

THE APPLICATION OF FOCUS ON FORM
IN COMMUNICATIVE COURSES

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Submitted to the Faculty of Human Sciences
in partial fulfillment of the requirement
for the degree of B.A. in the Linguistics
and Languages Department
University of Nariño

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ABSTRACT

This paper examines the use and the effects of Focus on Form (FONF) when teaching a foreign language within communicative courses. The study adopts an implicit grammar instruction that involves two experimental groups in third level of an English course. Following data from a pre-test, it is determined that the English proficiency is weak in terms of recognizing the language in context. Results suggest that FonF promotes an outstanding development of the students' performance using the target language in meaningful environments. This study reports that FonF can provide teachers with valuable information not only to guide the learning process through the use of authentic material and recast but also to enhance negotiation of meaning among students.

RESUMEN

Este trabajo pretende identificar los efectos de "Focus on Form" (FONF) para enseñar una lengua extranjera. El estudio se basa en la implementación de estrategias implícitas las cuales fueron desarrolladas en cursos de inglés comunicativo (nivel 3). Analizando los datos obtenidos de una evaluación previa (Pre-test) se encuentra que los estudiantes poseen dificultades al reconocer la lengua extranjera en contextos reales.

Los resultados plantean que FONF tiene un efecto positivo al utilizar la gramática en situaciones significativas.

Por otra parte, la investigación determina que al aplicar FONF, el docente adquiere importante información para guiar el proceso de aprendizaje a través del uso de material auténtico y correcciones implícitas (recast), que promueven una interacción acorde a los puntos gramaticales establecidos.

Introduction

For many years teachers in *EFL* settings have been using traditional methods in terms of grammar teaching. Although the need for contextualizing grammar instruction has been recognized, a great deal of teaching through traditional methodology still remains in this area.

Traditional notions of forms always entail isolation or extraction of linguistic features from context (Doughty & Williams, 1998). According to Long (1998, in Fotos, 1998) a traditional pedagogy of teaching and testing through isolated linguistic items is outmoded and ineffective. The author then recommends implementing *Focus on Form (FONF)* in syllabus design combining communicative language and instruction on grammar forms in context.

Fotos (1999, in Mennim, 2003) states that through FONF treatment learners tend to notice the target structures in subsequent communicative input. As a result, Ellis and Cardieno (1995, in Fotos, 1998) explain that grammar instruction has been aimed as a facilitator to understand the target form rather than as a complete development of formal knowledge of linguistic rules.

Considering the new perspectives this approach may bring to language teaching, the purpose of this study was to

apply FONF in EFL settings and to identify the effects of inductive grammar instruction.

CHAPTER 1: TECHNICAL-SCIENTIFIC ASPECTS

Topic

Focus on form

Title

The application of focus on form in communicative courses.

Problem Statement

English language teaching in the world has recently focused on applying linguistic instruction within communicative lessons. However, the aim of contextualizing grammatical rules has been marginalized due to the persistent inclusion of traditional methodologies.

In Colombia, schools continue to provide traditional pedagogy classes where the teaching of grammar is relegated to giving learners isolated sentences without recognizing the relationship between form, meaning and use. In many cities such as Pasto, old methodologies still dominate syllabus design in schools. Learners in institutions have received instruction about the forms of the English language but they are not able to identify when and where to use these forms in real-life communication.

Thus, while they recognize that any meaningful communicative exchange entails the use of grammar, they do not learn it in a contextualized way that would enable them to use purposefully what they have learned.

It is important to realize that new trends in grammar teaching feature language structures combined with a communicative activity and that it would be valuable to give these new trends a try in our context. This study then intended to state:

Which were the effects of using Focus on Form to teach grammar in communicative courses?

Furthermore, taking into account this question it is necessary to determine:

Did authentic materials serve as a means to teach grammar inductively?

Could students be encouraged to communicate through meaningful interaction?

Which strategies were suitable to teach grammar in EFL settings using focus on form?

Did students gain progress in their comprehension and production of the target language through the use of focus on form?

Justification

The application of *focus on form* in classroom settings provided the opportunity to recognize that linguistic structures within communicative contexts give learners enhanced opportunities to explore grammar inductively in context. Learners engage in meaningful and genuine

interaction which enables them to achieve communicative proficiency.

An adequate knowledge of focus on form can help English teachers seek and adapt different methodological tools in order to better incorporate the teaching of grammar to the foreign language classroom. Also, the comparison of focus on form with more traditional approaches to grammar teaching may provide teachers with an idea of what works best for a context like Pasto. It is thus important to explore the balance between the applications of exercises of grammatical forms, and to encourage the use of those forms in context. This may contribute to the design of a different syllabus which does not rely completely on structures to approach grammar and where communicative goals are also incorporated.

General Objective.

To identify the effects of teaching grammar through focus on form in communicative courses.

Specific Objectives.

To carry out a pre-test in order to identify students' English level of proficiency.

To apply focus on form instruction through suitable strategies indicated in current literature.

To determine learner's progress through the application of post-tests.

Hypothesis.

Knowing that FONF has influenced the teaching of grammar in ESL settings since it has been noted that students have developed a big range of accuracy in subsequent communicative activities (Doughty and Williams, 1998), the intention of this study was to demonstrate that this approach also served as a way to teach foreign language structures in EFL courses providing learners the opportunity to use that grammar to communicate. Based on this, the study was hypothesized as follows:

H₁= Applying Focus on Form ensured the learning of grammar in EFL settings.

Nevertheless, since this study was an experimental process, it was then hypothesized that FONF might have uncertain outcomes for the teaching and learning process. At this point, the prediction stated:

H₀= Applying Focus on Form did not ensure the learning of grammar in EFL settings.

Variable

The learning of grammar depended on the appropriate application of Focus on Form.

This general variable was clearly seen when identifying the aspects which depended on the assumption that FONF was a new approach to teach grammar.

Independent variable= focus on form.

Dependent variable= grammar learning.

CHAPTER 2: LITERATURE REVIEW

Reference framework

Antecedents

Many authors in the field of *TESOL* (Teaching English as a Second or Foreign Language) have considered the effects of using FONF to teach grammar. These authors have developed several studies through which they have determined how this trend contributes to increase learners' knowledge about the language system.

Lightbown and Spada (1990, quoted by Long & Robinson, 1998) carried out a quasi-experimental study with four intact French classes that were learning English as a foreign language. They were in 5th and 6th grades. The researchers studied the influence of differences in the amount of FONF activities developed in these groups. In their study, *the communicative orientation of language teaching (COLT)* was used to determine that FONF activities were almost always reactions to learners' errors or requests. Lightbown and Spada argue that students who received FONF treatment were more grammar accurate (i.e., they were able to perform the use of -ing and the use of his/her).

Furthermore, Leeman et al. (1995, in Long and Robinson, 1998) examine the effects of FONF in learning the preterit

and imperfect tenses in Spanish through *CBI* (*content-based instruction*). A purely communicative course was contrasted with a group who received FONF treatment. Within a period of 50 minutes, students developed reading comprehension activities. The treatment group also received feedback during their production. After the second class session, learners who were exposed to FONF activities increased attempts to express their ideas using the tenses they were taught.

Theoretical Framework.

Grammar through teaching methods

The central role of grammar in the study of language has become a remarkable subject where the question of whether or not this language component has to be taught inductively is still debated (Crystal, 1995). In fact, grammatical studies tend to consider the different approaches and the various beliefs that recognize the importance of grammar in the teaching field.

The study of grammar goes back in time to ancient Greeks, Romans and Indians, and from its earliest days it has caused the interest of many language experts and other educated people to find the best strategy to teach grammatical subjects (Celce-Murcia, 2001). The fundamental point about grammar, as Crystal (1995) affirms, is that it

represents the rules that control the way a communication system works. Thus, to see how grammar has been taught through different periods of language teaching, it is advisable to start with a historical view through the most relevant teaching methods.

Grammar Translation Method (GTM).

Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules. It is followed by applications of the knowledge to the task of translating sentences into the target language (Richards and Rogers, 2001).

Direct Method (DM).

Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. In other words, grammar is taught inductively (Richard and Rogers, 2001).

Audio-lingual Method (ADL).

For Fries (1939, cited in Richard and Rogers, 2001) grammar or structure is the starting point. The structure of the language is identified with its basic sentence patterns and grammatical structures. Lessons often begin with a simple dialogue to be recited and memorized. Thus, grammar is viewed as the central component of the language.

Communicative Language Teaching (CLT).

In situational teaching, language is taught by practicing structures in meaningful situation-based activities. Littlewood (1984, cited in Richards and Rogers, 2001) states that one of the most relevant features of communicative language teaching is the fact that it pays systematic attention to functional as well as structural aspects of the language.

Total Physical Response (TPR).

Asher (1977, cited in Richards and Rogers, 2001) says that most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor. He views the verb and particularly the verb in the imperative as the central linguistic motif around which the language use and learning are organized.

The Silent Way (TSW).

Language is seen as a group of sounds arbitrary associated with specific meanings and organized into sentences of meaningful units by grammar rules (Richards and Rogers 2001).

Community Language Learning (CLL).

La Forge (1983, in Richards and Rogers 2001) who was Curran's student, states that the foreign language learner's

tasks are needed to apprehend the sound system, to assign fundamental meanings and to construct a basic grammar of the foreign language.

The Natural Approach (TNA).

The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of how both first and second language are acquired in informal settings. The significant part is the subordinate role of the grammar; the most important goal is just to get words (Krashen and Terrell, 1983; cited in Richards and Rogers, 2001).

Suggestopedia.

Lozanov (1978, cited in Richards and Rogers, 2001) has no theory of language different from the traditional ones. He states that a language is just its vocabulary and the grammar rules. In other words, little emphasis on grammar is given.

Considering the role of grammar in these different methods, it needs to be said that a single system of communication has two parts: a sender and a hearer. As a result, in order to set an agreement they need to use the same grammar if they want to understand each other. In sum, what Crystal (1995) argues is that if there is no grammar there can be no effective communication.

Form, meaning and use.

