>weak T</i>	NegP + TP
12	Present Perfect	A2-17/18, A2- 5, B1-5/7	-	AspP + TP
13	Past simple: be	A1-15	-	TP
14	Past Simple: regular	A1-17	-	TP
15	Past simple: irregular	A1-16	-	TP
16	Past continuous	B1-1	-	AspP + TP
17	Present perfect or past simple?	A2-24	-	AspP + TP
18	Past perfect	B1-23	-	AspP + TP
19	Simple Future	B1-9/10	<i>DV</i>	TP
20	Simple Future (negative)	B1-10	-	NegP-TP
21	Can (ability)	A1-14	-	TP
22	Necessity	B1-13	-	TP
23	Lack of necessity	B1-13	-	NegP + TP
24	Advisability	B1-14	-	TP
25	Uncertainty	B1-20	-	TP
26	Modals of deduction	B2-2	-	TP
27	Past habitual	B1-19	-	TP
28	be going to	A1-21	<i>DV</i>	TP + AspP + TP AspP + TP
29	Present Perfect Continuous	B2-1	-	TP
30	Questions without auxiliaries	B1-25	-	TP
Level III				
1	Present simple, Past Simple Simple Future (Interrogative)	A1-9, A1-16, B1-10	<i>overt lexical C</i>	CP
2	Word order in questions	A1-13, A2-4	<i>[WH] attraction</i>	CP
3	Reported speech (declarative)	B1-24	<i>DV</i>	CP
4	Reported speech (questions)	B2-3	-	CP
5	Relative clauses	B1-4, B2-8	-	CP
6	Superlatives (+ ever + present perfect)	B1-7	-	CP
7	First Conditional and future time	B1-15	<i>DV</i>	CP
8	Second Conditional	B1-16	-	CP
9	Third Conditional	B2-4	-	CP
10	Conjunctions (Connectors)	B1-2	-	&P

* : Language particular grammatical properties

DV: Derivational Variation

From Table 19, it is understood that if communicative needs were given priority in foreign (or second) language acquisition, then the necessary linguistic knowledge to derive target language would not be parallel to the L1 competence of the learner. For example, interrogative or negative structures of *verb be (am, is, are) and pronouns* which rank A1-2 or A1-9 in reference grammar order would rank I-22 or III-1 (i.e. twenty second lesson in Level I and first lesson in Level III) in our competence based syllabus. In this case, the piece of knowledge presented here would not be more than a rule to be memorized and practiced through mechanical exercises. However, the order of phrasal modules suggested in our study is assumed to provide an easy start which benefits from or activates the innate grammatical knowledge of Turkish speaking learners of English. In other words, assuming that learners have their own ‘inbuilt syllabus’ (i.e. setting parameters in a bottom-up phrasal order), it may be suggested that the teaching syllabus should reflect this order” (Nunan, 1988:33). In consequence, this synthetic syllabus is a structurally-graded syllabus the grammatical complexity of which is determined through grammatical and lexical learning criteria, introducing one new parametric value or grammatical property at a time in a bottom-up phrasal order and requiring mastery of that item before moving on to the next upper phrasal structure.

6. Conclusions

English grammar modules in current formal syllabuses in Turkey is appropriate to the parametric variations set for English and Turkish and in what order the target reference grammatical structures should be introduced, initially, traditional grammar modules were analyzed in terms of their derivational properties in order to identify universal grammar modules common for all natural languages. In this context, based on Şeker (2015), necessary phrasal structures used to generate these sample derivations for each reference grammar module were identified. In this way, traditional language specific grammar modules could be defined through universal phrasal modules. Next, one being the target language (i.e. English) and the other reference language (i.e. Turkish), bilingual derivations were described through nine parametric variations identified in earlier studies in order to identify what is to be ‘lexically learned’ and what is to be ‘taught’ by a learner who has competence in Turkish grammar. During these analyses, it was also found that some variations between these languages were not resulted from differences in parameters but rather from differences in phrase roots. That is, while the same semantic content or communicational message is derived by an XP in one language, it may be derived by a YP in another, which we described as ‘derivational variation’ between languages in this study. In addition, the proportion of partial access between English and Turkish languages and indirectly the proportion of grammatical learning for the grammar modules analyzed could be determined by concrete data. Accordingly, from the analyses of traditional grammar modules in terms of phrasal structures and parametric variations, it was found that of the total 63 grammar modules, 44 of them are unmarked, thus requiring lexical learning, whereas 19 of them are marked which require grammatical learning. Accordingly, while the frequency of the marked structures was found 31%, the frequency of the unmarked structures was 69%, which also means grammatical learning constitutes only about 31% of total 63 traditional English grammar modules. According to the results of analyses through parametric variations between two languages and theories such as accessibility, markedness, over and under differentiation, a Turkish competence based English syllabus in which traditional grammar modules are sequenced in terms of phrasal modules in a bottom-up merging order, related grammar modules are sequenced within each phrasal derivation and modules having marked structures are delayed until related unmarked structures are presented was designed. These results allowed us to conclude (i) that UG may still be accessible for language learners if target grammatical structures are sequenced in a bottom-up phrasal order in conformity with the L1 competence, (ii) that grammatical and lexical learning may be suggested as other criteria for

