Comparison of grammar teaching by the intuitive and direct lecture methods in terms of their effect on student achievement and attainment

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Abstract

This study investigates the effect of grammar teaching by the intuitive method on student achievement and attainment through comparison with the effect of the direct lecture method on the same variables. The study used the pretest-posttest control group design, a quasi-experimental design under the experimental research method, by adopting a quantitative research approach. It was conducted with the 8th grade students attending Yakupoğlan Middle School in the central district of Turkey's Sivas province in the 2020-2021 academic year. The study group consists of 24 students in the experimental group, in which the intuitive method was implemented, and 21 students in the control group exposed to the direct lecture method. The achievement test prepared by the researcher was used for data collection. The achievement and attainment levels of the experimental and control groups were determined and compared through independent groups t-test, Wilcoxon test, and Mann-Whitney U test. At the end of the experiment, the mean posttest score of the students in the experimental group subjected to the intuitive method was significantly higher than their mean pretest score. Although the mean posttest score of the control group students exposed to the direct lecture method was higher than their mean pretest score, such difference was not at a significant level. In addition, the experimental group students were determined to have a significantly higher mean attainment score than the control group students. The study shows that the intuitive method, which is based on constructivist learning approach, yields more effective results in grammar teaching than the direct lecture method.

Keywords: Grammar teaching, intuitive method, direct lecture method, student achievement

1. Introduction

An individual must know and successfully apply the rules of their native language for a successful use of that language to occur. For this reason, the teaching activities carried out in Turkish classes play an important role in improving the native language skills of individuals speaking that language. Grammar teaching acts as a means of improving the

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individual's linguistic skills. This has led to a new method in teaching grammar: the intuitive method. The intuitive method has its theoretical foundations in the constructivist approach (Altunkaya, 2019: 214).

From the perspective of the constructivist approach, the Turkish course is a whole involving four basic language skills, i.e., listening, speaking, reading, and writing. Grammar is part of this whole as well; however, grammar teaching is not considered as a separate learning area. That is to say, there is no separate class time in which mere grammar rules are given to students (Bağcı Ayrancı, 2017: 146). The aim of grammar teaching is not to teach the rules of the language, but to improve language skills. Thanks to grammar teaching, the individual notices the subtleties of the language, understands it better, and uses it more effectively (Aytaş & Çeçen, 2010: 82)

Traditional grammar teaching puts the student in a passive, rote learning position. The grammatical structure aimed to be taught is mentioned, and the rule is tried to be taught through examples. In other words, a deductive understanding prevails in teaching. However, according to the constructivist approach, the student must actively participate in the process for retention of learning. The basis of this learning and teaching approach is to improve the mental skills of the individual, thereby keeping them away from rote learning and allowing them to discover grammatical structures. An inductive teaching is adopted by giving importance to processes such as the function of the grammatical structure aimed to be taught, its contribution to the text, and its effect on comprehension and expression skills (Türkel & Dundar, 2020: 201-202; Göçer, 2015: 234).

Grammar is the set of rules to be considered while using a language. The best example of language use is seen in texts. Meaningful structures formed by elements such as words, sentences, and images are called texts. All kinds of subtleties of language are contained in texts. In a way, texts are the application areas of the language and are the building blocks where the functions of the language can be seen concretely. Therefore, grammar teaching should be based on texts. As a matter of fact, modern grammar teaching is based on texts (Sağır & Atalay, 2016: 15-16; Temizkan, 2014: 135).

Grammar teaching should address the comprehension and expression skills of the individual and support, explain and organize such skills. Grammar teaching should be conducted within the four basic language skills of the individual. Grammar rules should be implied through a holistic understanding and various activities. This practice derives from the thought that grammar teaching without establishing a connection with language skills will push the individual to memorize the rules (Güven, 2013: 8; Erdem & Çelik, 2011: 1059-1060).

It is possible to basically divide the approaches adopted in grammar teaching into two as "Traditional" and "Constructivist":

Table 1. Comparison of Traditional and Constructivist Grammar Approaches

Traditional Grammar	Constructivist Grammar
Grammar teaching is a separate learning area.	Grammar teaching is not a separate learning area.
Grammar teaching is regarded as a separate course.	Grammar teaching is performed as a whole based on the basic language skills of the individual.
Grammar is taught based on the memorization of rules.	Teaching is performed in a way that allows the individual to functionally use the rules of the language.
The rules of the language are deductively taught from the whole to the part.	An inductive approach is adopted; that is, it is ensured that the individual intuits the rules of the language from the part to the whole.
The rules are given by the teacher.	It goes from the example to the rule, and the student discovers the rule.