Grammar is seen as a set of rules that defines how words or part of words are combined to form acceptable units of meanings in a language (Nunan, 1998). Grammar is seen as the component of the language which provides the learner with rule formation knowledge to comprehend the form. It is considered that due to the fact that grammar is about form one way to teach it is following rules. However, Larsen-Freeman (2001, in Celce-Murcia, 2003) affirms that grammar is the process which involves form as well as meaning so, the relation between form and meaning can avoid teaching a language through memorization of formal and inconsistent rules. Based on this, the author maintains that it is necessary to explore grammar through three dimensions: structure (form), semantics (meaning) and pragmatics (use). Nunan (1998) states that in grammar as form, learners are given isolated sentences which must be memorized through manipulation and repetition. Therefore, for Sheen (2002) the focus on forms dimension entails that grammar represents discrete points which are teaching through traditional separate lessons. English has been learned mainly through translation and memorization of grammar rules and vocabulary.

On the other hand, the focus on meaning dimension is seen as the real practice. Larsen-Freeman (1995, in Celce-Murcia, 2003) affirms that meaning can bring the opportunity to associate form and meaning where students must work on making associations between the grammatical item and its meaning involving the space in which they appear. Supporting this, Nunan (1998) states that teachers must help their students visualize the existence of alternative grammar to decide what they wish to convey. Students need to be exposed to the language to notice the influence of real-life language.

The language is then seen as focus on form. Through this dimension, students are involved in analyzing the language and trying to deduce its structures. Little (1994, in Odlin, 1994) explains that the language is not learned through difficult explanation, it is learned through communication. That is why, *comprehensible input* (i.e., understandable exposure that students need for learning) is necessary to understand the language within its variations.

This dimension entails the application of implicit grammar instruction in communicative lessons. Larsen-Freeman (2001, in Celce-Murcia, 2001) suggests that after selecting the right form for a context, students must learn that in

developing activities there are many options to practice appropriate communication.

Taking into account the three views of grammar, students need to receive different types of strategies to make sure they are learning the language. As Nunan (1998) claims, in EFL settings teachers must help students perceive that effective communication implies harmony between formal appropriacy and functional interpretation.

Focus on form.

Focus on form appears as a new approach to teach implicit grammar. Long and Robinson (1998) point out that FONF consists of an occasional shift of attention to linguistic features. According to Long (1998, in Fotos, 1998) students should be involved in using an indirect, context-based presentation of grammar forms rather than open, teacher-led instructions. Based on this, grammar instruction influences communicative language teaching giving learners the possibility to recognize the target structures in context and to develop accuracy in using the target language. Learners must notice the forms in purely communicative input that enables them to be engaged in meaning before attention to linguistic elements.

Fotos (1998) adds that through the use of implicit grammar instruction learners can manipulate the new

knowledge of grammar in meaningful context while at the same time they are promoting the development of communication ability. She further supports that FONF activities are effective to develop learners' awareness of grammatical structures that can be difficult to understand through formal instruction. Students receive many opportunities to distinguish linguistic factors in real and meaningful contexts that help them identify that linguistic structures arise incidentally while they are developing communicative activities (Long, 2000; Long & Robinson, 1998 in Mackey, Polio and McDonough, 2004). Swain (1995; 1998 in Mackey, Polio and McDonough, 2004) affirms that FONF must enable learners to shift their attention from meaning to form to have a variety of sources to notice gaps or holes in the target language knowledge. The author also explains that while learners are noticing the uses of the language it is then important to let them search for the needed forms in subsequent communicative input. Such input reinforces what they already know and promotes the acquisition of new knowledge. Consequently, what makes relevant using FONF is that it involves not only the forms and their uses but how they become salient in classroom settings. That is to say, how language structures can be contextualized through interaction.

FONF is developed by the *interaction hypothesis* which entails that the crucial side for language development is interaction. Long & Robinson (1998) affirm that FONF as a teaching innovation is associated with negotiation of meaning that occurs when learners are developing communication. They explain that negotiation for meaning increases input comprehensibility without denying learners access to unknown vocabulary and grammatical forms. Based on Loewen (2003) this part of the interaction hypothesis involves learners in paying closer attention to linguistic forms when there is a breakdown in communication. Moreover, Long and Robinson (1998) express that instructional FONF includes basically the use of one type of feedback which is recast. Recast considered as negative feedback, draws learners attention to error between input and output. It is considered that by drawing learners' attention to grammatical rules and by providing them with immediate 'negative evidence', they would form correct hypotheses about target structures (Loewen, 2003)

Therefore as Doughty and Williams (1998) remark, one important element in following FONF instruction is that the focus must occur in conjunction with communicative interaction. The researchers affirm that it is necessary to provide communicative opportunities in order to see how FONF

can be effectively incorporated. Thus, Fotos (1998) suggests that a task-based approach to FONF is quite feasible for EFL situations and she also proposes that interactive communicative tasks based on pair/group participation give learners the opportunity to engage in meaning-focused interaction where they must both comprehend and produce the target language. She also proposes two kinds of tasks. The first one uses implicit focus on form during interactive task performance. Purely communicative tasks are designed to enable learners to use the target structures to complete the task. In the latter, learners are asked to solve grammatical problems as a way to use the language structures that comprise the task content. Tasks are designed to increase learners' awareness of how the target structure is used in context.

For the author, reading-based focus on form activities help learners make differences in the multiple instances of the target structures while they are reading for meaning.

Teachers need to include a clear set of tasks that allow learners to identify that grammar is not only the way how words are put together but the style how they function in exposure to the real language environment.

Furthermore, Sheen (2002) determines that teachers must provide understanding of the grammar by different means

always directing learners' attention to the structures but focusing on the need to communicate. Doughty and Williams (1998) conclude that the role of the teacher is to provide assistance to students when they face complex language structures that impede the development of meaningful interactions. The authors consider that in classroom settings teachers have to decide whether to be proactive or reactive in focusing on form. Mennim (2003) defines *proactive focus on form* as the way teachers choose a language form in advance which is presented to students to complete a communicative task. Proactive FONF emphasizes on the design of tasks which ensure that communicative opportunities to use problematic forms will arise effectively (Doughty & Williams, 1998).

On the other hand, *reactive focus on form* as Mennim (2004) defines, refers to students output where they focus on structures used or those they have tried to use during a communicative task. Loewen (2003) argues that reactive FONF has also been known as error correction or *negative feedback* and occurs when learners' attention is drawn to errors in their production. The author also states that through FONF, students can be more interested in understanding linguistic items that are problematic to themselves. Fotos (1998) explains that an important factor in EFL settings is that

learners experience several problems in producing and comprehending the target language contrary to ESL environments. Knowing this fact, the use of reactive FONF is seen as a way to create opportunities for learners to experience a shift in attention from meaning to form when dealing with these problems (Mackey, Polio and McDonough, 2004). These authors assume that reactive FONF can benefit the teaching process through the use of recast and negotiation for meaning when teachers decide about whether to interrupt their instructional routine in order to direct learners' attention to form. Identifying these two types of FONF, Doughty and Williams (1998) consider that both types are effective depending on the context in which instruction takes place.

Looking back at the three approaches of grammar discussed earlier, it should be said that traditional methods and their emphasis on the simple acquisition of the language forms is still used in EFL settings. On one hand, the first approach which mainly focuses on the language forms is already incorporated in syllabus design. On the other hand, the second view of the language is seen as the tool to develop useful communication. Even though traditional trends have aimed the need to analyze the language in its individual parts (i.e., words, grammar

rules, phonemes, intonation, stress patterns, notions and functions), a third approach that promotes the use of the target language can yield positive results if it is implemented in EFL contexts considering the cultural variations. Thus far following FONF, students need to receive the language forms in abundant and available situations. Learners will be aware of the language variations to continue using them as part of the learning process.

Based on this, what EFL teachers must consider is that students need to have more enriching and meaningful language experiences which will help them become more able and successful language learners and users. Equally important, the effectiveness of focus on form depends not only on the level of learners' attention to form but also on meaning and function. This approach constitutes an alternative strategy that provides students with the necessary elements to notice and process the forms in the context that they appear.

Conceptual Framework.

As it can be seen, many authors are interested in the use of FONF in language teaching and specifically in grammar teaching. The authors mentioned in the theoretical framework have established the effectiveness of following this approach as a base to help learners improve their

proficiency in the second or foreign language. However, due to the fact that this study will be carried out in an EFL environment, the authors will focus on the ideas proposed by Fotos (1998) who states that FONF should be used to instruct learners in EFL settings.

Fotos (1998) points out that FONF must be modified to permit formal instruction and feedback before the communicative activity. FONF in EFL contexts provides strong reasons to combine grammar instruction with communicative tasks. An orientation to the coming activity would activate pupils' previous knowledge and assist them to form links between this knowledge and the communicative use of the structures.

Another important thing to bear in mind is the sequence. The author considers that the L2 (second or foreign language) must be taught according to the difficulty of the language grammar in its use. She further argues that if grammar is taught when the learner is ready to progress to the new stage, the instruction could speed up the learners' progress.

Finally, Fotos explains that modifying FONF activities, traditional EFL pedagogy can include communicative tasks that permit learners to identify the use of grammar in

meaningful contexts which, in time, promote the development of communicative competence.

Contextual framework.

Language Center of the University of Nariño.

Considering the relevance of teaching foreign languages, doctor Luis A. Santander Benavidez thought about the creation of a language center in the city of Pasto. His project was supported by all members of "The Consejo Superior" and directors of the University of Nariño.

On October 24th, 1961, the Electronic Language Department was created according to the Resolution No. 12 in order to intensify the teaching of foreign languages through the use of modern systems and with the goal of bringing the possibility to learn a language faster and in an efficient way. However, despite the desire to improve the learning of foreign languages, the result was unsatisfactory. The conclusion was that even if the equipment was the most modern, students would not learn if they did not assume their responsibilities.

Just then in 1964, a group of teachers stated to reorganize the Department of the Faculty of Education. The department was interested in the teaching of languages in all levels. After that, on March 17th, 1996 the Center was established through the Resolution No. 14 and under the

supervision of Luis Gerardo Galeano Lozano considered as the mentor of the department.

On November 25TH, 1993 the Language Center received the name of Language Center of the University of Nariño based on the Resolution No. 158. After that this Center has been the place that offers foreign language courses as well as Spanish courses and indigenous languages courses. The Language Center is also seen as the research center to implement pedagogical projects in the field of language teaching.

Mission, vision and principles.

The mission of the Language Center of the University of Nariño is to promote the learning of Spanish, foreign and indigenous languages. This knowledge will contribute to the scientific and intercultural education of its participants based on the continuous investigation and methodological studies.