selecting and grading grammatical contents in a foreign language syllabus, and (iii) that a language specific first language competence based syllabus may be designed for foreign language learners of every language. Of course, following such a syllabus may require genuine teaching techniques such as binary merging exercises and course books which are prepared for students speaking a specific first language and based on this specific grammatical competence. Therefore, this study which is based on acquisitional theories of UG tries to improve a new syllabus designed as to the parametric variations set between English and Turkish in earlier studies needs a further applied research on L2 learners in order to be tested for efficiency and productivity, which may lead to a minimalist and economic approach to language teaching.

References

- Bley-Vroman, R.W. (1989). The logical problem of second language learning. In: V.J. Cook & M. Newson (1996) .*Chomsky's Universal Grammar*. Oxford: Blackwell Publishers Ltd.
- Brown, D.H. (2000). *Principles of Language Learning and Teaching*, 4th ed. New York: Addison Wesley Longman.
- Bulut, T. (1996). *The availability of Universal Grammar to adult Turkish learners of English: Parameter resetting*. Unpublished PhD thesis. Adana: Çukurova University.
- Can, C. (2000). Türk yetişkinlerin İngilizceyi ikinci dil olarak edinimlerinde sözdizimi: ED'ye erişim savlarının sınanması. *XIV Dilbilim Kurultayı Bildirileri*. Adana: Çukurova Üniversitesi Yayınları. 171-80.
- Chomsky, N. (1981a). *Lectures on Government and Binding*. Dordrecht: Foris.
- Chomsky, N. (1981b). Principles and parameters in syntactic theory. In: Hornstein, N. & Lightfoot, D. eds. *Explanations in linguistics*, London: Longman.
- Cook, V. J. (1985). Chomsky's Universal Grammar and second language learning. *Applied Linguistics*.6.1-18.
- Cook, V. J. (1993). *Linguistics and Second Language Acquisition*. Basingstoke: Macmillan.
- Cook, V. J. (2001). *Second Language Learning and Second Language Teaching*. 3rded. Arnold, London: Arnold.
- Cook, V. J. & Newson, M. (1996). *Chomsky's universal grammar: an introduction*, Oxford: Blackwell.
- Cummins, J., Swain M., Nakajima, K., Handscombe, J., Green D., & Tran, C. (1984). Linguistic interdependence among Japanese and Vietnamese immigrant students. In: Rivera, C. *Communicative Competence Approaches to Language Proficiency Assessment: Research and Application*, Clevedon: Multilingual Matters. 60-81.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Madrid: Oxford University Press.
- Eckman, F. (1977). Markedness and the contrastive analysis hypothesis. *Language Learning*. 27. 315 – 330.
- Ellidokuzoğlu, H. (1994). *Parameter setting in second language syntax: The case of Turkish learners of English*. Published Doctorate Dissertation. Istanbul: Boğaziçi University.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. New York: Oxford University Press.

