

**Focus on forms vs Focus on form: A facilitator or barrier in the SLA context of
Bangladesh.**

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Bangladesh.**

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Dedication

The dissertation is dedicated to my beloved parents whose support and encouragement always motivate me to achieve the goal of my life.

Declaration

I declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

Signature:

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Abstract

The purpose of this study is to figure out relevant depth the efficacy and ways of implementing form focused instruction based on theoretical claims and research findings. In recent years, the role of form focused instruction has become a matter of great concern in the field of second language acquisition. Therefore, this paper tried to identify whether FFI is a facilitator or barrier for Bangladeshi tertiary level learners and also the effective pedagogical practices in this area. A sample population was selected that constitutes 110 students and 10 teachers from 5 educational institutions in Dhaka that practice FFI. In addition, a mixed method approach was used to collect data from the participants which includes 1) close ended-question, 2) open –ended question and 3) class observation checklist. Further, it also revealed where the concern of researches and teachers can be brought together in future.

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Chapter 1 : Introduction

Form focused instruction is an interesting area of inquiry for both language teachers and researchers. Therefore, researchers have investigated FFI in order to develop and test theories of second language acquisition (Ellis, 2001,p.2). In the field of SLA , this is a big question that which method is more fruitful for language learners. Therefore, language teaching adopted many unconventional and unlamented "wonder methods" for classroom practices. This has become perhaps the most basic question which inevitably affects the way a course designer approaches the thorny issue of grammar in the communicative classroom that leads to a dilemma that is teaching a new language more successful when the main focus is the L2 as object or the L2 as a medium of communication while students are learning something else, like the history, culture, or geography of a society where the L2 is spoken. However, Histories of language teaching show that this debate, like so many others in the field, has been continuing for centuries (Long, 1998, p.35). In this paper, I will discuss focus on form or focus on forms and figure out which one is facilitator or barrier for tertiary level learners of Bangladesh. In addition, I will suggest some strategy that may make these approaches more fruitful in terms of second language learning. The studies can be considered as the general framework of second language classroom which will help to understand the teacher and researchers which method is effective and also what leads to successful pedagogical practice of FFI.

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1.1 Research questions:

1. How the teachers are implementing form focused instruction (focus on form or focus on forms) in the tertiary level second language classes of Bangladesh?
2. What constitute effective pedagogic practice of FFI?
3. How does it affect on the L2 learners (facilitator or barrier)?
4. FFI constitutes an area of inquiry, then where the concern of researches and teachers can be brought together?

Chapter 2 : Literature Review

2.1. Form focused instruction:

In recent years, the role of form focused instruction has become an important issue in the field of SLA (Photos and Nassaji, 2013). According to Laufer and Girsai (2008), the term ‘form’ includes the function that a particular structure performs. For instance, attention to the ‘form’-*ed* subsumes the realization that *-ed* signals an action that was performed in the past (p.695). Further, according to Ellis (2001) form is intended to include phonological, lexical, grammatical and pragmalinguistic aspects of language (p.2). However, he mentioned that FFI includes both traditional approaches to teaching form based on structural syllabi and more communicative approaches in which attention is to given primarily meaning focused activities (p.2). Nevertheless, according to Doughty (1999) form-focused instruction is "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly. This can include the direct teaching of language such as through grammatical rules or reactions to learners' errors such as corrective feedback (p.3). Further, Long (1991) mentioned

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that “focus on form overtly draws student`s attention to linguistic element as they arise incidentally in lesson whose overriding focus on meaning and communication”(p. 45).

2.2. Early FFI research

Ellis (2001) mentioned that early research into form focused instruction (FFI) was “method oriented” which conceptualized how to teach language. At the time when these studies took place in 1960s and 70s, language pedagogy assumed that language teaching necessarily focusing on forms (primarily grammatical form) and principal debate regarding this is concerned with the best way to teach this forms. Thus, methods were distinguished whether forms should be taught explicitly (as in grammar translation method) or implicitly (as in audio-lingual method) (p.3).

2.3. Taxonomies and Classifications

The research does not only refer to overall effectiveness of form-focus instruction rather it goes beyond that. However, current FFI research is concerned with a wide range of activities in which some elements must be considered such as a) the continuum of implicit vs explicit FFI with formal rule based instruction at one end and embedding target structure in authentic discourse at the other b) the timing of FFI during the lesson c) the teacher`s role and intension d) task based FFI e)the existence of input enhancement during communicative lesson that is designed to draw learner`s attention to the form and f) output based FFI (Fotos and Nassaji,2013).

However, FFI, can be of two types: Focus on Form (FonF) and Focus on Forms (FonFs). The first is a pedagogical approach defined by Long as drawing learners` attention to linguistic elements during a communicative activity. Focus on Forms, on the other hand, is an approach

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equated with the 'traditional' method, which entails teaching discrete linguistic structures in separate lessons in a sequence determined by syllabus writers (Laufer and Girsai, 2008, p.695).

2.4. Focus-on-form

According to Ellis et al (2002), in focus-on-form instruction, the primary focus of attention is on meaning. Therefore, the attention to form arises out of meaning-centered activity derived from the performance of a communicative task. For example, students might be asked to perform an information-gap task and in the course of doing so their attention drawn to one or more linguistic forms that are required to perform the activity (p.420). According to Long & Robinson(1998) "focus on form involves...an occasional shift in attention to linguistic code features-by the teacher and/or one or more students-triggered by perceived problems with comprehension or production" (p.23).

However, FonF can also take place even when there is no communication breakdown but in this case, the focus is on a linguistic problem, not a communicative problem. A typical example is when the teacher corrects a learner's erroneous utterance even though there is no communication problem. For instance, if a learner said, "I go cinema yesterday," the teacher would know that the learner is referring to the past and might correct that using a recast such as "Oh, you went to cinema yesterday" (Shintani, 2013,p.38).

2.5. Focus on forms

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Ellis et al (2002) stated that focus on forms involves the pre-selection of specific features based on a linguistic syllabus and the intensive and systematic treatment of those features. Therefore, in focus-on-forms instruction, the primary focus of attention is given to the target form. A good example of a focus-on-forms lesson is one conducted by means of 'PPP'. It deals with the three stage lessons involving the presentation of a grammatical structure at first, its practice in controlled exercises and the provision of opportunities to produce it freely (p.420).

Again, Fotos and Nassaji (2011) suggested six recent input and output based instructional options to bring a change in grammar instruction as well as teaching grammar communicatively such as processing instruction, textual enhancement, discourse-based grammar teaching, interactional feedback, grammar-focused task and collaborative output task (p.8).

According to Long (1998) the teacher or textbook writer divides the L2 into segments of various kinds (phonemes, words, collocations, morphemes, sentence patterns, notions, functions' tones' stress and intonation patterns, and so on), and presents these to the learner in models, initially one item at a time. However, the learner's job is to synthesize the parts for use in communication and they are typically encouraged to master each linguistic item at a time (p.36).

However, Ellis (2001) pointed out a major difference between these two approaches. He mentioned that in a FonFs approach, students view themselves as learners of a language and the language is considered as the object of study; in FonF, on the other hand, learners view themselves as language users and language is viewed as a tool for communication (as cited in Laufer and Girsai, 2008, p.695)

2.6. Problems of Focus on forms:

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Long (1998) mentioned that Focus on forms lessons tend to be rather dry that consists of linguistic items which students are expected to master one at a time and often to native speaker levels. Nevertheless, focus on forms suffers from at least six major problems (p.37).

1) There is no needs analysis to indentify a particular learner's or group of leaner's communicative needs and does not even consider their learning styles and preferences. Therefore, it is a one-size-fits-all approach. Moreover, sometimes it does not cover language, skills, and genres that they need in class. This is inefficient and discouraging for students (p.37).

2) Textbook dialogues and classroom language are artificial and stilted. In other words, a focus on forms does not encourage using realistic models of language in class (p.37).

3) Focus on forms ignores language learning processes altogether and students are expected to master separately many of the target items (p.38).

4) Leaving learners out of syllabus design ignores the major role they will play in language development (p.38).

5) Despite the best efforts of highly skilled teachers and textbook writers, focus on forms tend to produce boring lessons with resulting declines in motivation, attention, and student enrollments (p.38).

6) A focus on forms produces many more false beginners than finishers (p.38).

2.7. Planned focus-on- form vs Incidental focus-on- form

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Ellis et al. (2002) referred to two types of focus-on-form instructions such as planned focus-on-form and incidental focus-on-form. The former one involves the use of focused tasks such as communicative tasks that have been designed to elicit the use of a specific linguistic form in the context of meaning-centered language use. Therefore, the focus-on-form is pre-determined (p.421). Farrokhi and Chehrazad (2012) defined the term in simpler way that “in planned focus on form, pre-selected linguistic items are targeted during a meaning-focused activity” (p.72). For example, a same-or-different task could be used to present pairs of pictures which would necessitate learners using ‘at’ and ‘in’ (the target forms) in order to determine whether the pictures are the same or different. This type of focus-on-form instruction is similar to focus-on-forms instruction in that a specific form is pre-selected for treatment but it differs from it in two ways. First, the attention to form occurs in interaction where the primary focus is on meaning. Second, the learners are not made aware that a specific form is being targeted and thus are expected to function primarily as ‘language users’ rather than as ‘learners’ when they perform the task (Ellis et al,2002,p.421).

On the other hand, incidental focus-on-forms involves the use of unfocused tasks including communicative tasks designed to elicit general samples of the language rather than specific forms. Such tasks can be performed without any attention to forms. Therefore, different forms are likely to be treated briefly rather than a single form addressed many times. For example, while performing an opinion-gap task, students might make a number of errors which the teacher corrects or they might feel the need to ask the teacher about a particular form, such as the meaning of a key word they do not know (Ellis et al,2002, p.421). Similarly, Ellis et al (2001) stated that incidental focus on form occurs spontaneously, without prior intention, during meaning-focused activities and targets a variety of linguistic items. While planned focus on form

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is intensive, focusing frequently on the same linguistic structure, incidental focus on form has a more extensive focus, with many linguistic structures being targeted but on only one or two occasions (p.17).

Moreover, it should be noted that whether focus on form is planned or incidental both require the use of a communicative task. In the case of planned focus-on-form, the teacher elects to use a task to target a specific linguistic feature that influences how the task is performed in the classroom. In the case of incidental focus on form, the forms attended to are not pre-determined but arise naturally out of the performance of the task. Even when the focus on form is planned, incidental attention to a range of forms in addition to the targeted form can occur (Ellis et al, 2002, p.421).

2.8. FFI research in Language pedagogy

According to Fotos and Nassaji (2013) , SLA research that has substantial impact on the role of FFI in promoting language acquisition is classroom-based. They claimed that instruction that includes some kind of FFI is more effective than instruction that focuses only on meaning. Regarding this Norris and Ortega(2000) did meta-analysis of 49 FFI studies from which the researcher concluded that I) FFI produces substantial gain of the target structure over the course of the study II) The effect of FFI seemed to be sustained over time III) Instruction that contains explicit instructional technique results more positive effect than involving implicit technique IV) The effectiveness of the instructional treatments depends on the methodological approaches (p.7)

2.9. Implications for designing a FonF approach:

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Matsuzaki (1998) talked about three areas of implication that are essential to design a FonF approach. These areas are:

- A) The choice of linguistic form to focus on;
- B) The optimal degree of explicitness of FonF intervention; and
- C) The appropriate timing of focus on form (p.1).

A) Choice of linguistic form:

For any sort of FonF intervention to be effective there are certain criteria .These criteria are:

1) Learners' developmental readiness

He mentioned that learners' developmental readiness can be considered as one of the crucial criteria for the choice of form to focus on which has to do with the staged acquisition of a system (e.g., English negation).In this regard, he pointed out Pienemann's (1989) teachability hypothesis which states that, within developmental sequences, it is not possible for learners to acquire, and therefore, it is not possible to teach structures that are far beyond the learners' current stage of development. However, Lightbown (1991) warned against being obsequious to Pienemann's claim in the classroom context.In this regard, she proposed several convincing arguments against teaching only to the next phase of any developmental sequence. First of all, such applications are impractical in most classrooms. Secondly, learners do internalize advanced language, and this can eventually become auto-input for restructuring it in their ILs in some future. Thirdly, learners acquire knowledge of any feature first and then gain control over that. Finally, she claimed that

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focus on form causes later noticing in the input that facilitates the internalization of the input (as cited in Matsuzaki, p.2).

2) Relevance of typological universal

Doughty and Williams pointed out according to typological accounts of SLA structures that are rare across languages are likely to be acquired late whereas those that are relatively common will be acquired early. They made an interesting implication that if learners in her study were taught the more difficult forms in the implicational order (less accessible relative clauses in the Noun Phrase Accessibility Hierarchy) they improved not only on the difficult forms that they had been taught but also on the easier ones that they had not been taught (as cited in Matsuzaki, p.3).

.3) Inherent difficulty of rules; and

Another type of criteria for the choice of linguistic form is the inherent difficulty of rules

While Williams and Evans suggest that it is the acquisition of formally functionally simple, and thus, easy rules that benefit most from instruction, some researchers such as Hulstijn and DeGraaff do not agree that such simple rules are the best candidates for instruction, because they assume that the easier rules are precisely the ones that students can discover for themselves (as cited in Matsuzaki, p.3).

4) Reliability and scope of rules.

Doughty and Williams suggested to draw on the fact that certainly rules with broad scope are the most useful ones. They pointed out selecting those rules prior to selecting rules with narrow scope in any syllabus design (as cited in Matsuzaki, p.4).

2.10. Form-Focused Instruction and traditional Grammar:

Regarding teaching of grammar Canh (2011) stated that it has occupied a central place in second language in general and teaching in English. Therefore, the teaching of grammar has been one of the longstanding debates in the field (p.32). According to Ur (1996) teaching of grammar is traditionally defined as presenting and explaining grammar rules to the learners followed by grammar practice activities .Nevertheless, Ellis argued that the most fundamental question concerning grammar instruction is whether grammar should be taught, and if it is taught, when and how it should be taught. Another way, it can be said that, the controversy over the role of grammar in second language teaching has centered on the argument whether explicit grammar knowledge supports or inhibits second language acquisition (ac cited in Canh, 2011, p.33).

According to Truscott (1999) , the effects of explicit grammar instruction are short-lived and superficial because it fails to bring about what he calls “genuine knowledge of language” .He again claimed that the benefits of forms-focused instruction can only be seen in learner`s performance of discrete-point tests which measure only explicit metalinguistic knowledge, not the learner`s ability to use the target language for communicative purposes (as cited in Canh,2011,p.34).

However, like the other side of coin, grammar has benefits for learning second language. Faerch (1986) claimed that grammar rules can help to support foreign language learning, even when the goal is fluency. Therefore, if grammar is taught in a secure, non-threatening, and motivating classroom, it is not necessarily the case that their explicit knowledge will hamper their communication (as cited in Canh,2011,p.35).Again , Pica (2005) observed a wide range of content-based classrooms where the target language is English and attention in the class is

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directed to meaning rather than form, and found that student's language production is "fluent, but linguistically inaccurate (as cited in Canh,2011,p.34).