On the other hand, the center has the vision of providing students with an excellent academic preparation which allows them to use the learned language to acquire new knowledge and to communicate effectively.

The main principles the Language Center pursues are developed taking into account students' needs. Therefore, what this establishment proposes is:

To promote pedagogical innovations in the area of languages through the investigation and methodological studies.

To offer courses that let students acquire a functional knowledge of mother, foreign and indigenous languages as a means to communicate.

To offer a variety of options since there are a great number of people interested in learning languages. That is why the courses are then organized according to learners' levels (i.e., beginners, intermediate and advanced learners).

Definition of terms.

Communicative Courses

Classroom environments where speakers interact in the target language to make meaning. Courses in which students feel encouraged to use the L2 to participate in the communicative activities (Celce-Murcia, 2001).

Focus on form

It is an occasional shift of attention to linguistic code features by the teacher and/or students triggered by perceiving problems with comprehension or production (Long & Robinson, 1998 in Doughty & Williams, 1998).

Grammar

The grammar of a language consists on the sounds and sound patterns, the basic units of meaning such as words, and the rules to combine all of these to form sentences with the desired meaning. (Fromkin, Rodman & Hyams, 1996)

Input

Oral or written language to which learners are exposed to. The information which is available to the learner before starting to produce the language (Gass & Selinker, 1994)

Interaction Hypothesis

Language acquisition is based both on learners' innate abilities and on opportunities to engage in conversations, often those in which other speakers modify their speech to

match the students' communication requirements. In this process of communication learners have the opportunity to negotiate when something was not understood. This helps students to maintain as well as begin a conversation increasing their language store as they listen to or read authentic linguistic material, or even the output of peers (Brown, 1994)

Recast

It is a form of implicit feedback that includes correction and clarification checks without indicating the source of the error. The teacher implicitly reformulates the student's utterance, or provides the correction. For example, if a learner says "he go to the store," a recast would come in the form "Oh, he goes to the store!" (Carroll & Swain, 1993, as cited in Rim Kim & Mathews, 2001).

Task-Based Approach

It views the learning process as a set of communicative tasks that are directly connected to the curricular goals they serve and the purpose of which extend beyond the practice of language. This emphasizes the learning to communicate through interaction in the target language where the provision of authentic texts and opportunities focused learners not only on language but also on the learning process itself. (Nunan, 1991, cited in Brown, 1991)

Output

It allows learners to use what they know in a productive way. The output provides learners different tools to test hypothesis about the structures and meanings of the target language. It also helps them to develop automaticity in the language production. It is the active part of the entire language process (Gass & Selinker,1994).

CHAPTER 3: METHODOLOGICAL ASPECTS

Population.

The population of this study was constituted by students from the Language Center of the University of Nariño.

Sample.

The sample of the study consisted on four courses at third level of the establishment mentioned above. Each course was integrated by learners at an intermediate level.

Design.

Considering that this was an experimental study, the instruction on the different course contents were developed into the four courses. However, only two groups were exposed to FONF instruction while the other two continued taking traditional classes. First of all, a pre-test was applied to identify the learners' level in the target language. Later on, different types of stimuli were presented to the treatment group (i.e., authentic material, feedback, comprehensible input) in order to help students be aware of the language grammar in its real use needed to communicate. Finally, a posttest was carried out within the four groups to identify learners' awareness in managing the foreign language and based on this the effects of using FONF to teach grammar were determined.

$$G_1 = O_1 \quad X \quad O_2$$

$$G_3 = O_1 - O_2$$

$$G_2 = O_1 \quad X \quad O_2$$

$$G_4 = O_1 - O_2$$

Research type.

Through the use of focus on form in communicative courses at the Language Center of the University of Nariño, this experimental investigation intended to explain the effects on incorporating implicit grammar instruction in communicative courses. The outcomes obtained in this investigation were the base to collect real data which showed the advantages - or disadvantages - of teaching grammar through Focus on Form in communicative courses. Subsequently, the information provided the bases for suggesting how to implement this approach in high school.

Data gathering procedure

Basically this study was developed using a pre-test and a post-test to measure the progress in the use of this FONF. In order to keep track of the learner's progress, both informal and formal assessment were carried out and analyzed. Once the information was completed an analysis was carried out to identify, reinforce and determine the strengths and weaknesses in following this approach to teach grammar in EFL settings

Data Analysis

The aim of this study was to determine whether Focus on Form could bring advantages to the teaching of grammar in an inductive way. It was expected that the application of this new approach helped students focus more effectively on the language form without telling them the grammar rules. Instead of this, they were asked to find out inductively how grammar works in context.

The study was developed with four groups, 31 students in the experimental groups and 44 students within the control ones, all of them in third level of instruction. The second week after the beginning, a pretest was administered within the four groups. The pretest was based on some of the grammatical aspects contained in the book Skyline 3, which were chosen and presented in the form of short sentences in which students were exposed to common errors that non-native speakers make when learning a foreign language. The pre-test as well as the posttest contained all the grammatical aspects seen during the semester but it was focused on five specific ones.

The grammatical aspects chosen were:

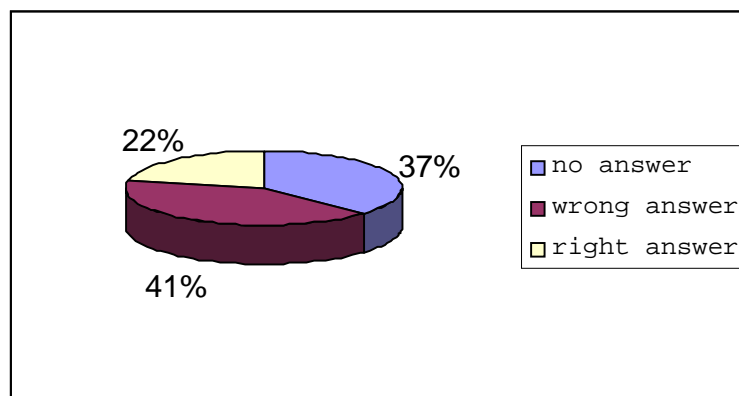
- *Comparatives and superlatives*
- *Third person*
- *Participial adjectives*

- *Passive voice*
- *Conditionals: present and unreal*

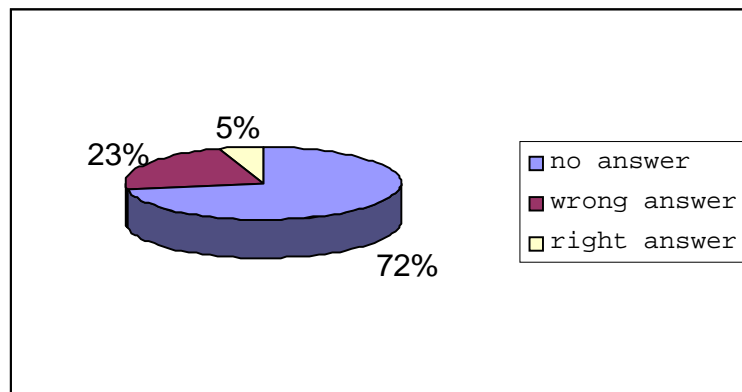
To verify students' ability to manage the language, sentences were randomly presented considering the grammar structures but giving more attention to the ones already mentioned. The data obtained was based on the sum of some sentences related to the topic. That is, 3 sentences for comparatives and superlatives, the same number of sentences for participial adjectives and for passive voice, conditionals and third person 2 sentences for each one were presented (see tables 1, 2, 3, 4).

Comparatives and Superlatives

Experimental Groups



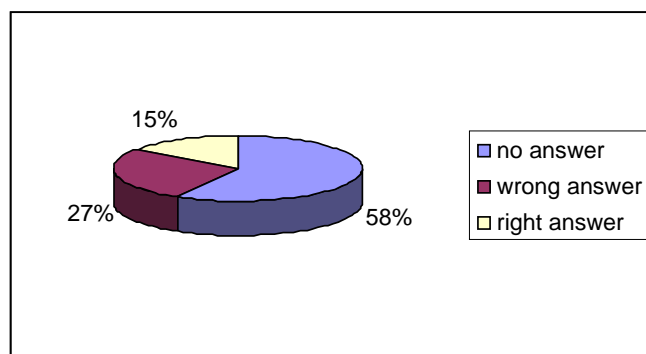
Control groups



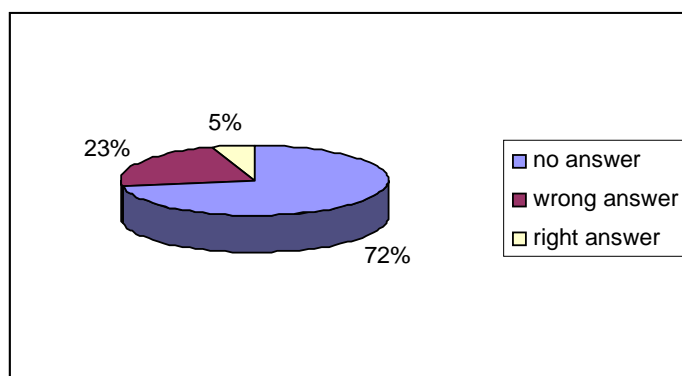
The analysis showed that students in the experimental groups as well as the control ones failed when identifying short and long adjectives. That was the reason why they did not realize when to use *more -the most* or add *-er* or *est*. Furthermore, they did not recognize that bad and good differed from other adjectives because they are irregular. In short, students did not focus on the errors, they focused on other aspects and in many cases they did not find the errors.