- Eng, W. B., & Muftah, M. Y. A. (2011). English Verb Movement Parameter in the inter language of L1 Arabic Speakers, *The Linguistics Journal*, 5.1, 125-168.
- Epstein, S., Flynn, S. & Martohardjono, G. (1996). Second language acquisition: theoretical and experimental issues in contemporary research. *Brain and Behavioural Sciences*. 19. 677-758.
- Erk-Emeksiz, Z. (2001). Do adult second language learners have Access to UG? . In: Aydın, Ö. İkinci Dil Ediniminde Evrensel Dilbilgisine Erişim. *Dilbilim ve Uygulamaları Dergisi*. 2. 11-30.
- Felix, S.W. (1978). Some differences between first and second language acquisition. In: Cook, V.J. & Newson, M. *Chomsky's Universal Grammar*. Oxford: Blackwell Publishers.
- Flynn, S.(1987). *A Parameter-Setting Model of L2 Acquisition*. Dordrecht: Reidel.
- Hawkins, R. & Chan, C. (1997). The partial availability of Universal Grammar in second language acquisition: the 'failed features' hypothesis. *Second Language Research*. 13. 187-226.
- Johnson, M. (2004). *A Philosophy of Second Language Acquisition*. London: Yale University Press.
- Kara, M. (2010). Gazi Üniversitesi TÖMER öğrencilerinin Türkçe öğrenirken karşılaştıkları sorunlar ve bunların çözümüne yönelik öneriler. *Gazi Üniversitesi Türk Eğitim Bilimleri Dergisi*. Yaz. 8.3.
- Keenan, E. L. (1972). On Semantically Based Grammar. *Linguistic Inquiry*. 3. 413-461.
- Krashen, S. D. (1987). *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall.
- Larsen-Freeman, D. (1975). The acquisition of grammatical morphemes by adult ESL students. *TESOL Quarterly*. 9. 409-419.
- Nicol, J. & Greth, D. (2003). Production of subject-verb agreement in Spanish as a second language. *Experimental Psychology*. 50 (3). 196-203.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Oxenden, C. & Latham-Koenig, C. (2009). *New English File (Beginner)*. Oxford: Oxford University Press.
- Oxenden, C. & Latham-Koenig, C. (2012). *New English File (Pre-Intermediate)*. Oxford: Oxford University Press.
- Oxenden, C. & Latham-Koenig, C. (2012). *New English File (Intermediate)*. Oxford: Oxford University Press.
- Oxenden, C. & Latham-Koenig, C. (2013). *New English File (Upper-Intermediate)*. Oxford: Oxford University Press.
- Radford, A. (2004). *Minimalist syntax: Exploring the structure of English*. Cambridge: Cambridge University Press.
- Schachter, J. (1988). Second Language Acquisition and its relationship to Universal Grammar. *Applied Linguistics*. 9(3). 219-235.
- Schwartz, B. & Sprouse, R. A. (1996). L2 cognitive states and the full transfer/full access model. *Second Language Research*. 12. 40-72.
- Şeker, E. (2010). *Communicative Approach as an English Language Teaching Method: Van Atatürk Anatolian High School Sample*. Unpublished M.A. thesis, Van: Yüzüncü Yıl University.

- Şeker, E. (2015a). *A Minimalist Approach to Analyzing Phrase Structures through Universal Principles and Parameters to Identify Parametric Variations Between English and Turkish Languages*. Unpublished PhD thesis. Van: Yüzüncü Yıl University.
- Şeker, E. (2015b). Categorization And Syntactical Analysis of Nominalizers In Turkish: A Minimalist Approach /Türkçedeki Adlaştırmaların Sınıflandırılması ve Sözdizimsel Çözümlemesi: Minimalist Bir Yaklaşım, *Turkish Studies*. 10 (12). 981-998.
- White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press.

Evrensel Dilbilgisine Erişim Bağlamında Anadili Türkçe Olan ve İngilizceyi Yabancı Dil Olarak Öğrenenler İçin Edinç Temelli İzence Tasarımı

Öz

Bu çalışma Türkçe konuşan öğrenciler için İngilizce dilbilgisinin Evrensel Dilbilgisine erişilebilirliği sağlayacak şekilde sunulması durumunda İngilizce dilbilgisi öğrenmenin daha basit ve kolay bir şekilde gerçekleşeceği varsayımına dayanan ve anadili Türkçe olan İngilizce öğrencileri için bir İngilizce dilbilgisi izlencesi tasarlamayı amaçlamaktadır. Bu çalışmada öncelikle güvenilir ve geçerli bir İngilizce dil öğretimi kaynak ders kitabında sunulan geleneksel dilbilgisi konularının önemli bir kısmı Türkçe ve İngilizce dilleri arasında belirlenen belli sayıdaki deęiştirgenler bağlamında çözümlenerek bu konu içeriklerinin ne kadarının anadil edinci ile erişilebilir olduğu tespit edilmeye çalışılmıştır. Daha sonra buradan elde edilen sonuçlar bir yabancı dil öğrenim izlencesi geliştirmek için kullanılmış ve buna göre Türkçe konuşan İngilizce öğrencileri için bir öğrenim sıradüzeni önerilmiştir. Geleneksel dilbilgisi konuları öncelikle öbek yapılarına göre sınıflandırılmış ardından birbirine karşılık gelen örnek Türkçe ve İngilizce yapılar deęiştirgensel farklılıklar dikkate alınarak incelenmiştir. Sonuç olarak, deęiştirgensel farklılıklar ve dile özgü dilbilgisel özellikler dikkate alınarak edinç temelli bir İngilizce dilbilgisi izlencesi önerilmiştir. Bu çalışmada yabancı dilbilgisi öğretiminde doğal bir dil türetme düzeni takip edilerek gereksiz dilbilgisi açıklamalarından kurtulmayı sağlayacak ve anadili Türkçe olan İngilizce öğrencilerinin kendi Türkçe dilbilgisi edinçleri yoluyla İngilizce dilbilgisi öğrenmelerine kolay bir erişim sağlayacak bir izence tasarlamayı amaçlamaktayım.