1.1. 1.1. Intuitive Method in Grammar Teaching

One of the grammar teaching methods based on the constructivist learning approach is the intuitive method. This method is grounded on the principle that students notice various grammatical rules based on the context of the text, make them a rule, and apply them in different situations. It is also known as the "inductive approach" in the literature. It is possible to call it "active discovery process" as well in terms of the principles it adopts and its implementation (Chartrand, 1995: 33). In this method, grammar teaching is performed on the basis of texts. The discovery of linguistic structures and their functional use are considered important (Altas, 2009: 72). This shows the reason why induction, which goes from examples to rules in teaching, is used within the intuitive method.

In grammar teaching, individuals should acquire both declarative and conditional knowledge about the language. Declarative knowledge is related to knowing the rules of the language while conditional knowledge is about the individual's awareness of how and when to apply the rule in question. In other words, it refers to knowing where the abstract conceptual knowledge will be used concretely. The Turkish course is about using knowledge beyond having it and requires practice. Acquiring the ability to use conditional knowledge requires the individual to recognize linguistic contexts. The intuitive method is a text-based method that is used for this purpose and goes from the example to the rule. The constant activeness of the individual throughout the process lays the foundation for their research skills as well. Hence, besides being efficient in many ways in terms of teaching, it is an intriguing method for students. This method requires doubt and creativity. The research skill gained by the individual also supports research in different fields. This grammar teaching method, which supports students' sense of curiosity, takes the individual out of a passive position and directly involves

them in the solution of any problem. In this way, the student is taught to learn. The retention of learning is among the other advantages of the intuitive method (Göçer, 2015: 236-237; Chartrand, 1995: 32; Sağır & Atalay, 2016: 114). The intuitive method involves a multi-stage process including "Introduction, Observing the Event, Changing the Examples and Formulating Hypotheses, Verifying the Hypotheses, Building a Rule, Exercises, and Putting into Practice". These stages and the actions to be taken are as follows (Chartrand, 1995: 33-34; Groupe Departemental Maıtrıse De La Langue, 2008: 8; Güneş, 2021: 280-283):

1. Introduction: It includes activities such as motivating students, informing them about the goal, attracting their attention, and revealing their prior knowledge. At this stage, teachers should focus on the function of grammar and talk about its contributions to the individual. A connection should be established between the subject aimed to be intuited and the student's interests and needs. Question-answer exercises are among the teaching activities that can be used for these purposes (Erdem & Çelik, 2011: 1060)

2. Observing the Event: The first thing to be done in the application of the intuitive method is to make the students observe. Observations are made systematically through texts that can concretely show the grammatical rule or rules aimed to be taught to the individual. In this process, linguistic facts constituting a corpus are collected. A corpus contains examples of language use. With the observations, it is aimed for the individual to discover grammatical rules. Other practices to be performed at this stage are grouping the similar pieces of information in the text, comparing with different examples, verifying, and questioning. It should be remembered that the above practices should be performed by the student, and the teacher should guide the process. By this means, it will be ensured that students distinguish the linguistic structures that are aimed to be observed.

The first thing to do in grammar teaching is to provide students with a common text and enable them to discover knowledge through the text. When selecting the texts, the student level should be taken into account, and fluent writers should be selected (Güven, 2013: 8).

3. Changing Examples and Formulating Hypotheses: This stage is based on changing examples to reveal a particular aspect of the language. Different examples are examined through practices such as "comparison, classification, adding and removing expressions, and substitution". If the same results are obtained at the end of these practices, the individual is expected to form an explanatory hypothesis.

Examples play an important role in grammar teaching. The aim is to have a rule discovered. Students should be provided with ample examples showing the use of the language. Language proficiency develops in a gradual process as students form hypotheses about the functioning of the target language, test them, and receive responses. For this, teachers should encourage students to take risks, make assumptions,

and test them. Encouraging all communication attempts and striking a reasonable balance between tolerance and correction, creating a friendly classroom atmosphere, etc. are important aspects of learning (Nguyen, 2003: 93-95).