Third person

Experimental Groups



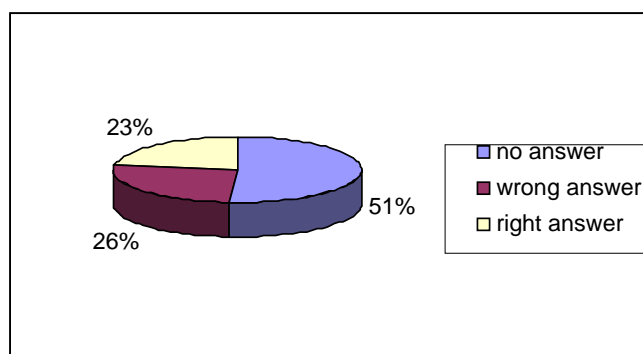
Control Groups



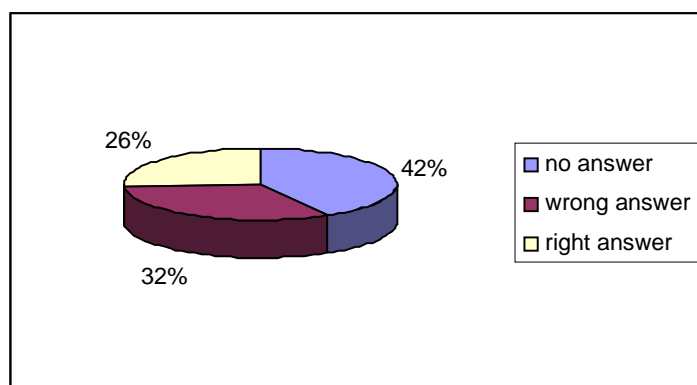
Analyzing the answers related to third person, it was clearly seen that students from the four groups did not know that relative pronouns function as third person. They did not focus on the agreement between the noun and the verb. Because of this, they saw relative pronouns as plural. Again students focused on other aspects rather than the mistake itself.

Participial Adjectives

Experimental Groups



Control Groups

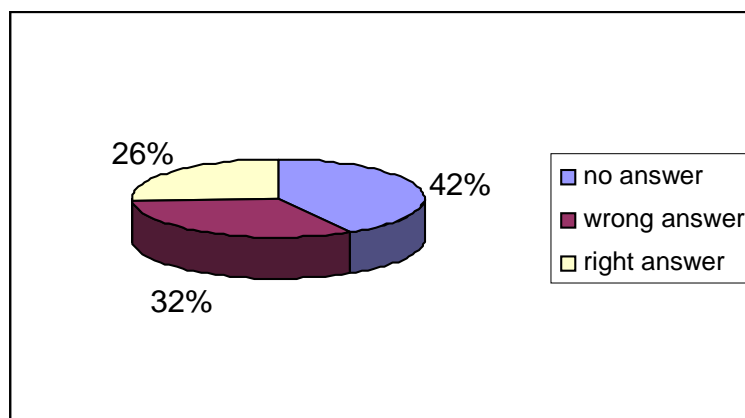


On the other hand talking about participial adjectives, the pretest showed that none of the groups had a wide knowledge when using the present or past participle.

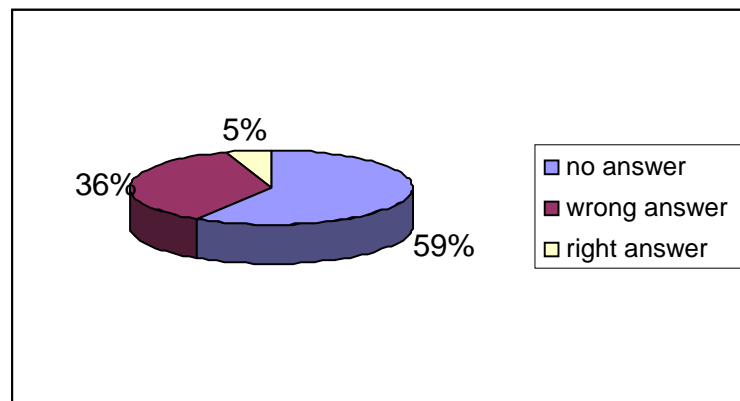
It was identified that students used both forms interchangeably and that was why when they were exposed to the sentences they got confused and some of them did not answer.

Passive Voice

Experimental Groups



Control Groups



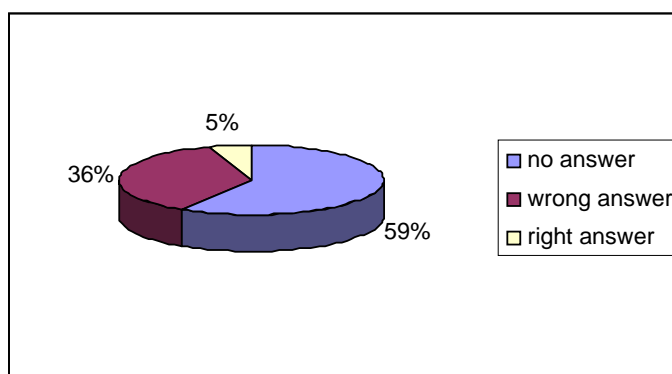
The results obtained in the study of the passive voice demonstrated that in the four groups students did not recognize how to use this language aspect. Their major problem focused on the assumption that learners did not identify differences between regular and irregular verbs.

Because of this, they assumed that all verbs had the same formation and they add -ed or -d; as when they were presented the verb "make" in a sentence and they add -ed to this verb. Also, another big drawback was that some students did not know that the passive voice needs the past participle of all the verbs.

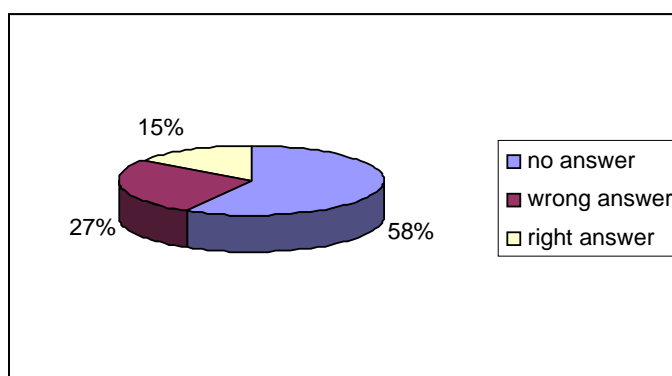
Students assumed that they just needed the past simple. Finally students got confused when deciding if the agent was important so they used the agent as the object and vice versa.

Conditionals

Experimental Groups



Control Groups



Finally, in the grammatical aspect related to conditionals, the basic problem was that students mixed tenses in any way indistinctively. They had the certainty that they could mix past with future without considering the context in which sentences appeared.

When talking about wishes, learners did not accept that "were" could commonly be used for all persons. Again as in other cases, they focused on aspects different from the errors.

Focus on Form Treatment

Considering the results found in both groups through the pre-test, the treatment period started. Control groups continued classes in a normal way, not traditional but not focusing on the use of authentic material and recasts as feedback. On the other hand experimental groups were exposed to Focus on Form. They had to develop different types of tasks considering the grammar points chosen in advance.

During the process students were evaluated first of all through the completion of the activities (i.e., speaking and writing) that demonstrated how well they were internalizing the grammatical aspects and through written and oral tests that allowed teachers to determine the learners' strengths and weaknesses regarding the use of the foreign language.

Classes were conducted giving special attention to grammatical points. As a first step, readings or sentences were presented to allow students to discover the grammar within a context.

At the beginning it was hard for students to determine how the language worked because they were not used to that kind of task, but with practice they started analysing and finally they got satisfactory results. After the presentation of the grammar, exercises and basically tasks were carried out to help students practice the new grammar

aspects that later they used in conversations, dialogues, small talk and writings.

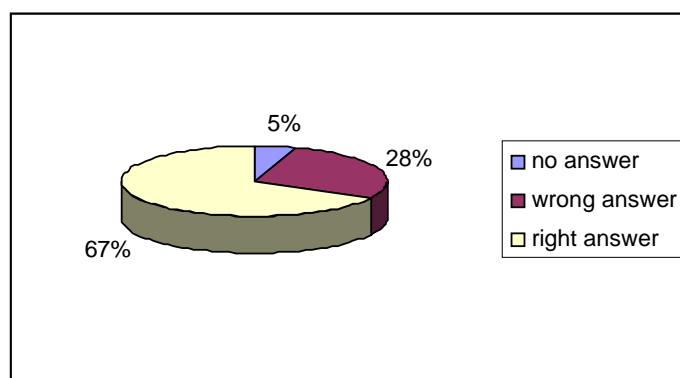
Improvement was seen during the process when students started to use the language to communicate; aspect rarely seen at the beginning because students did not know basic grammar points and because they did not feel confident when using the language in the classroom.

The treatment was applied during a period of three months. Within this time students' progress was evaluated and it was decided which grammatical aspects were easier to deal with using FONF and which needed reinforcement activities to be completely understood.

Based on all these aspects, at the end of the semester, specifically during the first week of December, a posttest was given to all four groups to determine which were the advantages and disadvantages of FONF in EFL settings, (see appendix B).

Comparatives and Superlatives

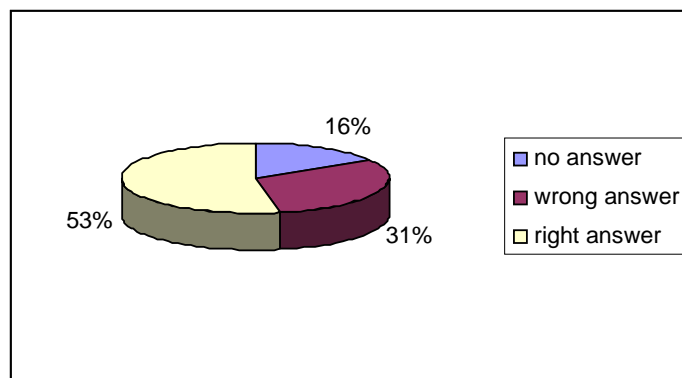
Experimental Groups



As it is shown in the first graphic, the correct use of comparatives and superlatives in the experimental group increased from 22% which was the initial percentage to 67%. Considering this final result it is clearly seen that the previous Focus on form treatment had a remarkable effect on this particular grammar item.

At the end, the majority of students were able to identify and use short and long adjectives in different settings and through different abilities such as speaking and writing.

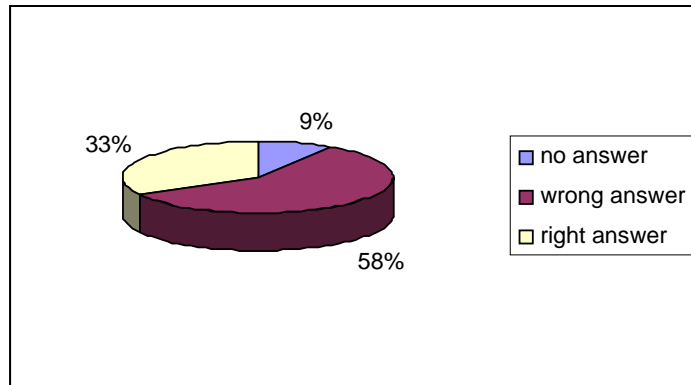
Control Groups



Making a comparison with the experimental group it can be clearly seen that the treatment has increased students' knowledge of the grammar aspects chosen. However, this result is not as high as the percentage showed in the Focus on Form groups.