2.11. Practicing focus on form vs focus on forms: the effectiveness of in ESL classroom

According to Nassaji (2010) research has proven that implementing focus on form in ESL classroom can be beneficial in terms of learning second language (p.907).Regarding this Long (1998) claimed that if learners are given adequate opportunities (older children, adolescents and adults) they can and do learn much of an L2 grammar incidentally. He suggested that in classroom setting, this is best achieved not by a return to discrete-point grammar teaching focus on forms where classes spend most of their time working on isolated linguistic structures in a sequence predetermined by a syllabus designer or textbook writer. Rather, during a meaning-focused lesson and using a variety of pedagogic procedures, is more effective as learner's attention is briefly shifted to linguistic code features in context. In this way student's experience problems as they work on communicative task, i.e., in a sequence determined by their own internal syllabuses, current processing capacity, and learnability constraints. Therefore, dissatisfaction with traditional form-focused instruction, on the one hand, and the inadequacies of purely meaning-focused approaches, on the other, leads to a conclusion that attention to linguistic forms must occur but within the context of meaningful communication (p.35).

In support of integrating form with the communicative context, Farrokhi (2005) examined the possibility of integrating form focused instruction and communicative interaction at the level of error correction. The database was drawn from transcripts of thirty one hours of classroom lessons including 752 error correction episodes. Findings revealed that combining focus on form and focus on meaning at the level of error correction is considered effective.

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However, it has been suggested that FonF is more effective than FonFs or a focus on meaning (Nassaji,2010, p.908).Supporting this, Long (1998) argued that FonF is particularly effective because it occurs at the time when learners need and helps to build their interlanguage development and their learning process (p.35).

However, Nassaji (2010) mentioned that there are two types of noticing have been distinguished in the field of SLA and both of them are hypothesized to help in language acquisition (p.909).

a) Noticing the gap

Noticing the gap occurs when learners notice a difference between their current interlanguage output and the target-like production of the forms needed for communication (as cited in Doughty et al, p.910)

b) Noticing the hole

Noticing the hole occurs when learners produce output and then realize that they are not able to say what they want to say in the target language (as cited in Swain et al, p.910).

Nevertheless, FonF is suggested to promote opportunities for both noticing the gap and noticing the hole. For example, when learners participate in interaction and then receive interactional FonF, such as recasts , they may compare their original output with the correct form in the feedback and realize that their production differs from the target-like production (p.910)

Moreover, Loewen (2005) examined the effectiveness of incidental focus on form in promoting L2 learning. Analysis of seventeen hours of naturally occurring, meaning focused instruction in twelve adult classes in a private language school in New Zealand revealed that learners could remember the targeted form sixty percent of the time one day after the FFEs (form-focused episodes) and fifty percent of the time two weeks later. Therefore, incidental

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focus on form might be beneficial to learners especially when they incorporated the targeted linguistic item into their own production.

In favor of FoF, as Ellis, Basturkmen, and Loewen, (2002) stated that the attention to form arises out of meaning centered activity derived from the performance of a communicative task. Therefore, it can provide an acceptable rationale for including communicative language use within traditional grammar-based instruction because learners may acquire those forms by keeping their attention on content and message. As a result, FoF can be an efficient and feasible way to teach grammatical and linguistic forms to learners while keeping their attention on meaning and communication (p.419).

2.12. The role of collaborative task and L2 proficiency in focus on form

According to Leiser (2004), for a teacher one of the challenges is how to focus on form effectively and appropriately in second language classrooms (p.55). He stated that learner-initiated focus on form facilitates second language development (p.58). Moreover, he mentioned the role of collaborative task and learner's proficiency in FFI. The use of collaborative tasks in a language classroom push learners to consciously reflect on their own language use (i.e., produce 'language-related episodes') .Therefore, conveying meaning can be proposed as one way to accomplish this goal. Regarding this, studies investigating the use of collaborative tasks that encourage learners to produce language-related episodes (LREs) have been shown to affect positively L2 development of learners (p.55). Therefore, research suggested that learners generally perform better in classroom tasks while working collaboratively (p.58). However, the question may arise that whether it benefits same for learners of different proficiencies. Here, the term 'proficiency' measures a learner's general language ability in speaking, listening, reading

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and writing .In order to prove the role of proficiency, Leeser`s study investigated how grouping learners by their relative proficiency (high-high, high-low, or low-low) affected the amount, type (lexical or grammatical) and outcome (correct, unresolved, or incorrect) of LREs produced during a passage reconstruction task that was completed by twenty-one pairs of adult L2 Spanish learners from a content-based course. However, the findings revealed that the proficiency of the learners affected how much they focused on form, the types of forms they focused on as well as how successful they were at resolving the language problems. (p.55)

2.13. Attention to form and attention to meaning

VanPatten (1994) raised a question that whether or not learners can direct conscious attention to form while they process input for meaning. He stated that “ anyone can process input for meaning or for form but research needs to address is if a learner can attend to form while attending to meaning when processing input, if so, what kind of form, and under what conditions this is and is not possible” (p.33). Thus, research on attention in SLA must be inextricably tied to research on comprehension. Therefore, in this kind of research, learners must attend to input for meaning. They must know that they are supposed to attend to meaning and the task they perform that will measure their comprehension. Otherwise, research on attention will not be able to address a fundamental feature of SLA which is for building up of a linguistic system that links form and meaning. Moreover, the research will lack any connection to the real world (p.33).

2.14. Performing FFI in meaning-focused activity

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Ellis et al. suggested that performing meaning focused activity can be beneficial for learners because it shifts their attention momentarily towards form that promotes interlanguage restructuring (as cited in Fotos and Nassaji, 2013). Therefore, Lightbown (2008) mentioned that if the form is significant for comprehension of meaning, a focus on both the form and the meaning is advantageous (as cited in Fotos and Nassaji, 2013). Long (1998) stated that if there is adequate opportunities, older children, adolescents, and adults can learn much of an L2 grammar incidentally, while focusing on meaning, or communication. However, just focus on meaning alone is not sufficient to achieve native-like proficiency (p.35).

2.15. Pedagogic realization of FonFs and FonF

In many current instructional materials, FonFs is realized in terms of present-practice-produce (Ur,1996). A key feature of PPP is that it seeks to elicit production of correct target forms right from the start as a means for learning them. Nevertheless, PPP includes meaning-based activities as well as controlled production exercises, but when learners perform them they are likely to be aware that the purpose is not for communication but for practicing specific linguistic forms (Shintani, 2013, p, 38).

On the other hand, FonF of this kind requires a task-based approach. Ellis (2003) proposes four defining criteria for a task: (1) meaning is primary, (2) there is some type of gap (e.g., an information gap), (3) learners are required to use their own linguistic and nonlinguistic resources to communicate, and (4) there is some outcome other than simply the display of correct language. Tasks can be input based or output based. In input-based tasks, learners are asked to comprehend input in order to achieve the task outcome, which involves some kind of nonverbal response (e.g., choosing the correct picture). They can be designed in such a way that learners

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are only able to achieve the outcome if they have both noticed and comprehended the specific linguistic forms needed to achieve the outcome. Learners receive feedback on their nonverbal responses, and this plays an important role in enabling them to see if they have processed the input correctly. Opportunity for focus on form also arises when there is negotiation of meaning or form. Ellis suggests that "simple listening can be devised that can be performed with zero competence in the L2(Shintani,2013, 39).

2.16. Implementing task-based FFI

In order to call learner`s attention to the target structure, Ellis suggested to implement task based FFI in the language classroom. In this regard, form focused task may be appeared to be purely communicative yet the input has been crafted to contain the target form and required to complete the task. Fotos et al. recommended that task should incorporate the target form more explicitly, for example, grammar consciousness raising task that aims to solve grammar problem using target structure or to generate grammar rules. Moreover, according to Ellis, planning before and during the task can be considered important for noticing and production (as cited in Fotos and Nassaji, 2013).

2.17. The rationale for focus-on-form instruction

According to Ellis et al. (2002) learners who are able to acquire linguistic forms without any instructional intervention typically do not achieve very high levels of linguistic competence from entirely meaning-centered instruction. For instance, students in immersion programs in Canada failed to acquire such features as verb tense markings even after many years of study (p.421). This made second language acquisition researchers such as Swain (1995) to draw a

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conclusion that learners need to do something more than to simply engage in communicative language use; they also need to attend to form (as cited Ellis et al, p.421).

However, the question may raise that the best way to induce this attention to form. They stated that as there is substantial evidence that if focus-on-forms instruction results in learning as measured by discrete-point language tests (e.g. the grammar test in the TOEFL), there is much less evidence to show that it leads to the kind of learning that enables learners to perform the targeted form in free oral production such as communicative task (p,421).

2.18. Form-focused instruction in the acquisition of implicit knowledge

Nevertheless, this is controversial that to what extent form-focused instruction contributes to the acquisition of second language implicit knowledge. According to Krashen (1993) the effects of FFI on acquisition are peripheral (p.224). He argued that FFI works only in the sense that it contributes to explicit knowledge and it has nothing to do with implicit knowledge (p.225). Again, according to Long's (1988, 1991) proposal, FFI is only effective if it consists of a focus on form. In contrast to a focus on forms, which involves the intensive teaching of specific grammatical features in a structure-of-the-day approach, a focus on form entails incidental attention to form in the context of communicative activity. In this kind of FFI, forms and the meanings they realize are made salient to learners while they are grappling with the need to communicate, thus affording opportunities for the form-function mapping seen by N. Ellis as an essential aspect of implicit language learning. However, Again, though, to test the efficacy of focus-on-form instruction, it is necessary to demonstrate that it affects the accuracy with which the target forms are used in free production (as cited in Ellis, 2002, p.225).

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On the other hand, N. Ellis sees FFI as facilitative and even necessary for developing implicit L2 knowledge. The contradiction between their opinions raises doubts as to whether focusing attention on specific forms is likely to have any impact (p.224). FFI can contribute to the acquisition of implicit knowledge and there are two variables that appear to influence its success—the choice of the target structure and the extent of the instruction (Ellis, 2002, p.223).

According to Ellis (2002), there is ample evidence to show that form-focused instruction (FFI) has a positive effect on second language (SL) acquisition (p.223). The typical route of acquisition is from formula through low-scope patterns to constructions and that process is the result of a human categorization ability which enables learners to figure out the sequences and their frequencies in the input (as cited in Ellis, 2002, p.224).

Moreover, Ellis stated that learning is a slow and gradual process which is ensured by the number of words and patterns to be learned. Implicit knowledge is knowledge about the distributional properties of language, which can only be revealed to the learner through substantial and repeated experiences with input. There are no rules but only a complex network of weighted connections adjusted in accordance with input frequencies so that eventually learner production becomes rule like. Given such an account, it is not easy to see how a few hours, several days, or perhaps even a number of weeks of FFI directed at some specific grammatical property can ensure that learners develop implicit knowledge of this feature.

2.19. Form-focused instruction: isolated or integrated

Spada and Lightbown (2008) introduced the terms isolated and integrated to describe two approaches in order to draw learners' attention to language form in L2 instruction. They pointed out that isolated FFI is provided in activities that are separate from the communicative use of language, but it occurs as part of a program that also includes CLT. Therefore, isolated FFI may be taught in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature. However, this approach differs from Long's focus on forms, which talks about language instruction and practice that is organized around predetermined points of grammar in a structural syllabus (p.186).

On the contrary, in integrated FFI, the learners' attention is drawn to language form during communicative or content-based instruction. This definition corresponds to focus on form and can be related to both types (planned and incidental). However, although the form focus occurs within a communicative activity, the language features in focus may have been anticipated and planned for by the teacher or they may occur incidentally in the course of interaction (p.186).

Nevertheless, the question may arise that in order to implement FFI which approach will be effective for learners. The instruction should be provided in isolated activities or in integrated way within the context of communicative activities. According to Spada and Lightbown (2008), both types of instruction can be beneficial, depending on the language feature to be learned, as well as characteristics of the learner and the learning conditions. For example, isolated lessons may be necessary to help learners who share the same first language (LI) overcome problems related to LI influence on their interlanguage whereas integrated instruction may be best for

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helping learners develop the kind of fluency and automaticity that are needed for communication outside the classroom. They pointed out that teachers and students can be benefited from both types of instruction (p.181).

2.20. When Form-Focused Instruction Should Begin

Regarding the question of whether FFI should be delayed until the later in the learning process or should be delivered to even absolute beginners, there are two major perspectives. The first perspective maintains that it is best to emphasize the teaching of grammar in the early stages of L2 acquisition, whereas the second perspective suggests that it is best to emphasize meaning-focused instruction to begin with and introduce grammar teaching later when learners have already begun to form their interlanguages (Ellis, 2006, p. 90). Supporters of the first perspective suggest that beginning-level learners cannot engage in meaning-centered activities because they lack the necessary knowledge of the L2 to perform tasks. Thus, a forms-focused approach is needed initially to construct a basis of knowledge that learners can then use and extend in a meaning-focused approach (Ellis, 2006, p. 90).

2.21. Implementing CLT

Gorves (1999) stated that, with the introduction of the communicative approach in second language teaching and learning, there appeared a strong tendency not to focus on linguistic forms and a consequent downplaying of the status of grammar teaching. In the last 10 years, however, theoretical perspectives on language teaching and learning have changed dramatically. New perspectives advocate principled, form-focused approach to L2 learning, arguing that a totally message-based approach is inadequate for the development of an accurate knowledge of language (p.818).

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In support of communicative approach in language teaching Savignon (1991) stated that at present learners are no longer regarded as passive and they are seen as active participants in the negotiation of meaning. Therefore, Schemata, expectancies, and top-down/bottom-up processing are among the terms now used to capture the necessarily complex, interactive nature of this negotiation (p.261).

The purpose of CLT is to make learners able to communicate in real context. Regarding the goal of CLT, Nattinger (1984) stated that CLT practice is quite diverse. He mentioned three purposes of CLT for learning a language such as 1) communicative competence is the goal at each level of instruction, 2) interaction between language users and their environment is a primary objective of all exercises, and 3) the processes involved in using language, that is, the strategies for making sense of something and for negotiating meaning, are the center of attention (p.391).

Gatbonton and Segalowitz (2005) stated that teachers are found to spend more time giving grammatical explanations and encouraging rule application in language class than conducting role plays, games, puzzles, and conversations (p.326). They further added that teachers in many parts of the world are used to highly structured activities such as teaching grammar rules, conducting drills, and teaching vocabulary lists, which makes it hard for them to accept that activities such as games, role-plays, and problem solving with little obvious language teaching purpose that can actually count as “real teaching” (p.327).

However, in case of learner's oral progress in language learning CLT is always considered effective. Grove (1999) stated that CLT effectively help us where we want to take our learners with regard to oral proficiency development. According to him more traditional, deductive grammar models were proved useless as outdated and inadequate for the purposes of

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promoting communicative competence among learners (p.817). Again, Saito (2012) talked about in favor of communicative interaction. He stated that meaning oriented classrooms is more effective than a purely naturalistic approach (p.842) However, many researchers argued that activities which focus solely on message are inadequate to develop an accurate knowledge of the language in question and to compensate for this inadequacy, some kind of form-focused activity needs to be incorporated into communicative classroom contexts (Nassaji, 1999, p.242).

2.22. Form focused activity in a communicative context:

Researcher stated that form focused instruction can be effective for learners especially when it is incorporated with meaningful communicative context. Though, there are still some confusions regarding language learning that how to teach grammar effectively or how to keep a balanced focus on grammatical form as well as meaningful communication in a L2 learning context (p.7). Richards indicated these questions as “the central dilemma” in language teaching (as cited in Fotos and Nassaji, p.7).