In grammar teaching, rich examples should be used to enable the student to intuit and use the rule correctly. For example, the student who sees in the examples that the Turkish word "güzel", meaning "good", can be used as an "adjective" should see in another example that the same word can also be used as an "adverb" ("Güzel araba gidiyordu. / Araba güzel gidiyordu." ["The good car was going. / The car was going well."]) Thus, the students will be able to see different aspects of any rule, and wrong generalizations will be prevented (Demirel, 1999: 77).

Another reason for benefiting from ample examples in grammar teaching is that grammar, as a subject area, includes abstract rules. To raise students' comprehension levels, practices such as making the individual observe through plenty of examples and making use of intuition instead of giving the rule should be employed (Öz, 2003: 159)

4. Verifying the Hypotheses: It is aimed at verifying the knowledge acquired through observations in different examples. The hypotheses set for this purpose are tested on other texts. If the hypothesis verifications reveal that the discovered rule or rules can be generalized over other examples, they can turn into a law or a rule.

It is important to set various conditions in order to implement the intuitive method and in order for students to attain certain results. First of all, students should be able to apply the rule they have determined on other texts. The grammatical structures that are intended to be intuited by the student in the text-context relationship should be tested on as many texts as possible without being subject to a certain limit.

5. Building a Rule: The rule building stage is based on checking the verified hypothesis through various reference books. It is the stage where the hypothesis is elaborated as a rule. Use of more than one source at the stage of validating the hypotheses will show the individual that a rule can be defined in different ways.

Students having a good grammar book will mean a possibility of resorting to it as a source in various activities including "rules, examples, and exercises" (Demirel, 1999: 78).

6. Exercises: After the rule is acquired, it is ensured that the individual does various exercises allowing them to functionally use the conditional knowledge. At this stage, different linguistic contexts are used. The types of procedures performed at this stage from simple to complex are as follows (Güneş, 2013: 182):

- Recognizing grammatical phenomena, highlighting, browsing, tagging, reviewing, and schematizing,
- Recognizing grammatical phenomena and verifying them through spelling rules,
- Sentence building exercises aimed at demonstrating and changing the function of the phenomenon under study,

- Correction exercises in sentences or short texts, verifying appropriate changes,
- Text production (writing) exercises based on precise instructions.

7. Putting into Practice: At this last stage, the individuals produce new texts by applying what they have learned to different situations. This stage also involves assessment. The first condition of ensuring retention of learning in grammar teaching, as in every field of education, is the vitality and applicability of what is learned. At this point, the teacher should guide their students and ensure that what is learned is used in oral and written expressions (Güven, 2013: 8).

The intuitive method is based on the principle of unearthing a rule that has not yet been detected. It is a method beyond a mere transfer of a rule or having the individual memorize it. By using induction in teaching, it is ensured that the student reaches the rule or principle themselves. Learning becomes more permanent thanks to this method, which proceeds with examples, similarities, and reaching the rule, respectively. Teachers should always offer tips and guide their students in the teaching process. While the students are performing the text analysis, the teachers are expected to attract their attention and make them intuit the subject. If gaps are detected in the text, the student should be encouraged to re-examine and read the text. The task of reaching the result – identifying and using the grammatical rules – is vested in the student (Önal, 2010: 25; Sever, Kaya, & Aslan, 2011: 26; Göçer, 2015: 235; Altas, 2009: 86).

The Turkish Ministry of National Education (MEB) 2019 Turkish Course Curriculum was structured by considering the way and level of meaning construction of the individual. Taking into account the developmental characteristics of the students, the position of acquisitions based on grammar within the basic language skills was re-arranged to give them much more space and a gradual structure, and it was aimed to enhance the students' ability to use the language through high-level thinking (Şahin, 2019: 48). In this regard, the intuitive method is a suitable method for the students to achieve the grammatical learning outcomes in the Turkish Course Curriculum.