Third Person

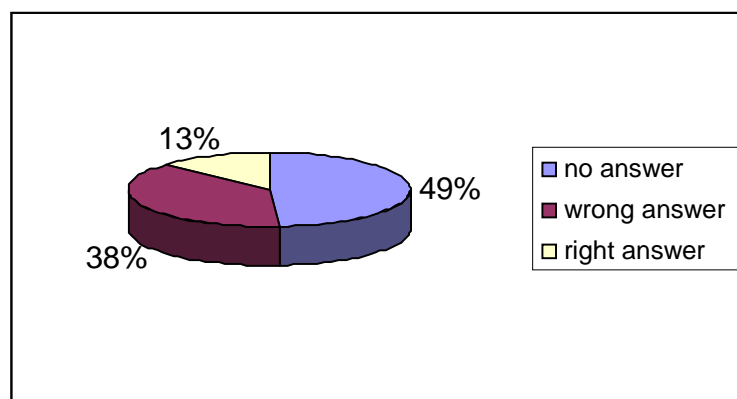
Experimental Groups



As revealed by the graphic there is a possibility that students have problems internalizing this rule.

Despite the fact that learners have improved, it is certain that there are many difficulties working with this specific grammar topic.

Control Groups

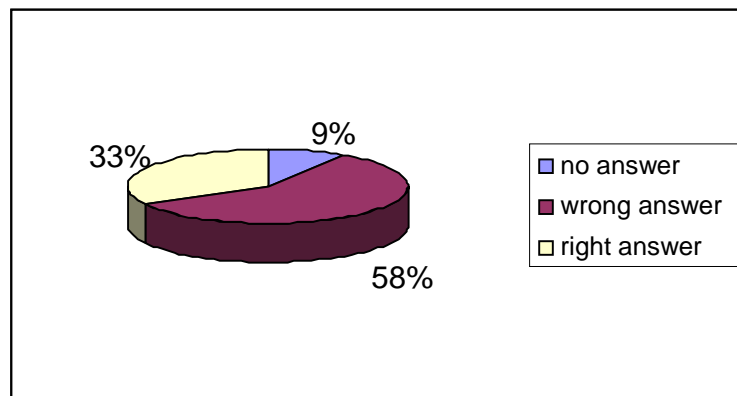


As described in the experimental group, students from the control groups have not had a visible progress in the

way they approach grammar. Nevertheless, both groups (i.e., experimental and control groups) need more treatment through authentic material to deal with this grammar aspect, which is, in theory, considered as one of the easiest to learn but as this study shows, is one of the most difficult to use in practice.

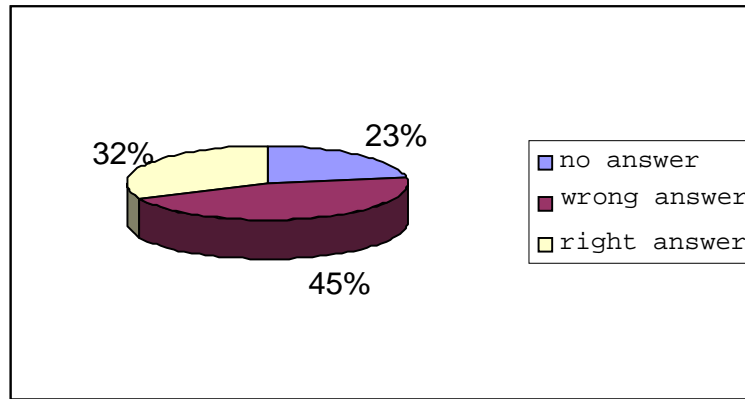
Participial Adjectives

Experimental Groups



As it is revealed by the second graphic, students still have many difficulties identifying the correct form of the verb when this is required. However, learners have improved the perception of this grammar matter which is a big progress. The first step in using accurately grammar is noticing it; although the results are not as significant as the previous ones, students can observe how this element works on certain contexts.

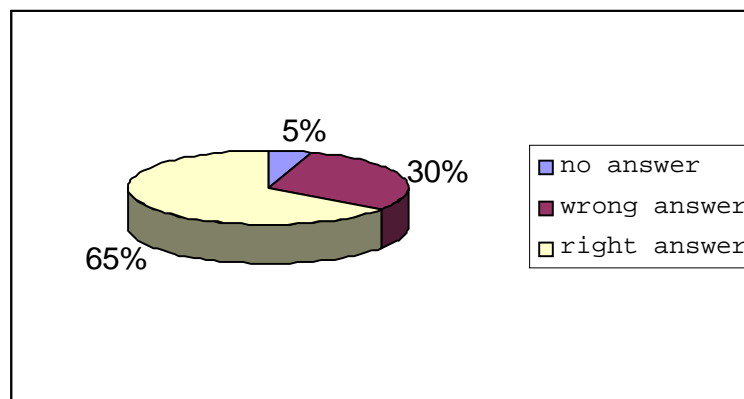
Control Groups



It is certain that there are no remarkable differences between this group and the experimental one as shown by the percentages. Both of them still remain having doubts in terms of identifying and using participial adjectives to communicate.

Passive Voice

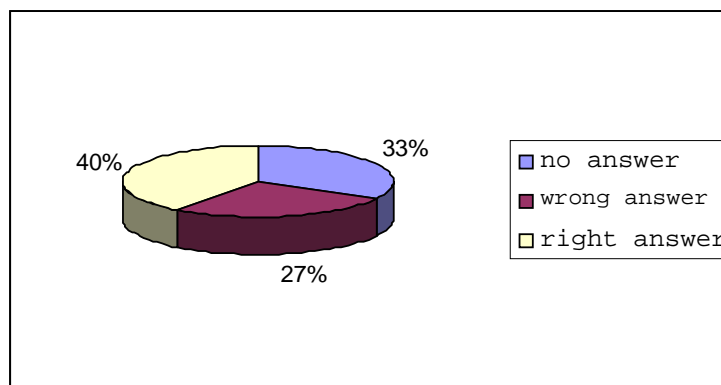
Experimental Groups



As shown in the third graphic, students' improvement is remarkable. This improvement is due not only to the use of

the authentic materials but also because of the tasks used in the treatment. Students noticed the difference between using the past simple and the past participle of the verb which is basically the starting point in terms of knowing how the passive voice works in several fields.

Control Groups

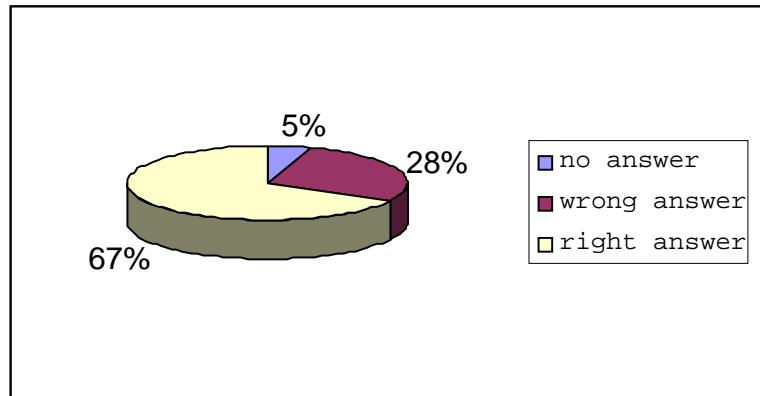


As has been demonstrated by this experiment, learners have improved their knowledge with the use of passive voice. However, through Focus on Form treatment learners in the experimental groups have increased their performance.

There is a difference of 20% that allows to determine that the way classes were carried out and how materials were used had a good effect on students.

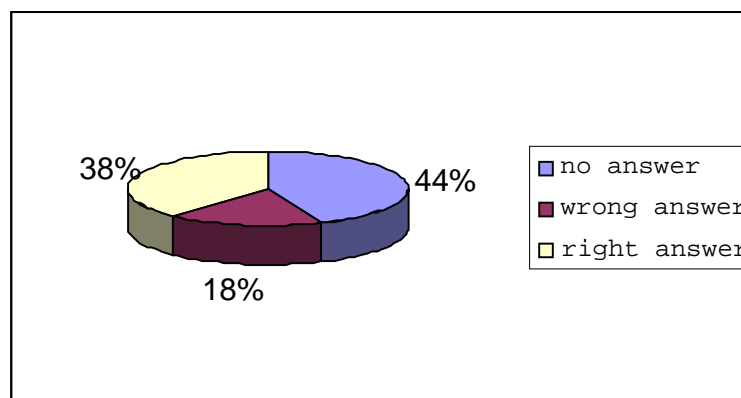
Conditional

Experimental Groups



The outcomes indicate that students have gotten outstanding results considering the fact that they did not know anything about conditionals. This lack of information on this topic was noted by looking back at their previous background in this particular grammar subject; their lack of knowledge was evident. However they have shown a profitable response to the treatment.

Control Groups



In comparison to the treatment groups, the results obtained concerning conditionals in the control groups still persist in a lower average where the experimental groups revealed an outstanding improvement.

Designing tasks

It has been suggested that the conscious application of rules following instruction can be more effective than implicit learning (Krashen, 1994). However, when students need to bring all this knowledge into practice the basic understandings are easily forgotten. In contrast FONF presents the topics within a context where learners have the opportunity to construct their own rules based on either the authentic material or the real meaning behind pictures, readings and videos.

Instructional tasks were designed to elicit a spontaneous production of all aspects of the grammatical items, considering oral and written skills. An important pedagogical choice to be made is whether to take a proactive or reactive Focus on Form. Furthermore, another important part which is significant to point out is the source for the authentic material where the nature of FONF was considered the most important factor to choose each pedagogical task which was defined on the linguistic production in the experimental groups. Although, as it could be seen along the

instruction, the extent to which attention to form should be implicit is still a matter of debate because while some students react spontaneously to the treatment, there are other students that need reinforcement to continue with the process of learning through FONF (Doughty and Williams, 1998)

COMPARATIVES AND SUPERLATIVES

Considering that this was the first grammatical aspect presented through FONF, a reading based activity was suitable for students to identify the target language. The reading was a tale "Thumbelina" by Chris Andersen, taken from the internet.