Nassaji (1999) also suggested that form-focused activity needs to be incorporated into second language (L2) communicative contexts (p.241). However, He stated that theoretical perspectives on language teaching and learning have changed dramatically in the last 10 years and this new perspectives advocate principled, form-focused approach to L2 learning, arguing that a totally message-based approach is not sufficient for the development of an accurate knowledge of language. Undoubtedly, there appeared a strong tendency not to focus on only linguistic forms and a consequent downplaying of the popularity of grammar teaching with the introduction of the communicative approach in second language teaching as well as learning (p.242). Again, According to DeKeyser there is considerable agreement that "some kind of

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focus on form (FonF) is useful to some extent, for some forms, for some students, at some point in the learning process (as cited in Groves, p.2)

2.23. The role of form focused instruction

Spada and Lightbown (2008) mentioned that Language acquisition is not an event that occurs in an instant or as a result of exposure to a language form, lesson or corrective feedback. They compared it with a phenomenon which perhaps well suited by the word “development” rather than “acquisition” (p.182).

According to Spada and Lightbown (2006), individuals who begin learning as young children, acquire high levels of second language ability without form-focused instruction which supports the hypothesis that FFI is not necessary for SLA. However, the ratio for such learners in second or foreign language classes is very rare who can reach that high level. Further, learners who begin learning when they are beyond early childhood, especially those whose exposure to the target language occurs primarily in classrooms where other students share the same LI, appear to benefit from FFI that helps them make more efficient use of their limited exposure to the sounds, words, and sentences of the language they are learning (as cited in Spada and Lightbown, 2008, p.182).

2.24. FFI facilitates language learning

In favor of form focused instruction Zyzik and Polio (2008) admitted that learners can be benefited from focus on form, but there should be an incidental focus (p.53). Again, he mentioned that the argument surrounding form-focused instruction is particularly acute in the case of content based classrooms where transmission of concepts and meaningful communication about

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a particular subject matter is central. He pointed that the nature of content-based classrooms creates conflict with drawing learners' attention to linguistic form (p.53).

Tomita and Spada examined how FFI influences learner investment in L2 communication in the classroom setting. In this regard, they observed twenty-four high school students in Japan where two teachers of taught four 50-minute lessons. The attention was given in both form-focused activity and meaning focused. All students completed both types of activities. When data were collected the results suggested that FFI created social contexts to establish their identities as L2 learners which lead to greater investment in L2 communication (p.591).

Chapter: 3 methodology

This chapter will explain the method of data collection of the study which will shed the light on current practice of FFI (focus on form vs focus on forms), whether it is a facilitator or barrier for learners and an area of inquiry that constitutes the concern of effective pedagogical practice of FFI in second language learning. The chapter constitutes the following parts.

1. Nature of the research (Qualitative and quantitative)
2. Method of data collection
3. Participants and sampling of the study
4. Data analysis procedure
5. Pilot test
6. Limitation of the study.

FOCUS ON FORMS VS FOCUS ON FORM: A FACILITATOR OR BARRIER**3.1. Nature of the research (Qualitative and quantitative) :**

The researcher integrated both qualitative and quantitative method in order to collect the data of the study. In this regard, Bryman (2006) stated that the discussion of the integration of quantitative and qualitative research has increasingly been taken over by a formalized approach of research (p.98). During the 1980s, many quantitative and qualitative researchers argued that their method was superior. Moreover, there was a strong conflict that these approaches should not be used together. However, in 1990s, many researchers opposed the idea of using any single method and started advocating the position that says both quantitative and qualitative methods are very important and often should be mixed in single research studies (Jhonson and Chirstensen , 2013, p.33). Therefore, mixed method is used for this study. Jhonson and Chirstensen (2013) stated that mixed research involves the mixing of both quantitative and qualitative research methods (p.34). Further, in favor of using mixed method in research, Bryman (2006) mentioned that mixed-methods or multi-strategy research can be effective to researchers and writers in clarifying the nature of their intentions or of their accomplishments (p.98). The appropriate amount of mixture will depend on the research questions and the situational and the practical issues facing a researcher (Jhonson and Chirstensen , 2013, p. 33).

3.2 Method of data collection:

The researcher used survey questionnaire and classroom observation checklist in order to get appropriate data. Moreover, observing the class helped the researcher getting in depth knowledge regarding the study and noticing whether there is any discrepancy. The methods used for this study are as below:

- Students' questionnaire survey

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- Teachers' questionnaire survey
- Classroom observation checklist

A. Questionnaire:

Questionnaire is developed in order to identify the current practice of FFI. Moreover, collecting information through questionnaire is very effective as they are more structured as well as more convenient. In this regard Brown (1995) said "questionnaires of all kinds may turn out to be very useful in gathering large scale information" (p. 51). The researcher made questionnaire for both students and teachers that contain same statements. In addition, the questionnaire consists of both the objective and subjective questions. The objective questions are for specific information whereas subjective questions often reveal learner's perceptions, priorities, and learning-style preferences (Nunan, 1988, p. 78).

Nevertheless, the objective questions of this research are formed in MCQ format in which learners were suggested to put a tick mark to the options that is best suited for them. Therefore, the respondents have to put a tick mark in a box from five alternatives for each item according to their preferences to answer the questionnaire. They have the following options.

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

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Moreover, MCQ question can be more convenient for them to answer as it takes less time. Regarding this Lowe (1991) stated that multiple choice questions are relevant, short and understandable. Therefore, this sort of questions is more concise and clear and should be worth asking based on the right subject matter (p.780). The questionnaire was basically designed using Likert scale .In this regard, Busch (1993) mentioned that second language teachers and researchers make use of Likert-type scales when conducting surveys of opinions, beliefs, and attitudes in needs analyses, teacher/student evaluation, beliefs about language learning, and so forth (p.734). In addition to this, some subjective questions are formed in order to get the participant`s personal opinion that may vary from person to person.

In addition ,the researcher tried to make questions in a way that participants can easily understand those .There are many technical terms for this study that will be difficult to understand form the participants .Therefore, the researcher tried to give explanations and example for every question so that they can easily understand that.

B.Classroom Observation:

According to Pianta et al (2002), observation research is a valuable method for studying classroom contexts because it allows researchers to collect detailed information about environmental characteristics and also student-teacher behaviors within natural and authentic settings. It has been widely used to collect data with respect to teaching learning context (as cited in weber et al, 2016, p.92)

The researcher also did classroom observation in order to get the actual data. She wanted to know if the teacher is actually demonstrating the principles written in the survey questionnaire .The purpose of doing the observation is to figure out if there is any discrepancy found in the

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responses of the participants and implementing that in real classroom setting. Nevertheless, in order to do the observation the researcher took permission from head of the department and the faculty of the respected course beforehand. The researcher observed five classes from different institutions that practice FFI (focus on forms and focus on form). The researcher came according to the class schedule and sat a corner of the class from where she could observe the class clearly. The researcher used a checklist in the form of questionnaire as same as the statements given to the participants. She also took note for necessary information that she collected from the class. Regarding this, Griffiee (2005) suggested to take note while doing classroom observation (p.42). He further added that, through observation course goal and objectives can be verified directly rather than relying on second-hand reports or handouts. Additionally, materials, activities, and procedures the teacher misses or takes for granted can be observed and evaluated. Observation data can be descriptive or quantifiable items of interest (p. 42).

3.3. Participants and sampling of the study:

Participants are very important for conducting a research .According to Bergold and Thomas (2012), a research can be successful if there is a great willingness on the part of participants to disclose their personal views, opinions and experiences. However, such participants are hard to find in institutional settings. The fear of being attacked for saying something wrong prevents them from expressing their views and opinions (p.196).Moreover, Bergold and Thomas (2012) suggested maintaining a “safe space” in order to facilitate sufficient openness in which the participants can be confident that their utterances will not be used against them and they will not suffer any disadvantages if they express critical or dissenting opinions (p.196). Therefore, at the beginning of the survey, the researcher ensured the participants that the study is just for academic purpose and their identity would not be disclosed.

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A sample was selected from 5 different educational institutes of Bangladesh. All the institutions were located at Dhaka. The researcher did the survey with 10 teachers and 110 students from those institutions. 21 close-ended and 4 open-ended questions were given to the participants in order to collect the data. At the beginning of the survey, the researcher explained the participants the purpose of the study and also told them that she will maintain confidentiality. Nevertheless, all the participants were cooperative while doing the survey.

Samples selected for the survey are shown below:

Table 1: Samples for the survey

Type	Number
1. Students' questionnaire	110
2. Teachers' questionnaire	10

Institution wise numbers of student and teacher respondents are given below:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Students No.	
		Focus on forms	Focus on form
Institution A	2	23	
Institution B	2	20	

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Institution C	2	17	
Institution D	2		23
Institution E	2		27

3.4 Data Analysis:

The data that were collected based on the result form the questionnaire and observation checklist. For analyzing part A (close-ended questions), the researcher used likert scale to measure the mean score for each statement. The mean is the sum of all scores of all subjects in a group divided by the number of subjects, $[X = \sum X/n]$ (Seliger & Shohamy, 1989, p. 215). By using mean score it is easy to find out average of all the students' score for a particular item. In addition, for part B (open ended questions), the researcher briefly analyzes the responses that she got form the survey.

3.5. Pilot study

A pilot study is defined by Bless and Higson-Smith (2000) is a small study conducted prior to a larger research study with the purpose of determining whether the methodology, sampling, instruments and analysis are adequate and appropriate to the study (P. 155).With the help of pilot study the researcher get to know if there is any confusion with the questionnaire and also understand whether it is appropriate for the subjects.

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For this study, the researcher did the pilot testing before doing the main survey. She requested a student and a teacher for pilot testing at the same institution from where she decided to do the main survey. Before doing the pilot study the researcher told them the reason behind doing the test and also requested to ask about if they encountered any problem regarding understanding the questionnaire. However, as the researcher designed the questionnaire in a way that would be easy to understand and also provided examples with every item .Therefore, participants did not find anything hard to understand.

3.6 Limitation of the study:

The researcher went to only 5 educational institutions for the survey and classroom observation. Moreover, those institutions were located only in Dhaka. Therefore, the result from this study cannot be generalized .It would be better for the researcher if she could cover on more institutions for survey and observe more classes in order to understand the appropriate scenario.

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Chapter 4: Findings

No	Statements	Focus on forms		Focus on form	
		Students' questionnaire results	Teachers' questionnaire results	Students' questionnaire results	Teachers' questionnaire results
1	Teacher gives you definition of a grammar item and in class (For example teacher gives definition of present tense).	4.23	3.67	1.80	2.00
2	Teacher presents rules and structure of a grammar item (for example, teacher writes subject +have/has+verb (past participle) +object on board in order to make you understand the structure of present perfect tense)	4.27	3.67	1.96	2.00
3	Teacher gives you exercise to practice grammar in class (for example, fill in the blanks with clue, right form of verbs, or sentence making using grammar item such as noun, adjective, matching correct verbs with sentences etc	4.00	4.00	2.00	2.25
4	Teacher asks to produce your own example of a grammar item during class.	3.97	4.00	3.10	2.50
5	Teacher teaches you grammar items such as tense, parts of speech, conditionals etc only to cover up the syllabus and wants you to master those at a time.	4.35	3.83	1.70	1.75

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6	The examples and activity provided by teacher or textbook in class is artificial (For example, activities given in class are not based on real life experience and the only purpose is academic.	4.17	2.17	1.60	2.00
7	Teacher spend more time giving grammatical explanations and encouraging rule application in class than conducting role plays, games, puzzles, and conversations .	3.97	3.33	1.70	2.00
8	You do not learn a grammar item performing a task that requires communicating with your classmates. For example, you might be asked to perform an information-gap task (you need to talk to your pair and find the missing information) and for doing so your attention is drawn to the particular grammar item that is required to perform the activity.	4.03	2.67	1.80	2.00
9	Teacher does not give activities that can help you in real life (For example , teacher give activities only from your book such as multiple choice or true/ false that do not help to practice the item you learn from real life conversation)	4.22	3.00	1.70	2.00
10	Tasks or activities are not arranged in a way which is meaningful and	4.00	3.33	1.80	1.75

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	requires you to exchange your thoughts with others that reflect our understanding .For example, information gap activity for which you will not get the whole information and you need to communicate with your pair to get missing part				
11	Teachers selects grammar items before the lesson and arrange task based on the item taught in class. (for example, teacher tells you that he/she is going to teach you preposition (us of in, at of etc) in class and gives tasks based on the item he/she is going to teach in class.	2.70	2.90	2.80	2.90
12	Teacher give you the task first and you take help regarding the problem that you face during the task (For example, performing a opinion gap task you might make mistakes and your teacher corrects that or you might find something difficult and ask help from your teacher.	2.75	2.90	2.40	3.00
13	Teacher does not give task/ exercise based on that he/she introduces grammar. For example, teacher`s focus is not teaching you grammar directly .Therefore, he/she gives materials and designs tasks keeping on mind which	4.22	3.67	1.77	2.00

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	grammar item he/she is going to teach you so that after completing the task you learn the item automatically				
14	Teacher does not teach us (integrated) along with relevant materials or circumstances that make the lesson easy to understand. (for example, if your teacher ask you regarding the activity that you did yesterday in order to introduce you with past tense)	4.05	3.33	1.58	1.50
15	Teacher does not make you understand the meaning during a task (For example , in case of fill in the blanks teacher makes you understand the meaning of entire passage so that you can make connection with the word).	3.55	2.00	1.90	2.00
16	Teacher gives us group work in order to complete a grammar task.	3.83	4.00	3.70	4.00
17	Teacher arranges groups based on our ability on reading, writing, listening .For example, some of you are good at listening or reading and your teacher make groups based on your performance.	1.83	2.00	1.60	1.00
18	Materials given in class are not easy and understandable.	3.83	2.17	1.90	1.75
19	Teacher teaches us language features such as (words, sentence pattern, grammar rules) in isolated manner (for	4.33	3.00	1.54	1.50

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	example , teacher writes rules and examples of present tense in board and tell you come up with similar example rather than giving you a situation in which you have to describe your daily activity and then point out the usage of present tense).				
20	Teacher does not teach us grammar based on a circumstance in terms of which it can be fully understood (context).(For example, teacher may ask to introduce you with other students in which you will require to use present tense and this is how you will learn present tense)	3.83	2.67	1.76	1.75
21	We do not require communicating each other in order to complete a task or exercise of grammar.	4.17	3.83	1.62	1.25

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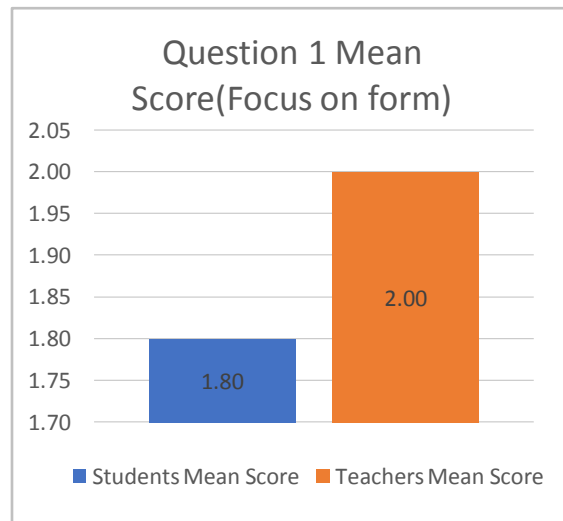
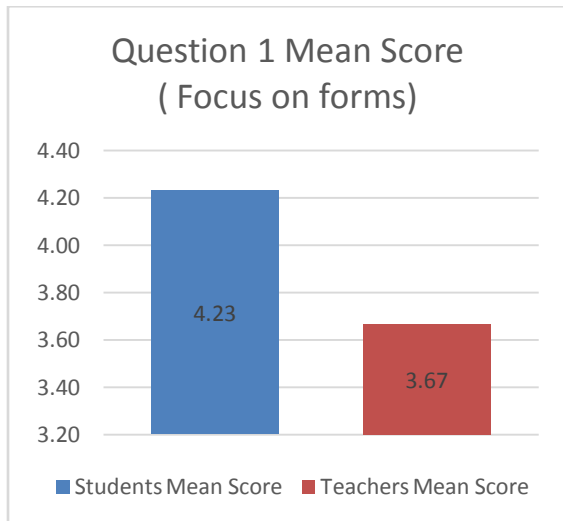
Discussion and Analysis

**** Interpretation:** (1.00 - 2.25) = *CLT(communivative language teaching)*; (2.26 - 3.00) =*Less Traditional* ; (3.01 - 4.25) = *Traditional* and (4.26 - 5.00) = *Very Traditional*

- **Giving definition for a grammar item**

Table 1

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
1	Teacher gives you definition of a grammar item and in class (For example teacher gives definition of present tense).	4.23	3.67	1.80	2.00



For item no 1, most of the students and teacher from the classes that follow focus on forms instruction agreed that teacher provide them definition of a grammar item .According to Laufer and Girsai (2008) , approach equated with the ‘traditional’ method, which entails teaching discrete linguistic structures in separate lessons falls under focus on forms instruction (p.695).