The purpose of this study is to determine the effect of the intuitive method used in grammar teaching on student achievement and to compare the effects of the direct lecture method and the intuitive method on student achievement and attainment in grammar teaching. The study uses "defective expressions" as a grammar subject. As a learning outcome, it addresses "capability to identify defective expressions", which is under the "vocabulary" subtitle of the reading skill learning domain of the Primary Education Turkish Course Curriculum, for experiment. Hence, the main problem of the study is as follows: Is there a significant difference between the mean achievement and attainment scores of the primary education 8th grade students in the experimental group to whom the "defective expressions" subject of the Turkish course was taught by the intuitive method and those of the students in the control group exposed to the direct lecture method? The sub-problems of the study are as follows:

1. Is there a significant difference between the mean pretest score of the control group students exposed to the direct lecture method and that of the experimental group students taught by the intuitive method?
2. Is there a significant difference between the mean posttest scores of the control group students exposed to the direct lecture method and those of the experimental group students taught by the intuitive method?
3. Is there a significant difference between the mean pretest and posttest scores of the experimental group students taught by the intuitive method?
4. Is there a significant difference between the mean pretest and posttest scores of the control group students taught by the intuitive method?
5. Is there a significant difference between the mean attainment score of the control group students exposed to the direct lecture method and that of the experimental group students taught by the intuitive method?

2. Method

2.1. Research Model

The study used the "pretest-posttest control group design", a quasi-experimental design under experimental research method, by adopting a quantitative research approach. Experimental research involves a random formation of groups and the statistical comparison of at least two groups. The purpose of the experimental method is to determine the cause-and-effect relationships between the variables (Büyüköztürk, Demirel et al., 2011: 188-191). In this model, the participants are divided into experimental and control groups. While the control group is used only to collect data without any experimental intervention, the experimental group is exposed to an experiment and intervention in order to determine the effect of the independent variable (Özmen, 2014). In this study, as independent variables, the intuitive method was applied in the experimental group and the direct lecture method was implemented in the control group, and their effects on grammar achievement and attainment were determined and compared.

2.2. Study Group

The study group consists of 8th grade students attending Yakupoğlan Middle School located in the central district of Turkey's Sivas province in the 2020-2021 academic year. The study was conducted under pandemic conditions. The fact that all primary schools (including elementary schools and middle schools in Turkey), except for village schools, were physically closed and distance education was offered in those schools in that period led the researcher to conduct the experimental study in a school that was not closed and where face-to-face education was ongoing. Meeting the criteria of face-to-face education,

accessibility, and convenience for data collection, Yakupoğlan Middle School was chosen for the study. Before data collection, necessary permissions were obtained from Sivas Provincial Directorate of National Education. The experimental and control groups from which the data were collected were randomly assigned. The control group consisted of 21 students while the experimental group contained 24 students. To determine whether the experimental and control groups were experimentally equivalent, the mean pretest scores were compared before the experiment. The pretest results showed the groups to be equivalent.

2.3. Data Collection Tools

"Defective Expressions Achievement Test" (DEAT) was developed by the researcher for data collection. Before the experiment, a literature review was conducted to ensure the content validity of the DEAT, as well as receiving the opinions of relevant domain experts (Turkish teachers and academics). Seven subtitles were determined while developing the DEAT. These subtitles are related to semantically defective expressions (Doğan & Karaağaç, 2012). The draft test contained five questions for each subtitle. Thus, the pilot study of the draft test consisted of 35 questions in total. The draft test was administered to 31 students attending another middle school conducting face-to-face education that had similar features to the school where the main study would be carried out. The draft test involved the following subtitles:

1. Use of redundant suffixes and words
2. Using contradictory words together
3. Incorrect suffix and word use
4. Idiom and proverb mistakes
5. Using the word in a wrong place
6. Ambiguity
7. Logic errors

The data obtained from the pilot study were analyzed in the SPSS program, and the item difficulty indexes and the item discrimination indexes of the test items were examined. 16 items with an item discrimination level higher than 0.30 were directly included in the final DEAT. The four items having an item discrimination level in the 0.20-0.30 range were corrected by consulting expert opinion and included in the final DEAT. In that way, the final test consisting of a total of 20 items was obtained. The reliability coefficient of the final test is 0.81 (KR-20). The subtopic titles of the items making up the final test are listed below.

Table 2. DEAT Subtopic Distribution

Topic	Question distribution
Use of redundant suffixes and words	3 questions
Using contradictory words together	3 questions
Incorrect suffix and word use	3 questions
Idiom and proverb mistakes	3 questions
Using the word in a wrong place	3 questions
Ambiguity	2 questions
Logic errors	3 questions

2.4. Data Collection Process

Table 3 shows the activities and procedures performed during the data collection process as well as their time distribution.