Anahtar sözcükler: İngilizce; izence; erişilebilirlik; edinç; Evrensel Dilbilgisi

AUTHOR BIODATA

1. **Name Surname:** Emrullah ŞEKER
2. **Date of Birth:** 08.Feb.1973
3. **Title:** Assistant Professor Doctor (Assist. Prof. Dr)
4. **Educational Status:** PhD

Derece	Alan	Üniversite	Yıl
B.A.	İngilizce Öğretmenliği	Çukurova Üniversitesi	1998
M.A.	İngiliz Dili ve Edebiyatı	Yüzüncü Yıl Üniversitesi	2010
PhD	İngiliz Dili ve Edebiyatı	Yüzüncü Yıl Üniversitesi	2015

5. Publications**5.1. Essays**

ŞEKER, E., (2015). “Categorization And Syntactical Analysis Of Nominalizers In Turkish: A Minimalist Approach / Türkçedeki Adlaştırıcıların Sınıflandırılması ve Sözdizimsel Çözümlemesi: Minimalist Bir Yaklaşım”, *TURKISH STUDIES -International Periodical for the Languages, Literature and History of Turkish or Turkic-*, ISSN: 1308-2140, (Prof. Dr. Şefik Yaşar Armağanı), Volume 10/12 Summer 2015, ANKARA/TURKEY, www.turkishstudies.net, DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.8650>, p.

ŞEKER, Emrullah, (2013), “Paradigmatic, Syntagmatic and Contextual Relations in Araby”, *Akademik Bakış Dergisi (AKBA)*, No. 36, 1-21.

AYDIN, İlker; ŞEKER, Emrullah, (2013), “A Comparative Study on English and Turkish Syntactic Structures within the terms of the Minimalist Program”, *International Journal of Linguistics*, Vol.5, No.1, 231-246.

AYDIN, İlker; ŞEKER, Emrullah, (2012), “Textometry: A Method for Numerical Representation of a Text”, *International Journal of Humanities and Social Science*, Vol.2, No.23, 167-182.

ŞEKER, Emrullah, (2012), “A Comperative Study on Sentence and Clause Structures in Turkish and English”, *International Journal of Social Science Tomorrow*, Vol.1, No.9, 1-9.

5.2. Papers

ŞEKER, Emrullah, (2013), “A Minimalist Approach to Language Teaching”, 5th *International Congress of Educational Research*, 6-9 June, Çanakkale Onsekiz Mart Üniversitesi, Çanakkale, Türkiye.

5.3. Dissertations

ŞEKER, Emrullah, (2015) “A Minimalist Approach to Analyzing Phrase Structures through Universal Principles and Parameters to Identify Parametric Variations Between English and Turkish Languages”, Unpublished PhD dissertation.

ŞEKER, Emrullah, (2010), “Communicative Approach as an English Language Teaching Method: Van Atatürk Anatolian High School Sample”, Unpublished M.A. dissertation.

6. Administrative Charges

Muş Alparslan University, Faculty of Education, Head of the ELT Department (2015-.....).

Muş Alparslan Üniversitesi, Uluslararası İlişkiler Birimi, Erasmus Ofis Personeli (2010- 2014).

7. Field of Interest and Courses

Linguistics, Universal Grammar, Minimalist Program, Foreign Language Teaching, Second Language Acquisition, Multilingualism, Comparative Linguistics, ELT, Turkish Grammar, Teaching of Turkish as a Foreign Language