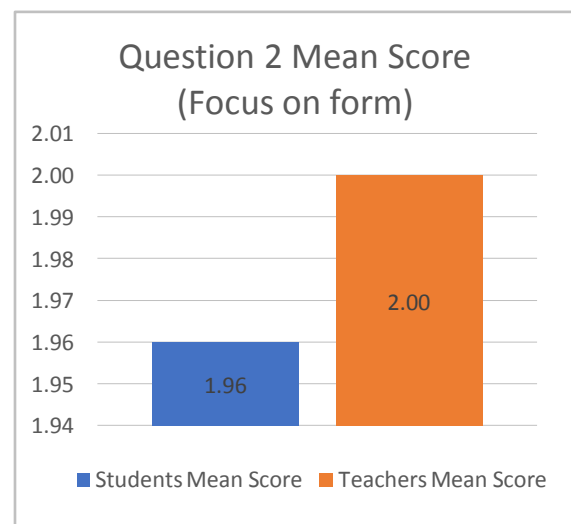
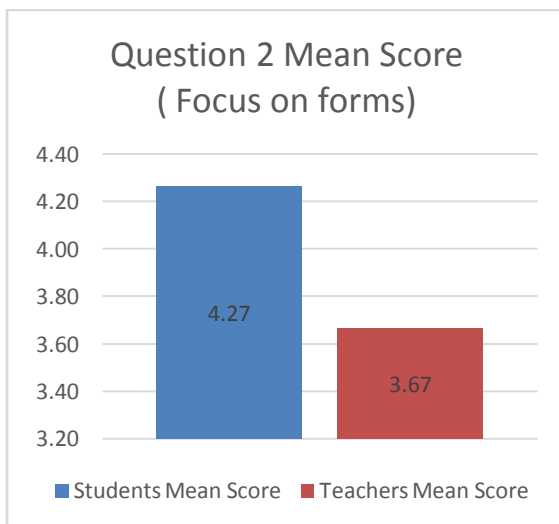
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Regarding this, Ellis et al (2002) stated that focus on forms involves the pre-selection of specific features based on a linguistic syllabus and the intensive and systematic treatment of those features. Therefore, in focus-on-forms instruction, the primary focus of attention is given on the form that is being targeted (p.420). On the other hand, responses from focus on form group show that they are against traditional teaching method.

- Presenting rules and structure of a grammar item

Table 2

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
2	Teacher presents rules and structure of a grammar item (for example, teacher writes subject +have/has+verb (past participle) +object on board in order to make you understand the structure of present perfect tense)	4.27	3.67	1.96	2.00



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After introducing the students with a grammar item, the teacher presents the structure and rule for that particular item. For item 2, the result of students' and teachers' questionnaire and checklist evaluation from focus on forms group reveals that they follow tradition method whereas result of focus on form group's mean score is very low which means most of them disagreed the statement.

Nevertheless, in the context of Bangladesh, teaching grammar in traditional method is a common scenario that teachers are following from the decades. They want their students to memorize the structure and rule of grammatical items at a time. Long (1998) mentioned that, the teacher or textbook writer divides the L2 into segments of various kinds phonemes, words, collocations, morphemes, sentence patters, etc and presents these to the learner in models, initially one item at a time. Therefore, learner's job is to synthesize the parts in communication and they are encouraged to master each item at a time (p.36).

As a result, Ellis (2001) stated that this tendency make learners view themselves as learners of a language and the language is considered just the object of study (as cited in Laufer and Girsai,2008, p.695). Therefore, the learners are not able to use the language as a tool of communication.

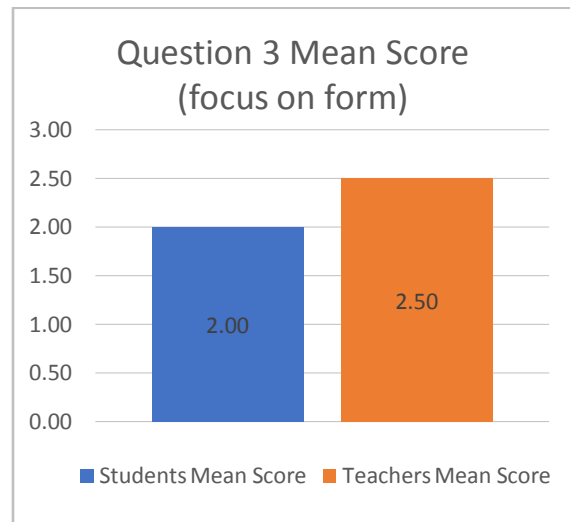
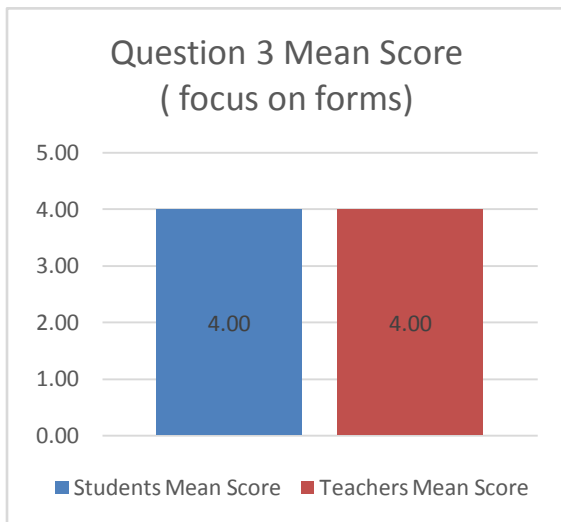
- **Giving exercise to practice in class**

Table 3

No	Statements	Focus on forms		Focus on form	
		Students' questionnaire result	Teachers' questionnaire result	Students' questionnaire result	Teachers' questionnaire result
3	Teacher gives students exercise to practice grammar in class (for	4.00	4.00	2.00	2.5

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	example, fill in the blanks with clue, right form of verbs, or sentence making using grammar item such as noun, adjective, matching correct verbs with sentences etc)				
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This is necessary for teachers to check how much the students understood the grammar lesson. Therefore, teachers give students excises such as fill in the blanks with using clue or sentence making etc. Basically this is controlled exercise for teaching .According to the result from item 3, students and teachers from focus on forms group supported the statement whereas result of focus on form groups shows the opposite. Moreover, the researcher opinion also goes in favor of their response.

In the context of Bangladesh, teachers always tend to teach students grammar by means of “ppp”. According to Ellis (2002), A good example of a focus-on-forms lesson is one conducted by means of ‘PPP’ which deals with three stage lessons involving the presentation of a grammatical structure , make them practicing and finally producing them freely (p.420).

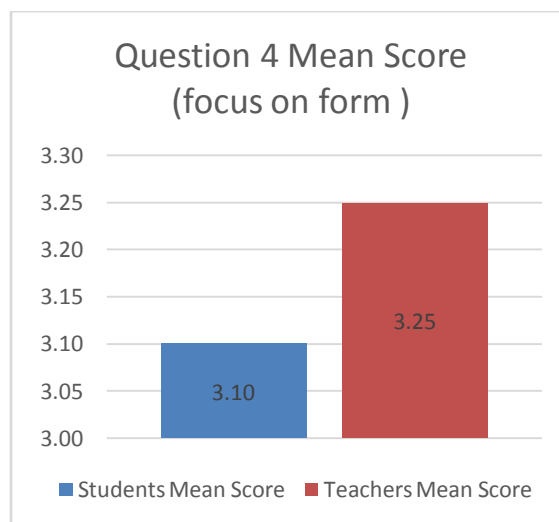
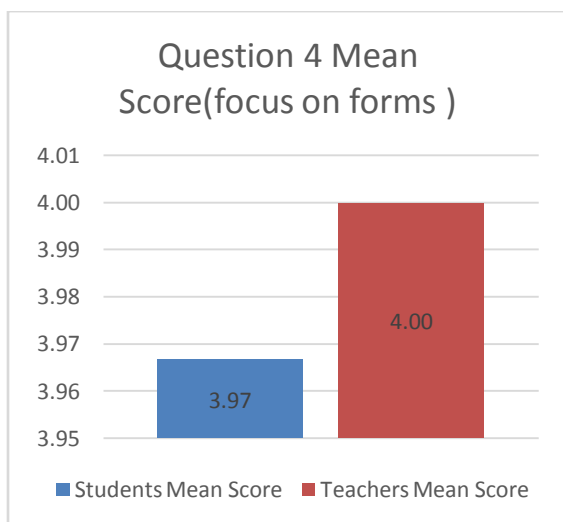
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According to Shintani, (2013) a key feature of PPP is that it seeks to elicit production of correct target forms right from the start as a means for learning them. Nevertheless, PPP includes meaning-based activities as well as controlled production exercises, but when learners perform them they are likely to be aware that the purpose is not for communication but for practicing specific linguistic forms (p, 38).However, this is not the right approach for teaching .Students should learn grammar as “by product” along with the language.

- **Producing own example**

Table 4

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
4	Teacher asks to produce your own example of a grammar item during class	3.97	4.00	3.10	2.50



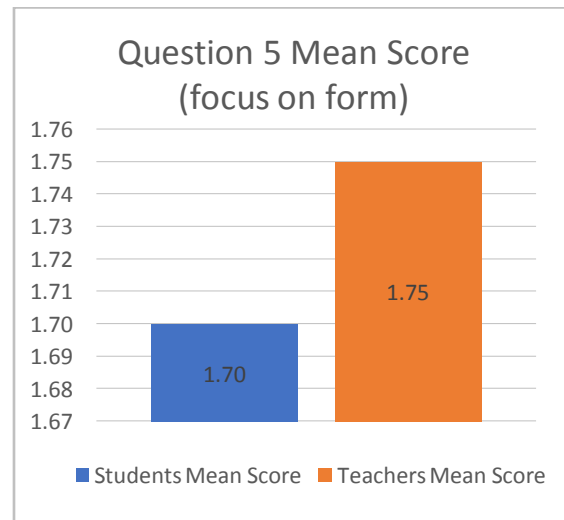
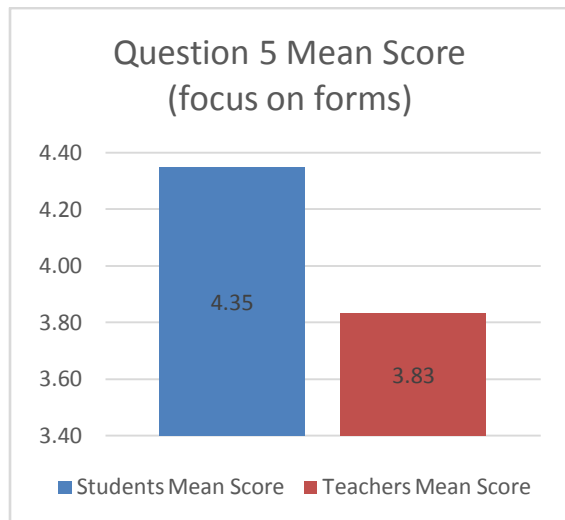
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For item 4, students and teachers of both group agreed on the fact that after practicing a grammar item, teachers want students to produce their own example. The researcher also observed during class that teachers from focus on forms group were asking student`s own example while teaching them “tense”. Nevertheless, this can be considered the last stage of “ppp” .

- Teaching grammar only to cover up the syllabus

Table 5

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
5	Teacher teaches you grammar items such as tense, parts of speech, conditionals etc only to cover up the syllabus and wants you to master those at a time.	4.35	3.83	1.70	1.75



In item 5, most of the participants from focus on forms group admitted that the lessons are only to cover up the syllabus. As a result, learners do not know anything out of their syllabus.

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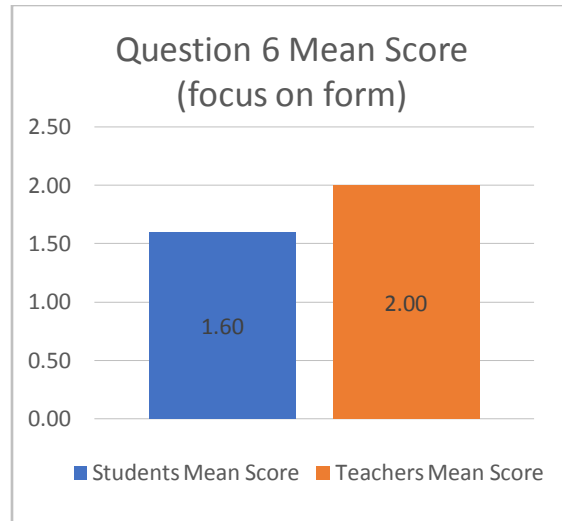
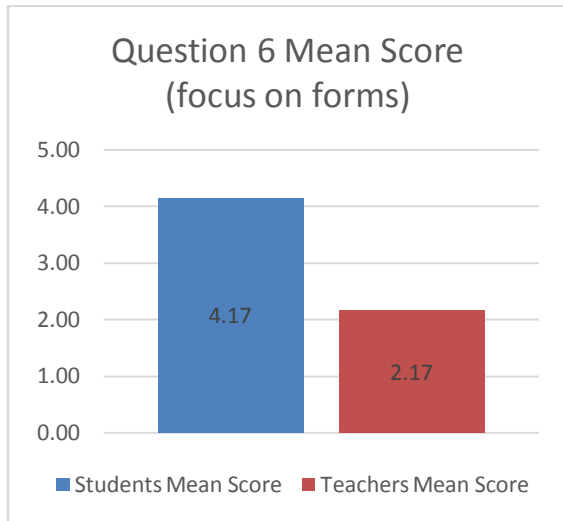
This tendency limits their knowledge and creates hindrance using the language as a tool of communication outside the classroom. Long (1998) mentioned that, in focus on forms, there is no needs analysis to identify a particular learner's or group of learner's communicative needs and it does not even consider their learning styles and preferences. Therefore, it is a one-size-fits-all approach. Moreover, sometimes it does not cover language, skills, and genres that they need in class. This is inefficient and discouraging for students (p.37). However, the scenario is different in the classes that practices focus on form. The researcher observed some activities that were out of their syllabus. The purpose of doing those activities was to engage them in communication.