With a short passage from the text, students could see the function of the third person when describing people. As soon as learners started identifying the role of the teacher was crucial in terms that students received help during their first FONF activity.

Later on, after having given feedback students were asked to compare their personalities considering their physical changes from the last 5 years to the present time. They wrote a short description about their physical appearance and their ways of behaving.

As a supplementary activity, learners received some pictures taken from a magazine. The pictures contained some

famous people as they were at that moment and how they were ten or fifteen years ago. With this final presentation students wrote a composition comparing the present and past appearance of these people, (see appendix C).

PARTICIPIAL ADJECTIVES

At the beginning some questions containing errors were established. They included some participial adjectives (i.e., Are you interesting in watching horror movies, Which is the most bored book you have read this late years?). In these questions, students did not realize the mistakes exactly with exception of three students who had already learned this grammar point. The next step was to write the questions on the board to see if they found anything special.

Later on students were given an article related to how people choose a book to read. They started reading and vocabulary was explained. In the same reading they had to do an activity that consisted on choosing the adjective according to how people feel or to describe the people or thing that produced the feeling. With this short explanation, answers were ready and students identified that -ed endings were used to talk about feelings while -ing were used to describe people or things.

During this activity classmates helped each other to accomplish the task. They started to develop some kind of negotiation of meaning that was significant in the learning process. Negotiation tasks as Doughty and Williams (1998) point out are well established as ways to engage learners in pushed output that attracts feedback from a peer interlocutor. That is, students output must be restructured in response to signals of comprehension difficulty (e.g., clarification request). This aspect was seen as fundamental for learners because in most of the cases they felt comfortable talking with other students rather than with their teacher.

Furthermore a video ("The Simpson's") was shown. Students provided sentences talking about their feelings toward the video and the video itself. The pronunciation of the endings was emphasized by presenting a small dictation activity. In pairs, students were encouraged to listen to their peers and write what they were hearing. Finally, students should think about a recent movie they had watched to write the plot of it, describing the movie and their personal feelings when they watched it.

PASSIVE VOICE

The target form of passive voice was presented through a reading which showed some of the most relevant aspects of

Bolivia. Students were asked to read and understand the text in order to answer some questions about it. Later, students focused on the sentences in italics and they began to realize that there was a change with the verb after TO BE. After some minutes they found that the passive (present) was used to talk about what happened to the subject in the sentences. Moreover, at this step it was advisable to clarify that it was not necessary to mention the agent when the context provided the answer but if the agent referred to new information, it was considered relevant to mention for understanding purposes. As Doughty and Williams (1998) state learners acquire knowledge first and then gain control over it; so it is relevant that through FONF students notice in subsequent input the grammatical aspects needed for communication.

The next activity was presented through a worksheet. Students were divided in two groups: A and B. While A received a map with some information of Luzon, B worked with a map of Mindanao. Before the activity, it was explained that Luzon and Mindanao were two islands, the largest in Philippines. Students had to ask each other questions related to the products grown, raised and mined in each Island using passive voice (i.e., Is coffee grown in

Mindanao?). With that information they had to complete a chart.

⁽¹⁾Recast as a way of corrective feedback was needed when sharing the information found by the students. It was established by the teacher to emphasize students' use of the target language as well as pronunciation. Teachers should make students notice the nontargetlike form by raising intonation and using stress (Doughty & Varela, 1998 in Doughty & Williams, 1998)

(1) Corrective recasting:

St: Corn is grow in Mindanao

T: Corn is GROW in Mindanao

St: Corn is grown in Mindanao.

As a final task, students answered some questions related to the things that are produced, grown, raised and mined in Colombia, Venezuela and Brazil.

CONDITIONALS

Taking into account oral production, learners looked at different pictures from a variety of artists at first trying to answer the question "What would you change from this picture if you were (the name of the artist)". Each of the students had the chance to express their opinions with the permanent idea of using the topic within their participation. Later on, students were given a tale in which

they could find all the main structures in bold making the grammar points noticeable not only for them to understand the topic in context (e. g., tale), but also to discover what the rules were in terms of using the first conditional.

Throughout the activity, all the attention was focused on the structure itself; besides this detail, learners were asked to write an ending for the tale bearing in mind the new structural matter. Moreover, the procedures were designed to assess their performance with the theme as well as to internalize the implicit rule focusing on their own production. As a result of that, all the exercises were consistent, pertinent and understandable for the audience.

THIRD PERSON

In describing the classroom material for this study, major emphasis was placed on activities in which the task demanded a lot of reading from the students. As shown in the worksheet, the topic was put into a different context that required students to make connections with their previous knowledge because they needed to analyze the grammar points in sentences that contained relative clauses. Nevertheless, they quickly identified the new items due to the fact they were presented in bold. In addition to the grammar theme, learners recognized that talking about the third person did not necessarily involve people. In that sense they could

broaden many language items. With this first activity students also learned some idioms considering animals which was really positive because they started making associations between the new language and previous information; that allowed them to visualize the third person.

Then, students were given another worksheet also with relative clauses but in that case they were asked to match some words with their correct definitions. As a final activity students were given some proverbs about friendship which they used later to write a paragraph talking about what a friend was for them.

CHAPTER 4: RESULTS

Since this study pretended to verify if FONF could be applied in EFL settings, the main concern was to determine whether FONF was effective within the fifth grammatical aspects (comparatives & superlatives, participial adjectives, passive voice, conditionals and third person).

The sample brought enough data to provide convincing quantitative evidence. Based on this aspect, weaknesses and strengths using FONF were determined.

Research Question 1

Do authentic materials serve as a means to teach grammar inductively?

After analyzing the post-test, the results revealed that the students' progress was successful. Materials played a big role when presenting grammatical patterns. In this case videos and specially readings were the basic sources where students could find the target language in context.

It was clear that when learners were exposed to authentic language, they developed their own understanding trying to deduce inductively the functioning of grammar in context. Following Fotos (1998) authentic materials obtained from internet were modified by highlighting, so learners could identify the target structure while they were reading for meaning. With this presentation students had more

enriching opportunities to be engaged in the development of the tasks and were able to see and use the form with its meaning.

Research Question 2

Can students be encouraged to communicate through meaning?

Considering the first research question, students felt eager to communicate when they were given real opportunities to use their previous knowledge incorporating the new target language grammar.

As it was noticed when presenting the material, students were more involved in the class when the task related in some extent to familiar aspects. In the completion of the task, learners provided their points of view according to their experiences.

Moreover, one important aspect to bear in mind was that students could develop interaction only when they activated the language they already knew. This was basically the fundamental aspect to develop FONF because students could use their previous knowledge with the new one when giving a solution to the task that involved teacher and peer interaction.

Research Question 3

Can students be encouraged to communicate through meaningful interaction?

Taking into account the different circumstances in which SLA (Second Language Acquisition) takes place, students were willing to try and be involved in speaking activities where the main goal was always to bring all the previous knowledge and the new topic within meaningful situations. Looking back at the interaction among learners as well as the exercises that were controlled by the teacher, it can be said that students were ultimately able to produce and communicate in the target language.

Significantly, in other cases learners did not have the desire to talk on their own without any supervision, even though the scenario was set for them to express their ideas and needs towards their classmates. Teachers provided all the chances for output and somehow the instructor created an appropriate context for them to interact because the target language was not available outside the classroom.

Research Question 4

Which strategies can be suitable to teach grammar in EFL settings using FONF?

There was a variety of strategies where students could learn from. These strategies are described as follows:

First, students could work in pairs on a problem-solving task, where the solution required them to read and to go over the reading in order to find the answer for the task. On the one hand, in this type of task, students used certain skills like writing which was an excellent connection between the new and the previous knowledge.

On the other hand, the frequency of these lexical items in the input, due to the repeated use in the different passages and being underlined or italicized, makes them more obvious and so increases the possibility that the structure could be noticed by learners. As a result of this, the lexical items were more likely to be incorporated in either their speech or writing.

Another remarkable way to present FONF was through oral activities (i.e., Dialogues, small talks, oral presentations) where the teacher could notice specific mistakes that were corrected without causing the interaction to be interrupted or learners to be discouraged. Thus, using pedagogical devices appropriate for student, literacy level and metalinguistic sophistication were the best ways to point out the mistakes and to provide learners with certain tools for them to realize by themselves of the real solution (Long & Robinson in Fotos, 1998).

Finally all the grammatical information contained in corrective reformulation was more likely to be noticed. Recast became a suitable strategy where teachers could deliver FONF without interrupting a lesson focused on meaning.

Research Question 5

Will students gain progress in their comprehension and production of the target language through the use of focus on form?

As it is expressed by the author in this theoretical framework, Fotos (1998) states that grammar has to be taught when the learner is ready to progress. All the tasks and activities were always planned keeping in mind that the knowledge had to be demanding in terms of allowing students to upgrade their English level.

In the same sense, pupils understood that every class had a specific purpose and in order to fulfil all the requirements that the class demanded, they definitely had to make an effort which was supported by the teacher and the material itself.

Up to this point, it is relevant to consider these five questions as a way to go beyond the general question to determine the effects of using FONF.

General Question

Which are the effects of using FONF to teach grammar in communicative courses?

Sheen (2002) states that FONF derives from an assumed degree of similarity between first and second language acquisition, proposing that the two processes are both based on an exposure to the input arising natural interaction. However, it is also believed that there are salient differences in the two processes because the main concern in this approach was to develop mental processes by noticing the grammar in context.

Thus, all the tasks were aimed at using the grammar in communicative activities for both comprehension and production. In the same sense another element that has to do with tasks was to provide frequent opportunities for communication where grammar was included as a part of natural interaction not as an object without any connection with the real environment. Gass and Selinker (1994) argue that in FONF learners must pay attention to how they are saying something, not just to what they are saying.

As a result of having acquired new knowledge students start developing fluency. Even if communication does not involve the master of repetition of the forms, they are necessary to continue building up new formal knowledge used

in meaningful contexts to communicate (Fotos,1998). Students developed fluency because they felt the need to share information with their peers. Therefore, in that way they began to use the language progressively as they had to face new tasks.

Another salient aspect was that due to the fact grammar was basically presented through readings, learners started to develop reading abilities. It benefited in vocabulary, pronunciation and speaking because students felt willing to manipulate the information to find answers and as a result they were exposed to the language structures.