Table 3. Work Schedule of the Study

Literature review	01 August 2020-14 December 2020
Preparation of data collection tools	14 December 2020-01 March 2021
Pilot experiment	01 March 2021-26 March 2021
Conducting pretests	26 March 2021
Main experiment on the experimental and control groups	29 March 2021-23 April 2021
Conducting posttests	26 April 2021
Data analysis	26 April 2021-10 May 2021
Evaluation of results	10 May 2021-17 May 2021
Writing the full text	17 May 2021-1 June 2021

Before the experiment, the "defective expressions" subject was taught to the control group students by using the direct lecture method. "Use of redundant suffixes and words", "using contradictory words together", and were taught in the first week, "using the word in a wrong place" and "idiom and proverb mistakes" in the second week, and "ambiguity" and "logic errors" in the third week by using the direct lecture method. In the fourth week, the taught subjects were repeated, reinforced, and practiced.

Before the experiment, the Turkish teacher who would teach the experimental group the "defective expressions" subject through the intuitive method was informed about the method, its implementation steps, and the lesson plans. The researcher acted as an observer and guide in the experimental process. The "defective expressions" subject was

taught to the experimental group students through the intuitive method for four weeks. "Use of redundant suffixes and words", "using contradictory words together", and were taught in the first week, "using the word in a wrong place" and "idiom and proverb mistakes" in the second week, and "ambiguity" and "logic errors" in the third week by using the intuitive method over the texts. The fourth week involved exercises such as creating different texts based on what was learned and applying the learning on different texts.

2.5. Data Analysis

SPSS program was used to analyze the obtained data. When comparing the mean pretest and posttest scores of the experimental and control groups within themselves and with each other, it was first checked whether the test scores had a normal distribution. The Shapiro-Wilk normality test was used for this. The skewness and kurtosis values of the test scores were also examined. The tests to be used for determining the difference between the means were decided accordingly. For comparison of the pretest and posttest scores of the two separate groups, the independent groups t-test was used when both test scores showed a normal distribution while the Mann-Whitney U test was used when there was not a normal distribution. In the comparison of the mean pretest and posttest scores of the two groups within themselves, Wilcoxon test was used since the pretest scores were normally distributed, but the posttest scores were not. As the attainment scores were seen to be normally distributed in both groups, the independent groups t-test was used for comparing the mean attainment scores of the groups.

3. Findings

3.1. Findings on the First Sub-Problem and Their Interpretation

The first sub-problem of the study was set as "Is there a significant difference between the mean pretest score of the control group students exposed to the direct lecture method and that of the experimental group students taught by the intuitive method?" Since the pretest scores of the control group and experimental group students showed a normal distribution, the independent groups t-test was used to check the difference between the mean scores. The test results are shown in Table 4.

Table 4. T-Test Results for the Mean Pretest Scores of the Control Group and Experimental Group Students

Group	N	$\bar{x}$	Sd	df	t	p
Experimental group	24	10.33	4.39		-0.073	0.942
				43		
Control group	21	10.42	4.34			

*p<.05

As shown in Table 4, the mean pretest score of the experimental group students was 10.33 while that of the control group students was 10.42. Thus, it was understood that there was no significant difference between the mean scores of the two groups [t=-.073 and p>0.05]. Accordingly, it can be said that the experimental group and the control group students had equivalent knowledge on the "defective expressions" subject before the experiment.

3.2. Findings on the Second Sub-Problem and Their Interpretation

The second sub-problem of the study was set as "Is there a significant difference between the mean posttest score of the control group students exposed to the direct lecture method and that of the experimental group students taught by the intuitive method?" For the mean posttest scores of both the experimental and control group students did not show a normal distribution, the obtained data were analyzed using the Mann-Whitney U test, a nonparametric test used in the comparison of independent groups, to check the difference between the mean scores. The test results are shown in Table 5.

Table 5. Mann-Whitney U Test Results for the Mean Posttest Scores of the Control Group and Experimental Group Students

Group	N	Mean rank	Rank sum	Sd	U	p
Experimental group	24	25.81	619.50	5.34		
					184.500	0.123
Control group	21	19.79	415.50	4.45		

*p<.05

As shown in Table 5, the mean rank of the posttest scores of the experimental group students was 25.81 while that of the control group students was 19.79. The statistical values determined to see whether there was a significant difference between the mean posttest scores of the experimental group and the control group students [u=184.500 and p>0.05] showed no significant difference between the mean scores of the groups.