- **Examples and activities are artificial**

Table 6

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
6	The examples and activity provided by teacher or textbook in class is artificial (For example, activities given in class are not based on real life experience and the only purpose is academic	4.17	2.17	1.60	2.00

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In case of item 6, though the students admitted that examples and activity provided by teacher or textbook in class is artificial but teachers did not support the statement. Here, the researcher found discrepancy because while observing the class the researcher noticed that the teacher using examples directly from the book and activities were very mechanical. On the contrary, focus on form group did not support the statement. Regarding this, Long (1998) mentioned that, textbook dialogues and classroom language are artificial and stilted. In other words, focus on forms does not encourage using realistic models of language in class (p.37).

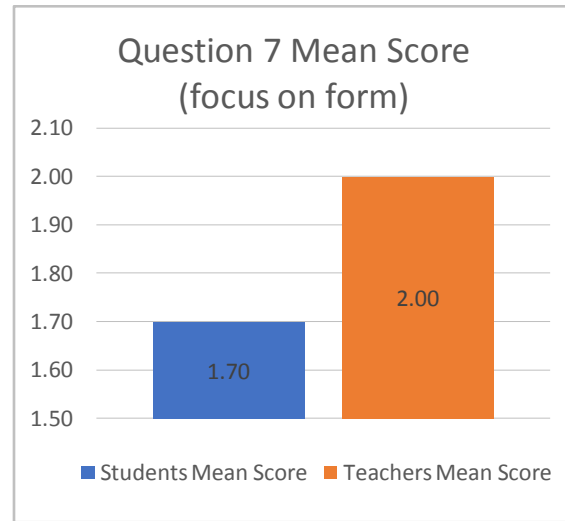
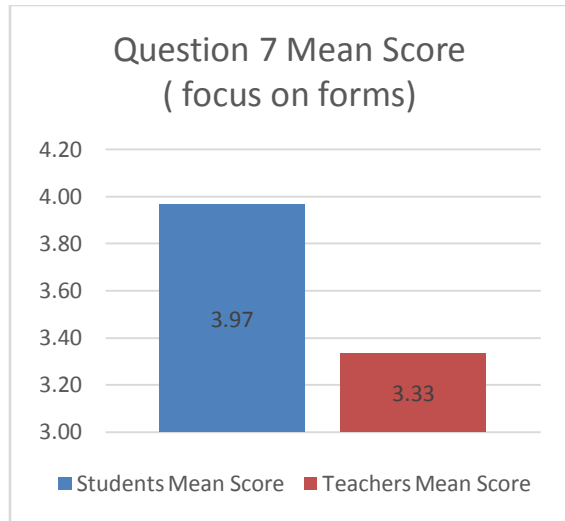
- **Giving grammatical explanations than conducting role plays, language-games, puzzles in class**

Table 7

No	Statement	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
7	Teacher spend more time giving grammatical explanations and encouraging rule application in class than conducting role plays, games, puzzles, and	3.97	3.33	1.70	2.00

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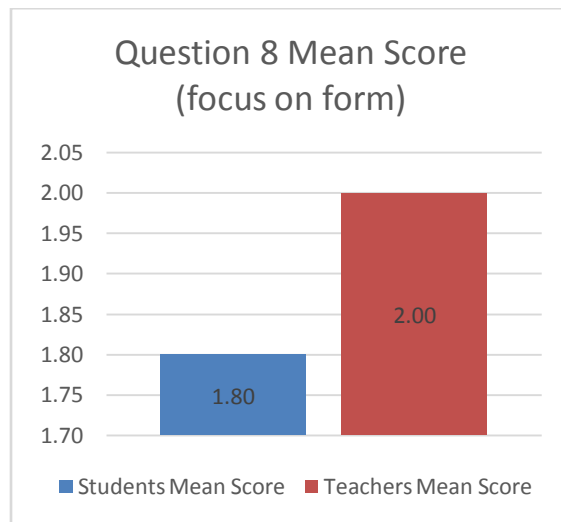
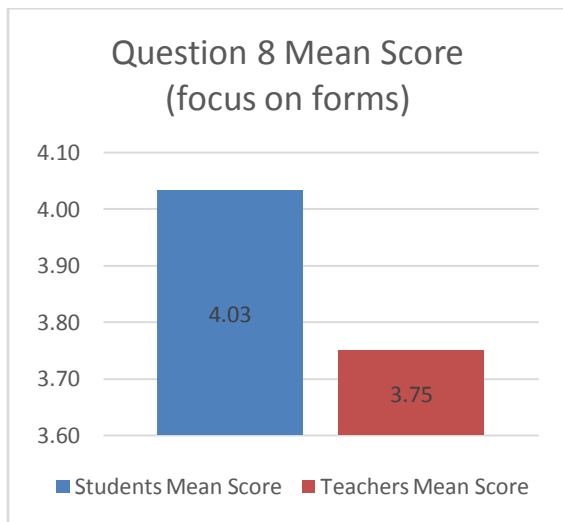
In item 7, the results of questionnaire and observation checklist shows that focus on forms group agreed that teacher spend more time giving grammatical rules whereas disagreement with the statement of focus on form group proves that they prefer activities such as conducting role plays, games, puzzles etc which is not boring and engage them in communication. According to Gatbonton and Segalowitz (2005), teachers are found to spend more time giving grammatical explanations and encouraging rule application in language class than conducting role plays, games, puzzles, and conversations (p.326). They further added that teachers in many parts of the world are used to highly structured activities such as teaching grammar rules, conducting drills, and teaching vocabulary lists, which makes it hard for them to accept that activities such as games, role-plays, and problem solving with little obvious language teaching purpose that can actually count as “real teaching” (p.327). Unfortunately, teachers from our country are not exceptional and still could not come out of the traditional approach of language teaching. They cannot think out of the box that can make language learning more fruitful.

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- **Performing a task communicating with classmates**

Table 8

No	Statement	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
8	You do not learn a grammar item performing a task that requires communicating with your classmates. For example, you might be asked to perform an information-gap task (you need to talk to your pair and find the missing information) and for doing so your attention is drawn to the particular grammar item that is required to perform the activity.	4.03	3.75	1.80	2.00



Item 8 is regarding practicing focus on form as a teaching method in class. According to Ellis et al (2002), in focus-on-form instruction, the primary focus of attention is on meaning. Therefore, the attention to form arises out of meaning-centered activity derived from the

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performance of a communicative task. For example, students might be asked to perform an information-gap task and in the course of doing so their attention drawn to one or more linguistic forms that are required to perform the activity (p.420).

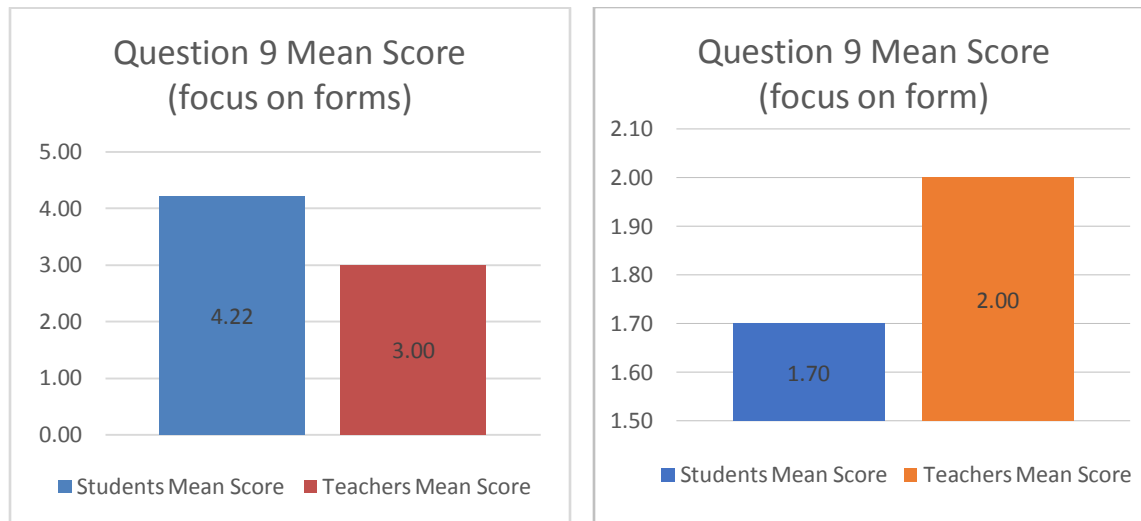
However, survey results and checklist evaluation reveals that tasks and activities from focus on forms groups do not engage students in communication though the focus on form group did not support this. The researcher also observed that tasks and activities of the classes that practice focus on form make students engage in conversation with their teacher and fellow students. Therefore, class participation is greater than focus on form group.

- **No real life activities**

Table 9

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
9	Teacher does not give activities that can help you in real life (For example , teacher give activities only from your book such as multiple choice or true/ false that do not help to practice the item you learn from real life conversation	4.22	3.00	1.70	2.00

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In item 9, most of the participants admitted that teacher does not give them real life activities. On the other hand, survey results and checklist evolution was different in focus on form groups that indicates in favor of arranging real life tasks for the learners. Nevertheless, the purpose of CLT is to make learners able to communicate in real context. Therefore, teachers should arrange real life tasks and activities in order to make the students familiarized with the context where language will be used as a tool of communication. Regarding the goal of CLT, Nattinger (1984) stated that CLT practice is quite diverse. He mentioned three purpose of CLT for learning a language such as 1) communicative competence is the goal at each level of instruction, 2) interaction between language users and their environment is a primary objective of all exercises, and 3) the processes involved in using language, that is, the strategies for making sense of something and for negotiating meaning, are the center of attention (p.391).

According to Grove (1999), more traditional, deductive grammar models were proved useless as outdated and inadequate for the purposes of promoting communicative competence among learners (p.817). Similarly, Saito (2012) talked about in favor of communicative interaction. He stated that meaning oriented classrooms is more effective than a purely

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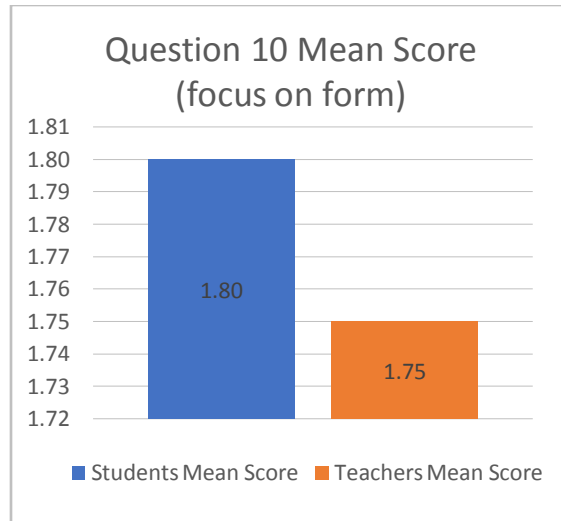
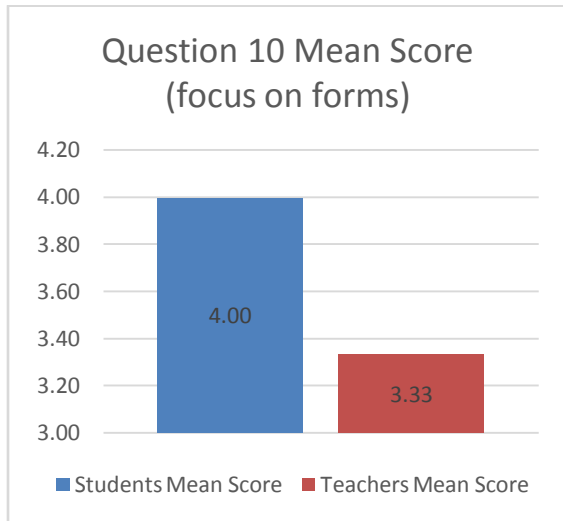
naturalistic approach (p.842). However, many researchers argued that activities which focus solely on message are inadequate to develop an accurate knowledge of the language in question and to compensate for this inadequacy, some kind of form-focused activity needs to be incorporated into communicative classroom contexts (Nassaji, 1999, p.242).

- **Task or activities do not help to understand meaning and exchange thoughts**

Table 10

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
10	Tasks or activities are not arranged in a way which main purpose is to make you understand the meaning and requires you to exchange your thoughts with others through communication that reflect your understanding .For example, information gap activity for which you will not get the whole information and you need to communicate with your pair to get missing part.	4.00	3.33	1.80	1.75

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According to survey results and checklist evaluation, tasks and activities of focus on forms group do not make the students understand the meaning and exchange their thoughts through communication. However, focus on form group disagreed the statement. Regarding this, Ellis (2003) suggested following facts that require for designing tasks in class. According to Ellis (2003), there are four defining criteria for a task: (1) meaning is primary, (2) there is some type of gap (e.g., an information gap), (3) learners are required to use their own linguistic and nonlinguistic resources to communicate, and (4) there is some outcome other than simply the display of correct language (as cited in Shintani,2013, 39).

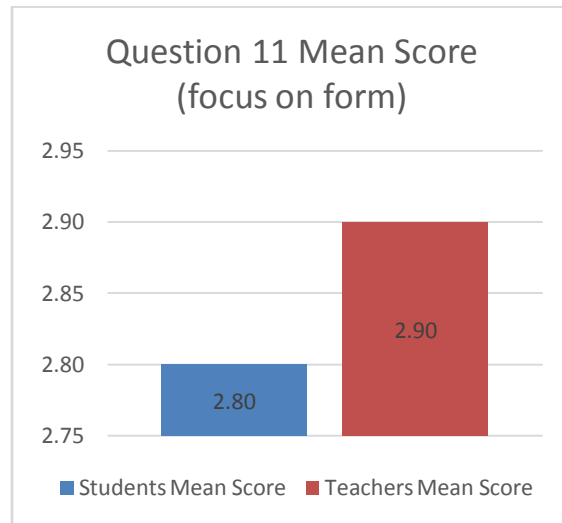
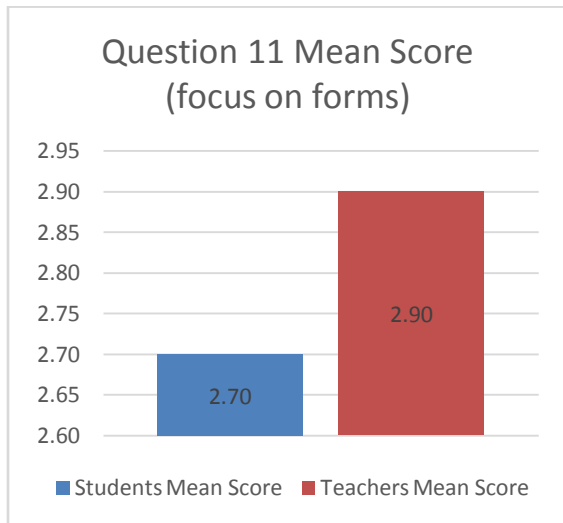
- **Selecting grammar items before the lesson and arrange task based on the item**

Table 11

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
11	Teachers selects grammar items before the lesson and arrange task based on the item taught in class. (for example, teacher tells you that he/she is going	2.70	2.90	2.80	2.90

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	to teach you preposition (us of in, at of etc) in class and gives tasks based on the item he/she is going to teach in class.				
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The statement is regarding “planned focus on form”. Ellis et al. (2002) referred to two types of focus-on-form instructions such as planned focus-on-form and incidental focus-on-form. Nevertheless, planned focus-on-form is pre-determined (p.421).Further, Farrokhi and Chehrazad (2012) defined the term more simple way that “in planned focus on form, pre-selected linguistic items are targeted during a meaning-focused activity” (p.72).