FONF also helped students to establish rapport between them. This was a very good opportunity for the teacher to see if there were ill-utterances in the communication in order to provide an inductive feedback helping learners reconsider their performance.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

After analyzing the information, the following conclusions and recommendations can be stated:

This study revealed that in the experimental groups, the progress in using the language was more evident than in the control groups. The sample provided enough evidence to state that FONF helped students master the grammatical forms in context in a significant way.

Considering that both groups in the pre-test revealed low proficiency using the forms, it would be added that the results from the posttest showed that this new approach enhanced grammar acquisition and its communicative use in subsequent communication.

Based on the results, some implications can be stated:

The first one suggests that even if students are given a lot of input, it is fundamental for them to have certain background knowledge, not about the isolated structural form, but the target language itself. It can also be considered relevant that when students have more control over the language, they feel more eager to participate in any class involving communication.

The second implication suggests that FONF needs to be followed by any kind of corrective feedback but basically recast considering it is inductively used. The instruction

is more effective when students are cognitively engaged in the activity to internalize the target language to be used in subsequent tasks.

Another important implication has to do with the use of tasks. A good choice of tasks allows learners to see how the language works in real environments. Thus, as Williams and Evans (1998, in Doughty & Williams, 1998) point out, the completion of the tasks requires that the subjects attend to form as well as to meaning. So, based on this fact, tasks give students the opportunity to infer the function of the language.

In addition, considering the implications it can be said that neither forms-based instruction nor meaning-based instruction given in an isolated way lead to complete second language acquisition (Doughty & Williams, 1998). Therefore, the process of learning a language in an EFL setting must find a remarkable balance between knowing all the grammatical matters and the purpose of using grammar topics for a meaningful communication. This does not mean that all the scenarios and classroom circumstances are always the best ones to apply FONF.

Instead, the aim of this study, from the beginning, was to identify and bring into practice all the effects of FONF grammar instruction. In fact, throughout this study many

contributions were recognized in terms of being aware of the best strategies and materials for an EFL setting.

An important conclusion of this study is that FONF enables teachers to combine language themes and teaching objectives. Considering the audience, the teacher must visualize students' needs in order to incorporate implicit instruction. Integrating attention to form and meaning, learners must understand, step by step, that the language is the tool to communicate without depending excessively on grammar rules.

This experimental study demonstrated that FONF can work successfully in EFL settings. It was also showed that learners feel motivated using the language when they are given clear opportunities to practice as well as when they find the material relevant for them to use in real environments.

Nevertheless, it is important to consider some aspects when using FONF in EFL classrooms. With that in mind it may be established that:

During this research many situations suggested that the best way to carry out an English class using FONF requires a fluent foreign language teacher to give effective instruction for communication or negotiation of meaning. The reason is that they become the main source of input where

students can receive more information to improve their interaction. Teachers are the starting point where many EFL circumstances need to be managed in order to have a rewarding and challenging class.

Another important recommendation to keep in mind is related to reinforcement activities. The instructor has to make sure that students' doubts and needs are clear enough to continue with the learning process. Reinforcement activities push students to use the language as a way to clarify and to internalize the different uses of the language.

Moreover, when using FONF teachers must consider individual differences when learning a foreign language. It is suggested that tasks need to be prepared according to the audience and that is why this research pointed out the difference between proactive and reactive FONF. With this information teachers can be aware when to be proactive or reactive trying to bring tasks in which learners feel free and encouraged to find solutions to any kind of problem solving activities.

TABLES

The following tables show the frequency of answers based on the assumption that for the grammatical aspects chosen more than one sentence was presented to identify different and common tendencies to error.

Pre-test

Table 1: EXPERIMENTAL GROUPS (31 students)

GRAMMAR	NO ANSWER (NA)	WRONG ANSWER (WA)	RIGHT ANSWER (RA)
1. Comparatives and Superlatives	25	36	32
2. Participial adjectives	19	34	40
3. Passive Voice	10	39	13
4. Conditionals	18	34	10
5. Third person	22	26	14

TABLE 2: CONTROL GROUPS (44 students)

GRAMMAR	NO ANSWER (NA)	WRONG ANSWER (WA)	RIGHT ANSWER (RA)
1. Comparatives and Superlatives	60	34	31
2. Participial adjectives	55	43	34
3. Passive Voice	53	31	4
4. Conditionals	51	24	13
5. Third person	64	20	4

Posttest

TABLE 3: CONTROL GROUPS (31 students)

GRAMMAR	NO ANSWER (NA)	WRONG ANSWER (WA)	RIGHT ANSWER (RA)
1. Comparatives and Superlatives	12	43	74
2. Participial adjectives	27	62	43
3. Passive Voice	26	25	37
4. Conditionals	37	16	35
5. Third person	41	35	12

TABLE 4: EXPERIMENTAL GROUPS (44 students)

GRAMMAR	NO ANSWER (NA)	WRONG ANSWER (WA)	RIGHT ANSWER (RA)
1. Comparatives and Superlatives	9	44	40
2. Participial adjectives	21	44	28
3. Passive Voice	9	17	36
4. Conditionals	7	16	39
5. Third person	10	33	19

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APPENDIX A: PRETEST

Language Center: third level

There is one error in each sentence. Underline the error and correct it in each sentence.

1. During the depression, economic conditions are bad than they are during a recession.
2. When I had four years old I used to play with toys.
3. I think E.T. is not an interested movie.
4. I am boring with listening to music.
5. Peter and Lisa have moved to Chicago last month.
6. Are you interesting in horror movies.
7. The flute is shorter and more thinner than the trumpet.
8. I would like visiting you next month.
9. Her sister in-law has a baby next month.
10. Millions of litters of milk are drink every year for American children.
11. Do you know anyone who speak German?
12. Pizzas are make from tomato sauce, mozzarella and dough.
13. The period is probably the most easiest punctuation mark to use.
14. Nobody know what to do.
15. I think I go out for a walk.
16. If I were you, I say no.
17. Yesterday I was walking around my neighbourhood when I sew an alien crossing the street.
18. I enjoy watch television all weekends.
19. I go to school, if I did my homework.
20. I worked in a publicity company from I graduate.

APPENDIX B: POSTEST

Language Center: Third level.

There is one error in each sentence. Underline the error and correct it in each sentence.

1. New York is the big city that I have ever been.
2. I will get used to talk in English
3. I am not feeling very well. I think I should get my lungs x-ray.
4. I am tireding working every day.
5. The director is someone who tell actors how to play their roles.
6. I can not live without take my medication.
7. Pasto is more bigger and more colder than Chachagui.
8. I would to like playing the piano.
9. I hope you had a very good day.
10. McDonald's hamburgers are make from 100% pure beef.
11. Everybody have their own opinion about the situation.
12. Corn is growed in the mountains.
13. Cooking is the most funniest activity.
14. If I were you, I buy that red car.
15. I am looking forward to travel around the world.
16. I must to study very hard to get good grades.
17. I travel abroad if I had enough money.
18. She can rides her new bicycle.
19. I do not know nobody who can help you.
20. I wish I buy a new house near the beach.

APPENDIX C: COMPARATIVES AND SUPERLATIVES

Little Tiny or Thumbelina

(Hans Christian Andersen)

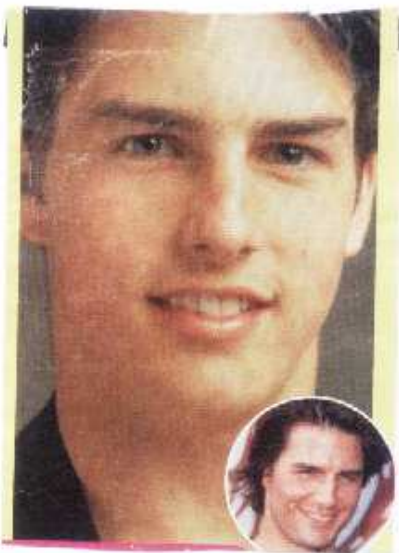
“Oh! She is ugly,” said all the lady cockchafers. Then the cockchafer who had run away with her, believed all the others when they said **she was the ugliest thing in the world**, and would have nothing more to say, and told her she might go where she liked. Then he flew down with her from the tree, and placed her on a daisy. She was really **the loveliest creature** that one could imagine, and **tender and more delicate than the more beautiful rose-leaf**. During the whole summer poor little Tiny lived quite alone in the wide forest. She wove herself a bed with blades of grass, and hung it up under a broad leaf, to protect herself from the rain. So passed away the summer and the autumn, and then came the winter, — **the longest, coldest winter**. All the birds who had sung to her so sweetly were flown away, and the trees and the flowers had withered. Nothing remained but a yellow withered stalk. She was **colder than never before**, her clothes were torn, and she was very frail and **more delicate than the nature itself**, that poor little Tiny was nearly frozen to death. Then she wrapped herself up in a dry leaf, but it cracked in the middle and could not keep her warm, and she shivered with cold. Near the wood in which she had been living lay a corn-field, but the corn had been cut a long time. Oh! how she shivered with the cold. She came at last to the door of a field-mouse. Poor little Tiny stood before the door just like a little beggar-girl, and begged for a small piece of barley-corn, because she had been without a morsel to eat for two days.

“You poor little creature,” said the field-mouse, who was really a good old field-mouse, “come into my warm room and dine with me.” She was very pleased with Tiny, so she said, “You are quite welcome to stay with me all the winter, if you like; but **you must keep my rooms cleaner**, and tell me stories at nights. And Tiny did all the field-mouse asked her, and **found herself more comfortable than living under trees**.”

“We shall have a visitor soon,” said the field-mouse one day; “my neighbor pays me a visit once a week. **He is better off than I am; he has larger rooms than I have**, and wears a beautiful black velvet coat. If you could only have him for a husband, you would be well provided for indeed. But he is blind, so **you must tell him some of your prettiest stories**.”

“**He is the richest man and his house is twenty times larger than mine**,” said the field-mouse.