3.3. Findings on the Third Sub-Problem and Their Interpretation

The third sub-problem of the study was set as "Is there a significant difference between the mean pretest and posttest score of the experimental group students taught by the intuitive method?" As the pretest scores of the experimental group students showed a normal distribution, but their posttest scores did not do so, the obtained data were analyzed by using the Wilcoxon signed-rank test, a nonparametric test used in the comparison of dependent groups, for checking the difference between the mean scores. The test results are shown in Table 6.

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Table 6. Wilcoxon-Signed Rank Test Results for the Experimental Group Students' Mean Pretest and Posttest Scores

Posttest/Pretest	N	Mean rank	Rank sum	Sd	z	p
Negative Rank	1	3.50	3.50	4.39		
					-4.105	0.000*
Positive Rank	22	12.39	272.50	5.34		
Equal	1					

*p<.05

As shown in Table 6, the negative mean rank of the experimental group students was 3.50 while their positive mean rank was 12.39. The statistical values determined to see whether there was a significant difference between the experimental group students' mean pretest and posttest scores [z=-4.105 and p<0.05] indicated a significant difference between the said scores of the group, with the mean posttest score being significantly higher than the mean pretest score.

3.4. Findings on the Fourth Sub-Problem and Their Interpretation

The fourth sub-problem of the study was set as "Is there a significant difference between the mean pretest and posttest score of the control group students taught by the direct lecture method?" As the pretest scores of the control group students showed a normal distribution, but their posttest scores did not do so, the obtained data were analyzed by using the Wilcoxon signed-rank test, a nonparametric test used in the comparison of dependent groups, for checking the difference between the their mean scores. The test results are shown in Table 7.

Table 7. Wilcoxon-Signed Rank Test Results for the Control Group Students' Mean Pretest and Posttest Scores

Posttest/Pretest	N	Mean rank	Rank sum	Sd	z	p
Negative Rank	4	8.25	33.00	4.34		
					-1.843	0.065
Positive Rank	12	8.58	103.00	4.45		
Equal	5					

*p<.05

As shown in Table 7, the negative mean rank of the control group students was 8.35 while their positive mean rank was 8.58. That is, the values were close to each other. The statistical values determined to see whether there was a significant difference between

the control group students' mean pretest and posttest scores [z=-1.843 and p>0.05] indicated no significant difference between the scores in question.

3.5. Findings on the Fifth Sub-Problem and Their Interpretation

The fifth sub-problem of the study was set as "Is there a significant difference between the mean attainment test score of the control group students exposed to the direct lecture method and that of the experimental group students taught by the intuitive method?" To determine the attainment scores of the control group and experimental group students, the pretest scores were subtracted from the posttest scores, and then the obtained data were subjected to the normality analysis. For the attainment scores of the groups showed a normal distribution, the data were analyzed using the independent groups t-test. The test results are shown in Table 8.

Table 8. T-Test Results for the Mean Attainment Scores of the Control Group and Experimental Group Students

Group	N	$\bar{x}$	Sd	df	t	p
Experimental group	24	3.16	2.39			
				43	3.950	0.000*
Control group	21	0.71	1.64			

*p<.05

As shown in Table 8, the mean attainment score of the experimental group students was 3.16 while that of the control group students was 0.71. Thus, a significant difference was found between the mean scores of the two groups [t=3.950 and p<0.05]. The experimental group students taught by the intuitive method were determined to have a significantly higher mean attainment score than the control group students exposed to the direct lecture method. This difference can be attributed to the teaching method implemented.

4. Conclusion and Discussion

The intuitive method is based on text-based grammar teaching (Aarts, 1991; Anderson, 2019). For this reason, the results of the present study will be discussed by referring to the results of the studies on text-based grammar teaching carried out in previous years. The results of the present study are as follows:

There was no significant difference between the mean pretest scores of the control group and experimental group students before the "defective expressions" subject was taught. That being the case, the students made up two groups that were equivalent to each other in terms of the knowledge of the "defective expressions" subject" and there was no factor affecting the research due to their prior knowledge.