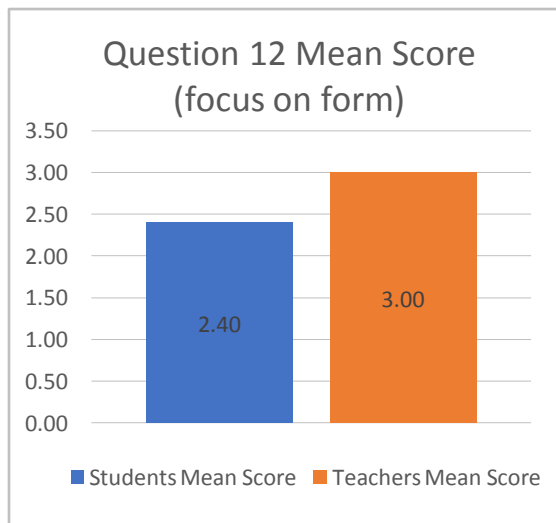
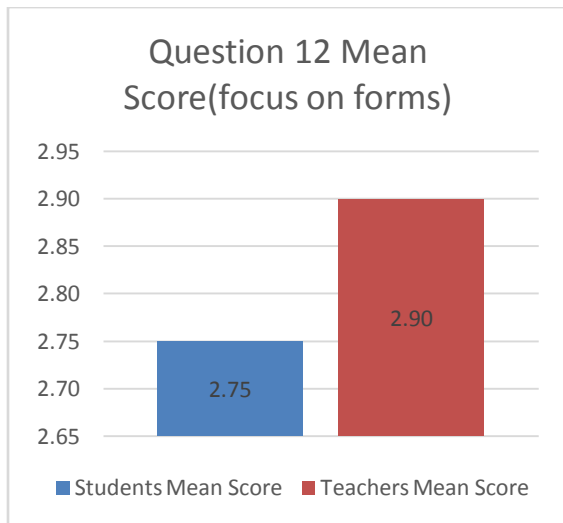
Implementing this strategy can be effective in a sense that learner may have prior idea about what they are going to learn in their lesson. Perhaps, it would help them to take preparation and capturing the concept beforehand. However, it seemed that focus on form groups do not use this strategy in class.

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- Students take help regarding the problem that they face instantly during the task

Table 12

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
12	Teacher give you the task first and you take help regarding the problem that you face instantly during the task (For example, performing a opinion gap task you might make mistakes and your teacher corrects that or you might find something difficult and ask help from your teacher	2.75	2.90	2.40	3.00



The result of survey and observation shows that learners of focus on forms take help form the teachers instantly during a task if they face any difficulty .This statement is to figure out whether they follow “incidental focus on form “ in class. Incidental focus-on-form involves the

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use of unfocused tasks including communicative tasks designed to elicit general samples of the language rather than specific forms. Such tasks can be performed without any attention to forms. Therefore, different forms are likely to be treated briefly rather than a single form addressed many times. For example, while performing an opinion-gap task, students might make a number of errors which the teacher corrects or they might feel the need to ask the teacher about a particular form, such as the meaning of a key word they do not know (Ellis et al, 2002, p.421). Similarly, Ellis et al (2001) stated that incidental focus on form occurs spontaneously, without prior intention, during meaning-focused activities and targets a variety of linguistic items (p.17).

However, it should be noted that whether focus on form is planned or incidental both require the use of a communicative task. In the case of planned focus-on-form, the teacher elects to use a task to target a specific linguistic feature that influences how the task is performed in the classroom. In the case of incidental focus on form, the forms attended to are not pre-determined but arise naturally out of the performance of the task. Even when the focus on form is planned, incidental attention to a range of forms in addition to the targeted form can occur (Ellis et al, 2002, p.421).

Farther, Loewen (2005) examined the effectiveness of incidental focus on form in promoting L2 learning. Analysis of seventeen hours of naturally occurring, meaning focused instruction in twelve adult classes in a private language school in New Zealand revealed that learners could remember the targeted form sixty percent of the time one day after the FFEs (form-focused episodes) and fifty percent of the time two weeks later. Therefore, incidental focus on form might be beneficial to learners especially when they incorporated the targeted linguistic item into their own production.

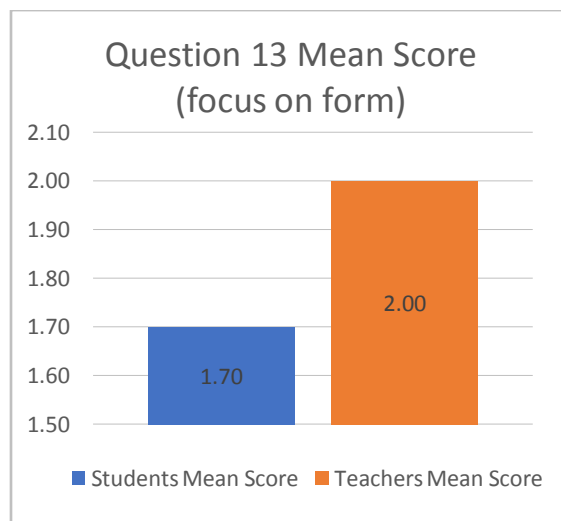
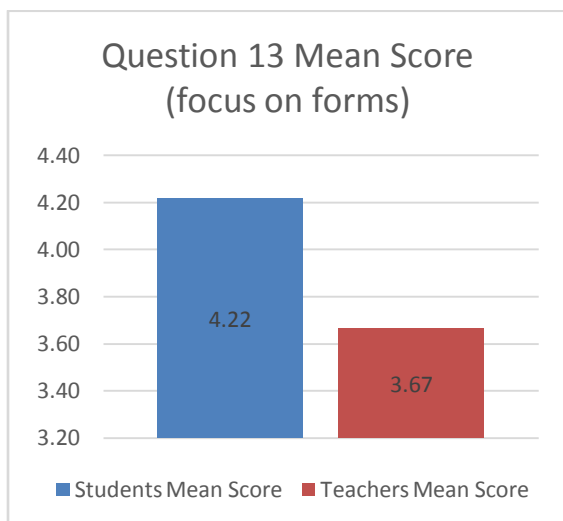
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Therefore, teacher should not forget about this approach especially in tertiary level teaching .They might combined this two approaches in order to make a fruitful teaching in language class.

- **Arranging tasks to introduce grammar**

Table 13

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
13	Teacher does not give tasks/ exercises based on that he/she introduces grammar. For example, teacher`s focus is not teaching you grammar directly .Therefore, he/she gives materials and designs tasks keeping on mind which grammar item he/she is going to teach you so that after completing the task you learn the item automatically	4.22	3.67	1.77	2



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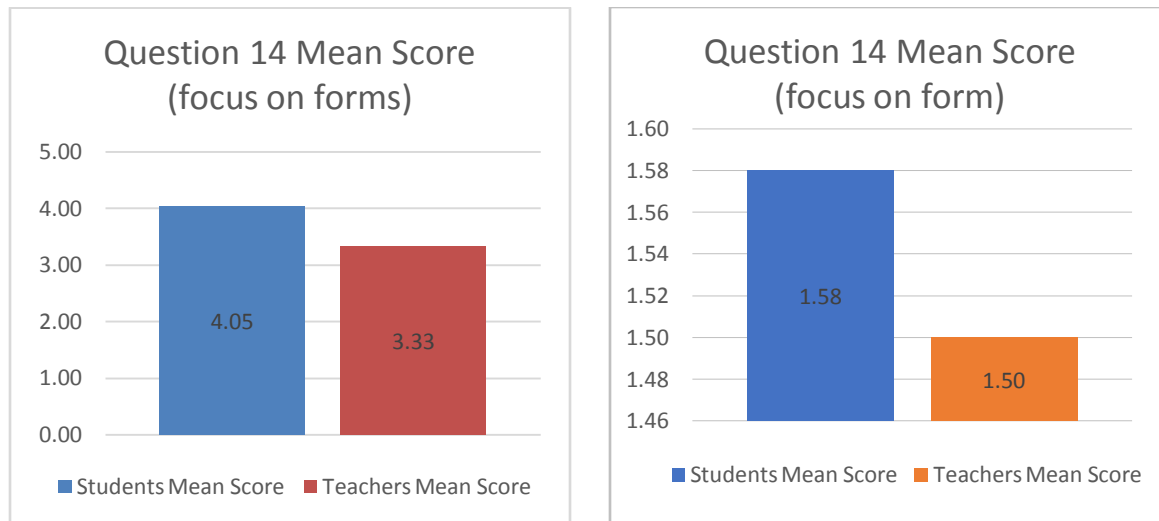
According to Long's (1988, 1991) proposal, FFI is only effective if it consists of a focus on form. In contrast to a focus on forms, which involves the intensive teaching of specific grammatical features in a structure-of-the-day approach, a focus on form entails incidental attention to form in the context of communicative activity. In this kind of FFI, forms and the meanings they realize are made salient to learners while they are grappling with the need to communicate, thus affording opportunities for the form-function mapping seen by N. Ellis as an essential aspect of implicit language learning (as cited in Ellis, 2002, p.225). For tertiary level learners it would be better if they teach the learners incidentally.

- **Teacher does not teach students in integrated way**

Table 14

No	Statement	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
14	Teacher does not teach us (integrated) along with relevant materials or circumstances that make the lesson easy to understand. (for example, if your teacher ask you regarding the activity that you did yesterday in order to introduce you with past tense)	4.05	3.33	1.58	1.50

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Spada and Lightbown (2008) introduced the terms isolated and integrated to describe two approaches in order to draw learners' attention to language form in L2 instruction (p.186). According to Spada and Lightbown (2008), in integrated FFI, the learners' attention is drawn to language form during communicative or content-based instruction. This definition corresponds to focus on form and can be related to both types (planned and incidental). However, although the form focus occurs within a communicative activity, the language features in focus may have been anticipated and planned for by the teacher or they may occur incidentally in the course of interaction (p.186).

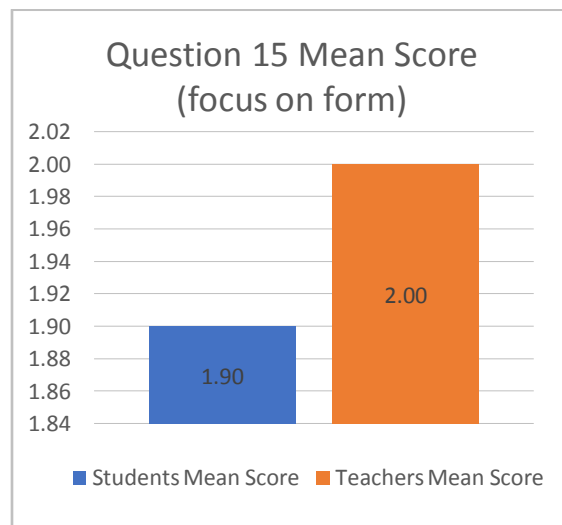
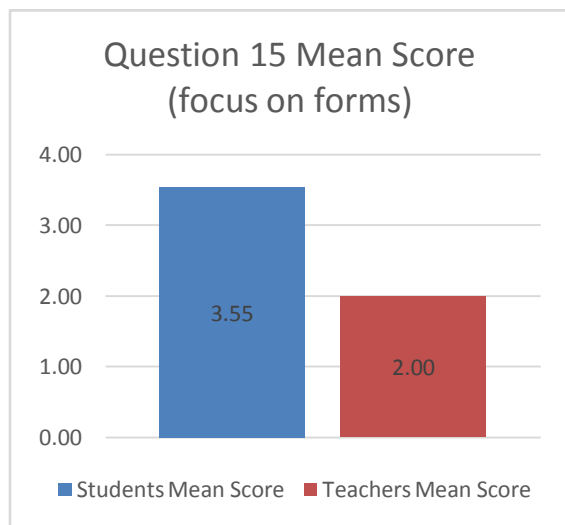
Nevertheless, the question may arise that in order to implement FFI which approach will be effective for learners. As the learners are in tertiary level, it would be effective for them if they are taught in integrated way. On the other hand, according to Spada and Lightbown (2008), both types of instruction can be beneficial, depending on the language feature to be learned, as well as characteristics of the learner and the learning conditions. However, the result of survey and observation demonstrate that focus on forms group do not follow this approach whereas focus on form group prefer to learn in integrated way.

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- **Teacher does not make students understand the meaning during a task**

Table 15

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
15	Teacher does not make you understand the meaning during a task (For example, in case of fill in the blanks teacher makes you understand the meaning of entire passage so that you can make connection with the word).	3.55	2.00	1.90	2.00



For statement no 15, students from focus on forms group claimed that teachers do not make them understand the meaning during a task but there was disagreement among the teachers regarding this statement. However, it is always expected that teacher should be careful about the comprehensibility of the input and help the learners if they face any difficulty to understand the

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meaning. On the contrary, both the students and teachers disagreed the statement which meant teachers make sure whether the learners understood the meaning during a task.

However, understanding the meaning during a task is actually important for learners because they should have capability to direct their attention to forms at the same time understanding the meaning. Regarding this issue, VanPatten (1994) raised a question that whether or not learners can direct conscious attention to form while they process input for meaning. He stated that “ anyone can process input for meaning or for form but research needs to address that if a learner can attend to form while attending to meaning when processing input, if so, what kind of form, and under what conditions this is and is not possible” (p.33).

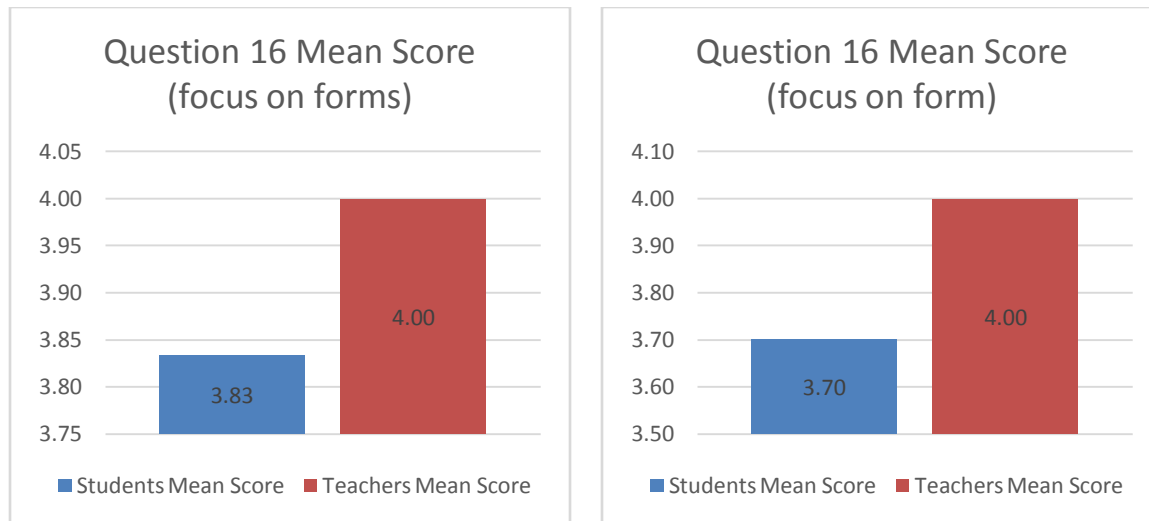
Thus, research on attention in SLA must be inextricably tied to research on comprehension. Therefore, in this kind of research, learners must attend to input for meaning. They must know that they are supposed to attend to meaning and the task they perform that will measure their comprehension. Otherwise, research on attention will not be able to address a fundamental feature of SLA which is for building up of a linguistic system that links form and meaning. Moreover, the research will lack any connection to the real world (p.33).