Taken from: http://hca.gilead.org.il/li_tiny.html



APPENDIX D: PARTICIPIAL ADJECTIVES

WE ASKED SEVERAL PEOPLE THE QUESTION, “HOW DO YOU CHOOSE A BOOK TO READ?” HERE ARE THEIR REPLIES:

1. “I judge the book by its cover. If the cover looks ***interesting/interested***, I buy the book. Sometimes I’m lucky, and the book is good, and sometimes I’m ***disappointing/disappointed***.”
2. “I always read book reviews in newspapers and magazines, and when I read about a book that sounds ***interesting/interested***, I write it in my diary.”
3. “I don’t take any risk. I always read books by authors I know. I get really ***exciting/excited*** when one of my favourite authors comes out with a new book, and I buy it immediately. This way I’m never ***disappointing/disappointed***.”
4. “I read the first page, and it’s boring/bored, I don’t buy the book. If I want to turn the page and continue reading, I buy the book.”
5. “It’s easy. I never read fiction, but I’m ***fascinating/fascinated*** by biographies of famous people. I find strong women in history particularly ***inspiring/inspired***.”
6. “I tend to choose books written by women. They have better feeling for characters and the relationships between them, and that’s what I find ***interesting/interested*** in a book-although, I’ve just finished a book by a man, and it was wonderful!”

Taken from: Fuchs, M. & Bonner, M. (2000). Focus on grammar: A high-intermediate course for reference and practice. (2nd ed.) Longman: A Pearson education.

APPENDIX E: PASSIVE VOICE

A Land of Contrasts

by Jill Jones

Visitors to Bolivia are amazed by the contrasts and charmed by the beauty of this South American country's landscapes—from the breathtaking Andes in the west to the tropical lowlands in the east.

Two-thirds of Bolivia's five million people are concentrated in the cool western highlands or Altiplano. Today, as in centuries past, corn and kuinoa^{spelling?} are grown in the mountains. Llamas are raised only for transportation. And tin, Bolivia's richest natural resource, is mined in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop, and llamas are raised for meat in the lowlands. Rubber is also found in this region.

Bolivia is home to many fascinating forms of wildlife. The colorful parrot is seen in the highest mountains. Boa constrictors, jaguars, and many other animals are found in the rain forests.

Hundreds of years before the Inca flourished, a great civilization was created on the shores of the Pacific, probably by ancestors of Bolivia's Aymara people. Their descendants still speak the Aymara language. Today, Native American languages are still widely spoken in Bolivia. Although Portuguese is spoken in the government, Quechua and Aymara are used more widely by the people.

Traditional textiles are woven by machine. Music is played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.



Taken from: Fuchs, M. & Bonner, M. (2000). Focus on grammar: A high-intermediate course for reference and practice. (2nd ed.) Longman: A Pearson education.














EXAMPLE:

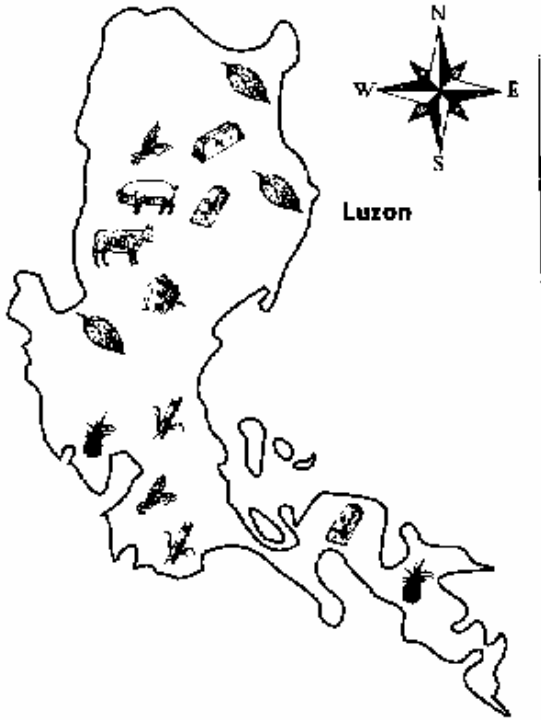
A: Is tobacco grown in Mindanao?

B: No, it isn't.

Is it grown in Luzon?

A: Yes, it is. It's grown in the north and central part of the island.

		Mindanao	Luzon
G R O W	 tobacco	✓	✓
	 corn		
	 bananas		
	 coffee		
	 pineapples		
	 sugar		
R A S T E	 cattle		
	 pigs		
M I N E	 gold		
	 manganese		
P R O D U C E	 cotton		
	 rubber		
	 lumber		



Taken from: Fuchs, M. & Bonner, M. (2000). Focus on grammar: a high-intermediate course for reference and practice. (2nd ed.). Longman: a pearson education company.














EXAMPLE:


A: Is tobacco grown in Mindanao?

B: No, it isn't.

Is it grown in Luzon?

A: Yes, it is. It's grown in the north and central part of the island.

		Mindanao	Luzon
GROW	 tobacco	N	Y
	 corn		
	 bananas		
	 coffee		
	 pineapples		
	 sugar		
RAISE	 cattle		
	 pigs		
MINE	 gold		
	 manganese		
PRODUCE	 cotton		
	 rubber		
	 lumber		



Taken from: Fuchs, M. & Bonner, M. (2000). Focus on grammar: a high-intermediate course for reference and practice. (2nd ed.). Longman: a pearson education company.

APPENDIX E: CONDITIONALS

THE FISHERMAN AND HIS WIFE

Once upon a time there was a poor fisherman and his wife who lived in a pigsty near the sea. Everyday the man went to fish. One day, after waiting a very long time, he caught a very big fish. To his surprise, the fish spoke and said, "Please let me live. I'm not a regular fish. **If you knew my real identity, you wouldn't kill me.** I'm an enchanted prince."

"Don't worry. I won't kill you," said the kind-hearted fisherman. With these words, he threw the fish back into the clear water, and went home to his wife.

"Husband," said the wife, "didn't you catch anything today?"

"I caught a fish, but it said it was an enchanted prince, so I let it go."

"You mean you didn't wish for anything?" asked the wife.

"No," said the fisherman. "What do I need to wish for?"

"Just look around you," said the wife. "We live in a pigsty. **I wish we had a nice little cottage. If we had a cottage, I would be a lot happier.** You saved the prince's life. Go back and ask him for it."

"I'm not going to ask for a cottage! **If I asked for a cottage, the fish would be angry.**" But in the end, he was more afraid of his wife's anger. When he got to the sea, it was all green and yellow. "**My wife wishes we had a cottage,**" said the fisherman. "Just go on back," said the fish. "She already has it." When he turned home, the fisherman found his wife sitting outside a lovely little cottage. The kitchen was filled with food and all types of cooking utensils. Outside was a little garden with vegetables, fruit trees and ducks. Things were fine for a week or two. Then the wife said, "This cottage is much too crowded. **I wish we lived in a bigger house. If we lived in a big stone castle, I would be much happier.** Go and ask the fish for it."

Taken from: Fuchs, M. & Bonner, M. (2000). Focus on grammar: A high-intermediate course for reference and practice. (2nd ed.) Longman: A Pearson education.
LANGUAGE CENTER: THIRD LEVEL

WORKSHEET: Use your imagination

1. What WOULD you do if you FOUND a wallet on the street?

2. What WOULD you do if you WON a million dollars?

3. What cities WOULD you visit if you WERE in U.S.A.?

4. If you WERE a homeless boy/girl, what WOULD you do?

5. If somebody STOLE your wallet, what WOULD you do?

6. What is your most important wish?

7. If you WERE the leader of this country, what WOULD you do?

8. What WOULD you buy if you RECEIVED a heritage?

9. If you FOUND an enchanted fish, what WOULD you wish for?

10. If you HAD the opportunity to travel, which place WOULD you visit?

APPENDIX F: THIRD PERSON

A VERY DIFFERENT ANIMAL

Decide whether each of the statements below is TRUE or FALSE.

1. a) The **whale** is a very large animal *that lives in the sea and looks like a fish* but is actually a mammal. T/F
b) To “have a **whale** of a time” means not to enjoy yourself very much. T/F
2. a) A **bull** *is an adult female animal of the cattle family.* T/F
b) To be “like a **bull** in a china shop” means to keep knocking things over, dropping things, breaking things, etc. T/F
3. a) A **snake** is an animal with a long thin body and no legs, *that often has a poisonous bite.* T/F
b) A “**snake** in the grass” is *someone who is a true friend.* T/F
4. a) A **shark** *is a large sea fish with no teeth that is considered to be dangerous to humans.* T/F
b) A “loan **shark**” is *someone who lends money at very high rates of interest and will often use threats or violence to get the money back.* T/F
5. a) A **fly** is a small flying insect with two wings. T/F
b) To say that somebody “wouldn’t hurt a **fly**” means that *the person is very gentle and is not likely to hurt anyone.* T/F
6. a) A **tiger** *is a large wild animal that has black and white lines on its body and is a member of the cat family.* T/F
b) A “paper **tiger**” *is an enemy or opponent who seems powerful but actually is not.* T/F
7. a) A **bear** *is a large strong animal with thick fur that eats flesh, fruit and insects.* T/F
b) To be like a “**bear** with a sore head” means to be nice to people because you are feeling relaxed. T/F
8. a) A **wolf** *is a wild animal that looks like a large dog and lives and hunts alone.* T/F
b) A “**wolf** in sheep’s clothing” is *someone who seems to be friendly or harmless but is in fact dangerous, dishonest, etc.* T/F
9. a) An **eagle** *is a very large strong bird with a beak like hook that eats small animals, birds, etc.* T/F
b) To be “**eagle**-eyed” is to have problems seeing or noticing things. T/F
10. a) A **spider** *is a small creature with eight legs which catches insects using a fine network of sticky threads.* T/F
b) If you have “**spidery**” handwriting it means that you have particularly good handwriting. T/F

Taken from: Longman dictionary of contemporary English. Teacher’s resource pack (2003). Pearson education

LANGUAGE CENTER

. Reinforcement activity: Definitions with relative clauses and third person.

Match the definition with the words you find in the boxes.

a- A person who steals purses from pockets and bugs.

A bricklayer is

b- A building where you can borrow books.

c- The time of the day when is dark outside.

A butterfly is

d- A book where you can look up words in another language.

e- A person who builds houses.

A Waiter is

f- A word which has the same meaning as another word.

g- A man who serves drinks and food in a restaurant.

A library is

h- The season of the year when plants begin to grow.

A night is

i- An insect which has colourful wings.

j- An animal which lives on meat.

A pickpocket is

Spring is

A dictionary is

A carnivore is

A synonym is