The mean posttest score of the experimental group students was significantly higher than their mean pretest score. This reveals that the intuitive method is an effective teaching method for ensuring grammar success. The above result can be attributed to the intuitive method. This is also consistent with Çeçen (2007), Çelik & Elkatmış (2013), Yakışan (2017), and Arslan (2020). In Çeçen's (2007) study titled "Teaching Grammar through Text", subjects such as "derivational affixes", "words in terms of structure", "adjectives", "adverbs", "complementary verbs", and "elements of the sentence" were taught to the experimental group students through a text-based grammar teaching approach while the same subjects were taught to the control group by the traditional (classical) method. In that study, the experimental group students were found to have a significantly higher mean posttest score. Yakışan's (2017) study titled "Examination of the Effect of Discovery Learning on Student's Achievement and Retention in Teaching Grammar in Secondary Schools" involved teaching grammar subjects through texts. In other words, texts were used in the use of discovery teaching strategy in grammar teaching. In that study, the control group students were taught by presentation while the experimental group students were taught by discovery. The study found that teaching by discovery using the individual's basic language skills had a positive effect on students' both academic achievement and retention in learning. In Çelik and Elkatmış's (2013) study titled "The Effect of Corpus Assisted Language Teaching on the Learners' Proper Use of Punctuation marks", the subject of punctuation marks was taught based on text-based practices. That study was based on enabling students to make inferences about the use of punctuation marks. The results of that study suggest that corpus assisted activities provide more effective learning than deductive teaching. In Arslan's (2020) study titled "Text-Based Functional Grammar Teaching in Turkish Language Education: An Action Research", it was aimed to prepare an action plan for functional grammar teaching based on texts. That study found that text-based grammar teaching facilitates students' understanding of grammar subjects and positively affects the improvement of basic language skills. As seen in the studies briefly mentioned above, grammar teaching based on texts is a method whose effectiveness in ensuring student achievement has been tested. The present study tested the effectiveness of the intuitive method based on text-based grammar teaching approach and determined that the students in the experimental group in which the intuitive method was applied significantly increased their achievement.

The control group students' mean posttest score was also high relative to their mean pretest score. However, the increase was not significant. This may imply that the direct lecture method is not an effective teaching method for ensuring grammar success.

The study found no significant difference between the mean posttest scores of the experimental and control group students. Although the mean posttest score of the control group students was not significantly higher than their mean pretest score, there was no significant difference between the mean posttest scores of the experimental group and

control group students. This may be because the students were accustomed to traditional grammar teaching. In the study titled "Function of Grammar Learning Domain on Support of Basic Language Skills: A Case Study", Özgül (2020) determined, using the data obtained through observation and document analysis, that traditional methods such as direct lecture are still used in teaching instead of intuition of grammar rules based on texts. Akalın & Kuyumcu Vardar's (2020) study titled "The Investigation of 6th Grade Students' Attainment Level of Grammar and Their Attitudes Toward Turkish Course" indicates that even though the constructivist teaching approach is adopted, traditional practices based on rote learning still continue.

The present study detected a significant difference between the mean attainment scores of the experimental and control group students in favor of the experimental group students. This result can be attributed to the teaching methods implemented in the groups. Relative to the direct lecture method, the intuitive method made a significant contribution to the mean attainment score.

The text-based grammar approach takes its basic principles from the constructivist learning theory. The text-based grammar approach is implemented in Turkish classes through the intuitive method. In the intuitive method, students construct, rather than get, knowledge through texts. This study found the intuitive method to be effective in achieving success in grammar teaching. The results obtained in previous studies based on use of texts in grammar teaching support this, too.

5. Recommendations

Based on the consideration of the results of the study and the observations made by the researcher together, the following recommendations can be made:

1. Experimental studies should be carried out to determine the effect of the intuitive method in other grammar subjects as well.
2. This study was conducted with 8th grade students. The effectiveness of the intuitive method in ensuring the grammar success of students at other levels should also be tested.
3. The study employed quantitative methods. Since the practitioners of grammar teaching are Turkish teachers, opinions should be sought from Turkish teachers about the implementation of the intuitive method.
4. The texts in the primary education Turkish textbooks should be examined to determine whether they are suitable for achieving the grammatical learning outcomes contained in the Turkish Course Curriculum.

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