- **Teacher gives us group work**

Table 16

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
16	Teacher gives us group work in order to complete a grammar task.	3.83	4.00	3.70	4.00

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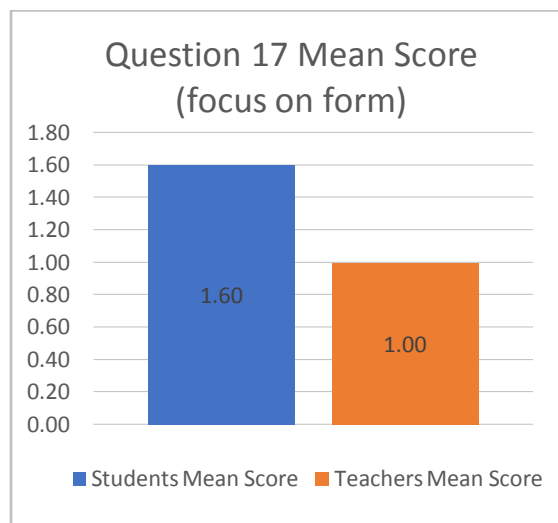
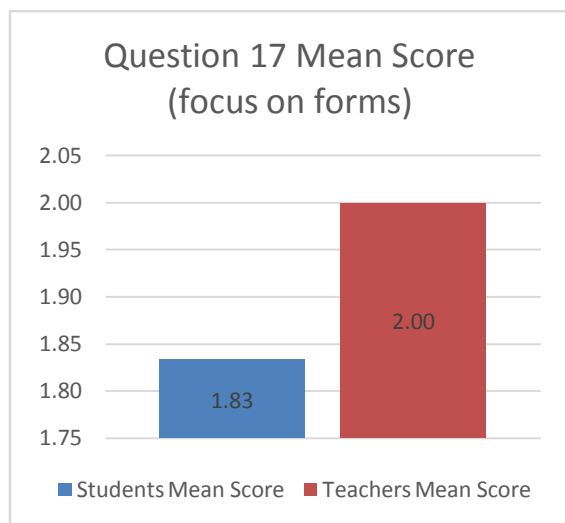
According to Leiser (2004), for a teacher one of the challenges is how to focus on form effectively and appropriately in second language classrooms (p.55). He stated that learner-initiated focus on form facilitates second language development (p.58). Moreover, he mentioned the role of collaborative task and learner's proficiency in FFI. The use of collaborative tasks in a language classroom push learners to consciously reflect on their own language use (i.e., produce 'language-related episodes'). Therefore, conveying meaning can be proposed as one way to accomplish this goal. Regarding this, studies investigating the use of collaborative tasks that encourage learners to produce language-related episodes (LREs) have been shown to affect positively L2 development of learners (p.55). Therefore, research suggested that learners generally perform better in classroom tasks while working collaboratively (p.58). Teacher should give group work more often so that students can share their thoughts, get new ideas from each other and enhance the capability of team management.

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- **Teacher arranges groups based on student`s ability on reading, writing, listening**

Table 17

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
17	Teacher arranges groups based on our ability on reading, writing, listening .For example, some of you are good at listening or reading and your teacher make groups based on your performance.	1.83	2.00	1.60	1.00



It is a matter of concern that whether collaborative work benefits same for learners of different proficiencies. Here, the term ‘proficiency’ measures a learner’s general language ability in speaking, listening, reading and writing .In order to prove the role of proficiency, Leeser`s (2004) study investigated how grouping learners by their relative proficiency (high-high, high-low, or low-low) affected the amount, type (lexical or grammatical) and outcome (correct, unresolved, or incorrect) of LREs produced during a passage reconstruction task that was

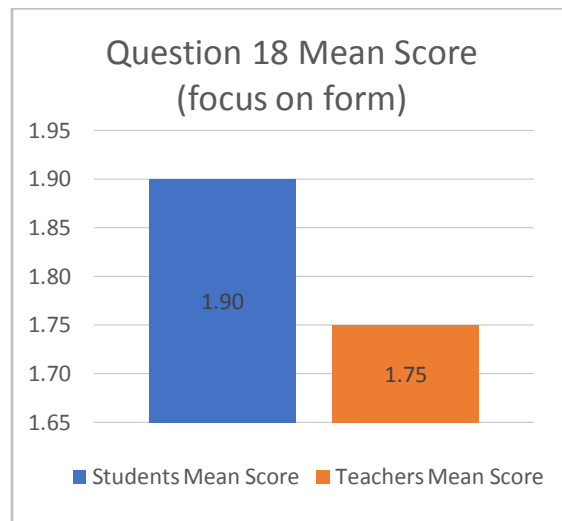
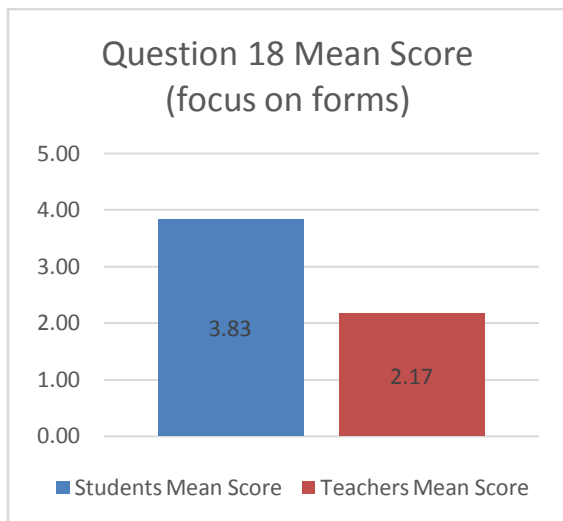
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completed by twenty-one pairs of adult L2 Spanish learners from a content-based course. However, the findings revealed that the proficiency of the learners affected how much they focused on form, the types of forms they focused on as well as how successful they were at resolving the language problems. (p.55) Though responses from both group (teachers and students) and did not support the idea of arranging groups based on the student`s proficiency, teacher may think about implementing this idea in language classroom.

- **Materials given in class are not easy and understandable**

Table 18

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
18	Materials given in class are not easy and understandable.	3.83	2.17	1.90	1.75



Lightbown (2008) mentioned that if the form is significant for comprehension of meaning, a focus on both the form and the meaning is advantageous (as cited in Fotos and

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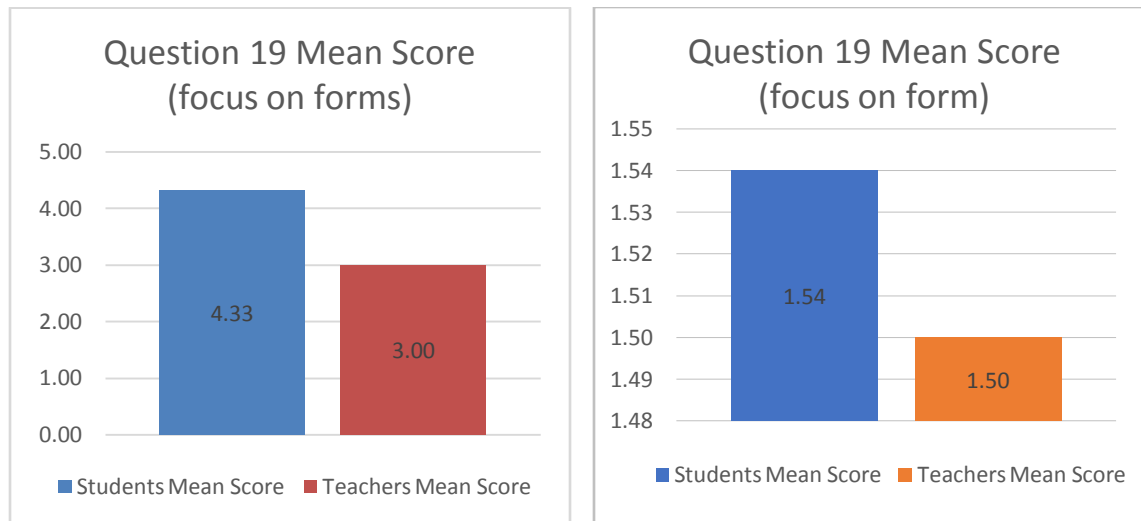
Nassaji, 2013). Long (1998) stated that if there is adequate opportunities, older children, adolescents, and adults can learn much of an L2 grammar incidentally, while focusing on meaning, or communication (p.35). However, teachers should always be concerned whether the materials they use in class are easy and interesting so that the students can capture the input easily.

- **Teacher teaches us language features such as (words, sentence pattern, grammar rules) in isolated manner**

Table 19

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
19	Teacher teaches us language features such as (words, sentence pattern, grammar rules) in isolated manner (for example , teacher writes rules and examples of present tense in board and tell you come up with similar example rather than giving you a situation in which you have to describe your daily activity and then point out the usage of present tense).	4.33	3.00	1.54	1.50

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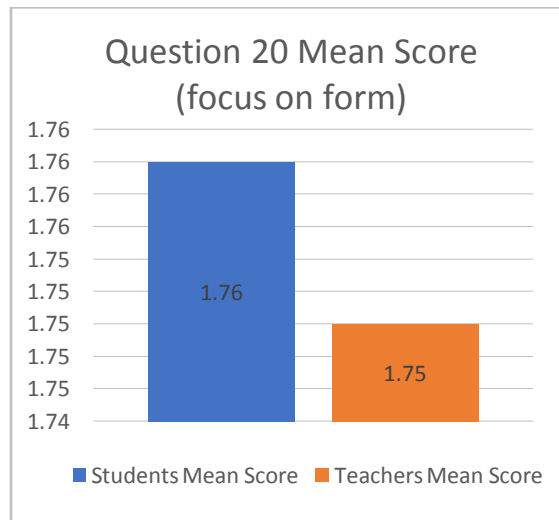
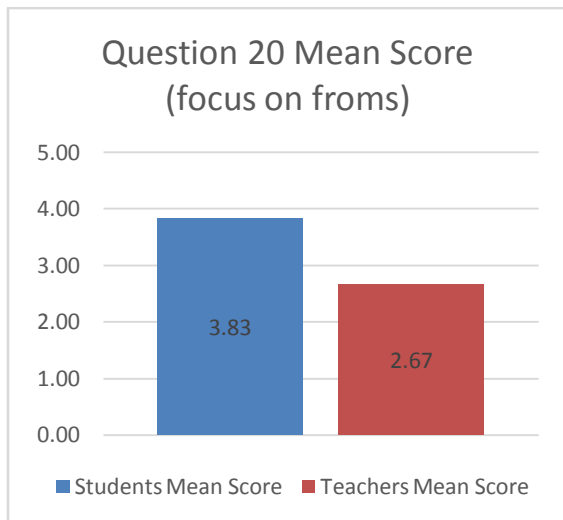
Spada and Lightbown (2008) introduced the terms isolated and integrated to describe two approaches in order to draw learners' attention to language form in L2 instruction. They pointed out that isolated FFI is provided in activities that are separate from the communicative use of language, but it occurs as part of a program that also includes CLT. Therefore, isolated FFI may be taught in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature. However, isolated lessons may be necessary to help learners who share the same first language (L1) overcome problems related to L1 influence on their interlanguage whereas integrated instruction may be best for helping learners develop the kind of fluency and automaticity that are needed for communication outside the classroom. They pointed out that teachers and students can be benefited from both types of instruction (p.181). Here, focus on forms group admitted that they learn grammar isolated way whereas focus on form was against the statement.

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- **Teacher does not teach the students grammar based on a circumstance**

Table 20

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
20	Teacher does not teach us grammar based on a circumstance in terms of which it can be fully understood (context).(For example, teacher may ask to introduce you with other students in which you will require to use present tense and this is how you will learn present tense)	3.83	2.67	1.76	1.75



According to Nassaji (2010) research has proven that implementing focus on form in ESL classroom can be beneficial in terms of learning second language (p.907). He suggested that in classroom setting, this is best achieved not by a return to discrete-point grammar teaching focus on forms where classes spend most of their time working on isolated linguistic structures

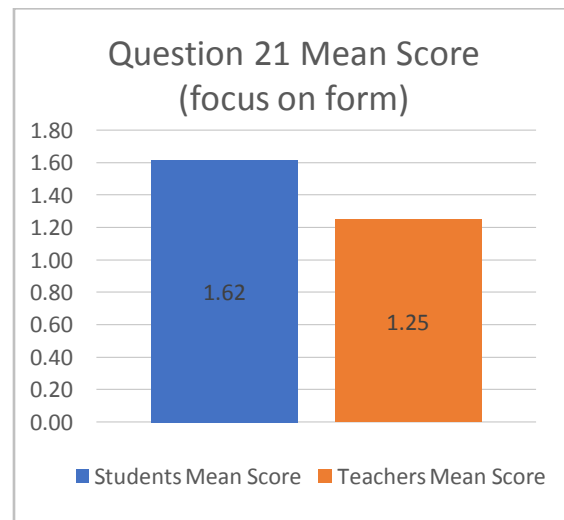
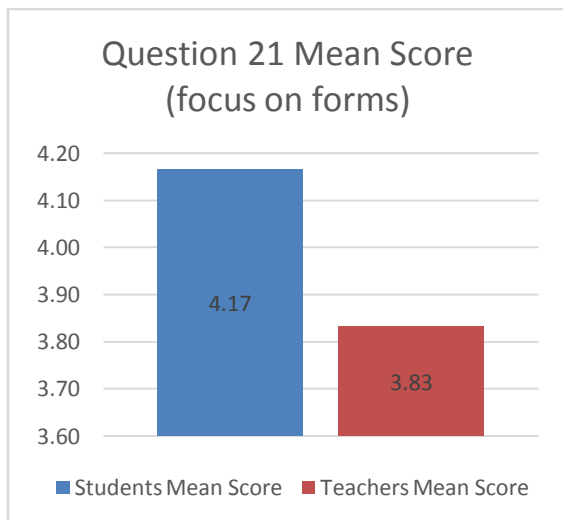
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in a sequence predetermined by a syllabus designer or textbook writer. Rather, during a meaning-focused lesson and using a variety of pedagogic procedures, is more effective as learner's attention is briefly shifted to linguistic code features in context(p.907). For this item, though most of the students from focus on forms admitted that the teacher does not teach them based on the context the teachers disagreed the statement. In addition, the researcher also found discrepancy while doing classroom observation because the teachers were teaching grammar in isolated way. However, focus on form group did not support the statement.

- **Students do not require communicating each other in order to complete a task or exercise of grammar**

Table 21

No	Statements	Focus on forms		Focus on form	
		Students` questionnaire result	Teachers` questionnaire result	Students` questionnaire result	Teachers` questionnaire result
21	We do not require communicating each other in order to complete a task or exercise of grammar.	4.17	3.83	1.62	1.25



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As it is shown that focus on forms groups do not require to communicate with each other in order to complete a task. Though the scenario is different in the classes that practices focus on form .The researcher also agreed to this point because while doing class observation she saw focus on forms group did not communicate much .The teachers were authoritative and students only participated when they asked them any question. However, in case of focus on form, teachers were found to initiate conversation among the students that increased student`s participation in class.

Nevertheless, Ellis, Basturkmen, and Loewen, (2002) stated that the attention to form arises out of meaning centered activity derived from the performance of a communicative task. Therefore, it can provide an acceptable rationale for including communicative language use within traditional grammar-based instruction because learners may acquire those forms by keeping their attention on content and message. As a result, FoF can be an efficient and feasible way to teach grammatical and linguistic forms to learners while keeping their attention on meaning and communication (p.419).

5.2 Responses from open-ended questionnaire:**1. Student`s responses:**

For question no 1, mixed responses were found from the students from focus on forms groups because a portion of them said, they prefer to learn grammar the way their teacher teach them which means they prefer traditional approach for learning. On the other hand, some students said that they prefer to learn by the method that will enhance their scope to communicate in class. In case of focus on form group, no students said that they want to learn in

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traditional method which means they prefer their current method. For question no 2, students who preferred traditional method said that their basic knowledge in grammar is very weak in English. Therefore, it is easier for them to understand and relate if teacher give definition and example of a grammar item. Perhaps, these students did not get enough opportunity to learn grammar effectively in their school or colleges. Further, students who preferred CLT , they said that they need more scope for participate in class as well as communicate in English. They still get nervous while during oral presentation or speaking in English in class. They think, in this way they will be able to overcome inhibition and nervousness in terms of speaking in class. Again, in response to question 3, a large portion of the students admitted that they try to memorize the definitions and structures of a grammar item but they forget those when they do exercise. On the other hand, focus on form groups said that, when they talk they make lot of grammatical error. Therefore, they need to focus on grammar along with the activities that makes them participate in class. Moreover, some said, they need more task and activities for the grammar items that they make error frequently. For question 4, students form focus on forms group said, sometimes their teacher teach them any particular grammar lesson very quickly just to cover a up the syllabus for examination. Therefore, they cannot cope up with their lesson. It would be better for them if teachers teach them any lesson slowly so that they can understand topic. However, some responses were found that state teacher should interesting activities so that students feel motivation to learn the lesson. Nevertheless, the researcher also noticed in class observation that after giving definition, teachers are asking examples from students which seems very mechanical. They should give students more communicative task.

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B) Responses from the teacher`s questionnaire

For question no 1, all the teachers from focus on forms group said they prefer to teach their students in traditional method because these students were enrolled in a fundamental course so they are beginner level students. According to some of them students have poor basic in grammar and they will learn better in traditional approach because they are inhibited to speak in class. On the other hand, all the teachers from focus on form admitted that they prefer CLT.

Further, in case of question 2, teacher from focus on form group said that they can know about a student`s specific problem which help them to figure out where they should give more concern. Moreover, they think that this method will be helpful for beginner level students who needs to learn from very basic level .However, responses from focus on form group was contradictory because they think in undergraduate level students need to communicate more so that they can speak in English in real context. For question 3, the teacher also admitted with the students that students have tendency to forget the rules and make error in Examination. On the other hand, teachers from focus on form groups mentioned about time issue. According to them, they need to cover lot of topics within a short span of time for that they cannot teach a topic for long time and students face difficulty to come with them. Finally in case of question 4, teacher from traditional method think they can bring variation in grammar task and activities by playing word games, puzzles etc. Nevertheless, teacher from focus on form groups think that apart from communicative tasks they need to incorporate grammar so that students learn grammar as well as overcome inhibition in speaking in class.

Chapter 6: Conclusion

At present one of the current concerns of applied linguistics focuses on incorporating grammar instruction within communicative classroom. Regarding this, question may arise that which method is fruitful for the learners because research suggests that neither traditional instruction on isolated grammar form is sufficient to promote second language acquisition nor purely communicative approach is adequate for high level target language accuracy. However, the findings of this study reveals that for successful pedagogical practice focus on forms or focus on form alone cannot be effective for learning second language. Therefore, it is always better to mix them together and teach learners in combined approach. The solution of this debate is to integrate grammar instruction within the meaningful communicative framework. Nevertheless, some recommendations are given below for the researchers and teachers that can be helpful for further study and successful pedagogical practice in language classroom.

6.1. Recommendations:

- ✓ Teachers have tendency to teach students in a way that students view themselves as learners of a language and the language is considered as the object of study. Therefore, teacher should teach learners in a way so that they can view themselves as language users and language is viewed as a tool for communication.
- ✓ Learners should not be pressurized to master grammatical item at a time because that might seem huge pressure on them.
- ✓ As textbook dialogues and classroom language are artificial and stilted. Teachers are encouraged using realistic models of language in class and thus activities should be based on real context.

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- ✓ Teachers are not encouraged to teach not just to cover up the syllabus for the examination.
- ✓ The effects of explicit grammar instruction are short-lived and superficial because it fails to bring about “genuine knowledge of language” .Therefore, teachers should encourage the learner`s ability to use the target language for communicative purpose.
- ✓ It is better to integrate grammar with the meaningful communicative context.
- ✓ Research suggested that learners generally perform better in classroom tasks while working collaboratively. Therefore, learners are encouraged to work in groups.
- ✓ Though teachers does not arrange groups based on learners proficiency (high-high, high-low, or low-low), findings revealed that the proficiency of the learners affects their performance that help them resolving the language problems.

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Appendices**Appendix A****Questionnaire for students**

Name of institution _____

Name of Course _____

Number of student _____

Note to the students: For the requirement of my MA thesis, I would like to do survey regarding your current teaching method. Please do not skip any of the questions provided in the list. Your co-operation will be highly appreciated and your identity will be anonymous. The survey will be used only for academic purpose .Thank you.

Directions: Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree**. Put a tick mark (√) in the column that best describes your opinion.

Entirely disagree - 1	Disagree-2	Not sure-3	Agree-4	Entirely agree -5
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Part A (Close-ended questions)

No	Statements	Entirely disagree-1	Disagree-2	Not sure-3	Agree-4	Entirely agree -5
1	Teacher gives you definition of a grammar item and in class (For example teacher gives definition of present tense).					
2	Teacher presents rules and structure of a grammar item (for example, teacher writes subject +have/has+verb (past participle) +object on board in order to make you understand the structure of present perfect tense)					
3	Teacher gives you exercise to practice grammar in class (for example, fill in the blanks with clue, right form of verbs, or sentence making using grammar item such as noun, adjective, matching					

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	correct verbs with sentences etc					
4	Teacher asks to produce your own example of a grammar item during class.					
5	Teacher teaches you grammar items such as tense, parts of speech, conditionals etc only to cover up the syllabus and wants you to master those at a time. (p.5,1 st para)					
6	The examples and activity provided by teacher or textbook in class is artificial (For example, activities given in class are not based on real life experience and the only purpose is academic.					
7	Teacher spend more time giving grammatical explanations and encouraging rule application in class than conducting role plays, games, puzzles, and conversations .					
8	You do not learn a grammar item performing a task that requires communicating with your classmates. For example, you might be asked to perform an information-gap task (you need to talk to your pair and find the missing information) and for doing so your attention is drawn to the particular grammar item that is required to perform the activity.					
9	Teacher does not give activities that can help you in real life (For example , teacher give activities only from your book such as					

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	multiple choice or true/ false that do not help to practice the item you learn from real life conversation)					
10	Tasks or activities are not arranged in a way which main purpose is to make you understand the meaning and requires you to exchange your thoughts with others that reflect our understanding .For example, information gap activity for which you will not get the whole information and you need to communicate with your pair to get missing part					
11	Teachers selects grammar items before the lesson and arrange task based on the item taught in class. (for example, teacher tells you that he/she is going to teach you preposition (us of in, at of etc) in class and gives tasks based on the item he/she is going to teach in class.					
12	Teacher give you the task first and you take help regarding the problem that you face instantly during the task(For example, performing a opinion gap task you might make mistakes and your teacher corrects that or you might find something difficult and ask help from your teacher.					
13	Teacher does not give task/ exercise based on that he/she introduces grammar. For example, teacher`s focus is not teaching you grammar directly .Therefore, he/she gives materials and designs					

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	tasks keeping on mind which grammar item he/she is going to teach you so that after completing the task you learn the item automatically					
14	Teacher does not teach us (integrated) along with relevant materials or circumstances that make the lesson easy to understand. (for example, if your teacher ask you regarding the activity that you did yesterday in order to introduce you with past tense)					
15	Teacher does not make you understand the meaning during a task (For example , in case of fill in the blanks teacher makes you understand the meaning of entire passage so that you can make connection with the word).					
16	Teacher gives us group work in order to complete a grammar task.					
17	Teacher arranges groups based on our ability on reading, writing, listening .For example, some of you are good at listening or reading and your teacher make groups based on your performance.					
18	Materials given in class are not easy and understandable.					
19	Teacher teaches us language features such as (words, sentence pattern, grammar rules) in isolated manner (for example , teacher writes rules and examples of present tense in board and					

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	tell you come up with similar example rather than giving you a situation in which you have to describe your daily activity and then point out the usage of present tense).					
20	Teacher does not teach us grammar based on a circumstance in terms of which it can be fully understood (context).(For example, teacher may ask to introduce you with other students in which you will require to use present tense and this is how you will learn present tense)					
21	We do not require communicating each other in order to complete a task or exercise of grammar.					

Part B (Open-ended questions)

1. Which method (traditional grammar teaching and method that improves communication) do you prefer to learn language?

2. How does that method benefit you?

3. What problems did you face in your class?

4. Give suggestions that your teacher may follow to improve your learning in class.

Appendix B

Questionnaire for teacher

Name of institution _____

Name of Course _____

Number of teacher _____

Note to the teacher: For the requirement of my thesis I would like to do survey regarding your current teaching method. Please do not skip any of the questions provided in the list. Your cooperation will be highly appreciated and your identity will be anonymous. The survey will be used only for academic purpose .Thank you.

Directions: Each of the items has 5 points scale where **1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree.** Put a tick mark (√) in the column that best describes your opinion.

Entirely disagree - 1	Disagree-2	Not sure-3	Agree-4	Entirely agree -5
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Part A (Closed-ended questions)

No	Statements	Entirely disagree - 1	Disagree-2	Not sure-3	Agree-4	Entirely agree -5
1	I give my students definition of a grammar item and in class (For example, you give definition of present tense).					
2	I present rules and structure of a grammar item (for example, you write subject +have/has+verb (past participle) +object on board in order to make your student understand the structure of present perfect tense					
3	I give students exercise to practice grammar in class (for example, fill in the blanks with clue,					

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	right form of verbs, or sentence making using grammar item such as noun, adjective, matching correct verbs with sentences etc)					
4	I ask them to produce their own example of a grammar item during class)					
5	I teach students grammar items such as tense, parts of speech, conditionals etc only to cover up the syllabus and want them to master those at a time.					
6	The examples and activity I provide in class is artificial (For example, activities given in class are not based on real life experience and the only purpose is academic.					
7	I spend more time giving grammatical explanations and encouraging rule application in class than conducting role plays, games, puzzles, and conversations					
8	Students do not learn a grammar item performing a task that requires communicating with their classmates. For example, students might be asked to perform an information-gap task (they need to talk to their pair and find the missing information) and for doing so their attention is drawn to the					

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	particular grammar item that is required to perform the activity.					
9	I do not give activities that can help them in real life (For example , you give activities only from book such as multiple choice or true/false which does not help to practice the item they learn from real life conversation)					
10	Tasks or activities are not arranged in a way which main purpose is to make students understand the meaning and requires students to exchange their thoughts with others that reflect their understanding .For example, information gap activity for which they will not get the whole information and they need to communicate with your pair to get missing part					
11	I select grammar items before the lesson and arrange task based on the item taught in class. (for example, I tell them that I am going to teach them preposition (us of in, at of etc) in class and give tasks based on the item they are going to teach in class.					
12	I give them the task first and students take help regarding the problem that they face instantly during the task (For example, performing a					

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	opinion gap task students might make mistakes and I correct that or they might find something difficult and ask help from me.					
13	I do not give task/ exercise based on that I introduce grammar. For example, your focus is not teaching students grammar directly .Therefore, you give materials and design tasks keeping on mind which grammar item you are going to teach them so that after completing the task they learn the item automatically .					
14	I do not teach them (integrated) along with relevant materials or circumstances that make the lesson easy to understand. (for example, if you ask your students regarding the activity that they did yesterday in order to introduce them with past tense)					
15	I do not make them understand the meaning during a task (For example , in case of fill in the blanks you make them understand the meaning of entire passage so that they can make connection with the word).					
16	I give students group work in order to complete a grammar					

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	task.					
17	I arrange groups based on student`s ability on reading, writing, listening .For example, some of the students are good at listening or reading and you make groups based on their performance.					
18	Materials given in class are not easy and understandable.					
19	I teach students language features such as (words, sentence pattern, grammar rules) in isolated manner (for example, you write rules and examples of present tense in board and tell your students to come up with similar example rather than giving them a situation in which they have to describe their daily activity and then point out the usage of present tense).					
20	I do not teach students grammar based on a circumstance in terms of which it can be fully understood (context).(For example, you may ask to introduce them with other students in which they will require to use present tense and this is how they will learn present tense)					
21	Students do not require communicating each other in order to					

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	complete a task or exercise of grammar.					
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Part B (Open-ended questions)

1. Which approach (traditional grammar teaching and method that improves communication) do you prefer to teach language?

2. How does that method benefit your students?

3. What problems did you face while taking your class?

4. Give suggestions that may improve your student`s learning in class.

Appendix C**Check list for classroom observation**

1. Does the teacher give you definition of a grammar item and in class?
2. Does the teacher present rules and structure of a grammar item?
3. Does the teacher give exercise to practice grammar in class?
4. Does the teacher ask to produce students own example of a grammar item during class?
5. Does the teacher teach students grammar items such as tense, parts of speech, conditionals etc only to cover up the syllabus and wants them to master those at a time?
6. Are examples and activities provided by teacher or textbook in class artificial and silted?
7. Does the teacher spend more time giving grammatical explanations and encouraging rule application in class than conducting role plays, games, puzzles, and conversations?

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8. Do the students learn a grammar item performing a task that requires communicating with their classmate such as information-gap task and their attention drawn to the particular grammar item that are required to perform the activity?
9. Does the teacher give activities that can help them in real life?
10. Are tasks and activities arranged in a way which is meaningful and requires them to exchange their thoughts with others that reflect their understanding?
11. Is there “planned focus” on the lesson? (Teacher selects grammar items before the lesson and arranges task based on the item taught in class).
12. Is there “incidental focus” (Teacher give them the task first and you take help regarding the problem that you face during the task)
13. Does the teacher give incidental attention to form during communicative activity?
14. Does the teacher teach grammar integrated way along with relevant materials or circumstances that makes the lesson easy to understand?
15. Does the teacher make students understand the meaning during a task?
16. Does the teacher give students group work in order to complete a grammar task?
17. Does the teacher arrange groups based on their ability on reading, writing, listening? .
18. Are materials given in class easy and understandable to the students?
19. Does the teacher teach students language features such as (words, sentence pattern, grammar rules) in isolated manner?
20. Does the teacher teach students grammar based on context in terms of which it can be fully understood?
21. Do the students require communicating each other in order to complete a task or exercise of grammar?