Teaching Grammar Using Focus on Form Approach in Communicative Language

Teaching for Korean Middle School Students

By

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Abstract

In Korea, exceptional English communication skills are considered essential when conducting business internationally. This awareness led the Korean government to include English as one of the prerequisite subjects in public education. From the 1950s, to the early 1990s, students were taught English using a traditional approach which focused on teaching sentence level grammar rules without verbal communication. However, it did not improve their communicative skills. For this reason, the Korean government introduced the communicative approach in English instruction, and since then students have not only learned how to use English appropriately in different social situations, they have significantly improved their oral fluency as well. Unfortunately, students’ accuracy in communication has remained relatively low as teachers do not typically correct students’ spoken grammatical errors as they occur. Considering this, Korean English education needed a new approach which offered students sufficient opportunities for authentic communication, in addition to improving the grammatical accuracy of their output. The use of Michael Long’s approach, focus on form, seems to have offered the solution. Focus on form provides teachers with eleven teaching techniques in order to improve students’ grammatical accuracy in communication. The implicit techniques, which include input flood, task-essential language, and input enhancement etc., can be used by teachers to improve their students’ language awareness implicitly. On the other hand, the explicit techniques, which include dictogloss, consciousness-raising task, and input processing etc., can be used by teachers wanting to focus more on teaching grammar rules by using meta-talk, rather than natural communication. Based on the wide range of research used in this paper, using focus on form will help Korean students enhance their ability to use grammar accurately in communication. However, some of focus on form’s anticipated disadvantages are class size and teachers’ inadequate proficiency in English. To overcome the disadvantages of using focus on form in CLT, some pedagogical choices (e.g. reactive vs proactive, implicit vs explicit techniques, and sequential vs integrated) are discussed thoroughly. Finally, focus on form may also be applied to the strong version of CLT such as task-based instruction and content-based instruction.
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Introduction

Due to globalization and the development of information technology, English has become a vital tool for communicating with people from different countries, acquiring information, and conducting business. As a result, those speakers need to enhance their economic competitiveness by improving their English communication skills in terms of fluency as well as accuracy (Richards 1).

South Korea, due to the scarcity of natural resources, has a tendency to emphasize competitive skills in the world market through the development of human resources using education. Speaking English is one of these essential skills, and it plays a role as the gatekeeper to “university education, job promotion, and good employment prospects” (Qian 21). Therefore, since the 1950s, Korean middle and high schools have taught English as one of their required subjects (Cho 31).

Since then, the Korean Ministry of Education has created and implemented seven different National English curricula for Korean public schools from elementary to high school. Additionally, the teaching method for English education has been adapted to the specific curriculum. From the 1950s to the early 1990s, the 1st through 5th Korean national English curricula focused on teaching translation and grammar rules at the sentence level; however, since the 1990s, this teaching method, which mainly focuses on grammar, has faced widespread criticism because the Korean students’ English proficiency has been found to be the lowest among the countries in the Organization for Economic Cooperation and Development (OECD). For this reason, the Korean government, starting from the 6th curriculum, introduced Communicative Language Teaching (CLT) in order to improve the Korean students’ communicative competence (Yoon 7).

According to the CLT-based 6th curriculum, English textbooks were based
oncommunicative functions such as “exchanging information,” “solving problems,” and “asking for favors,” instead of being based on grammar and translation (Yoon 7). Moreover, teachers were trained to value meaning and fluency more than grammatical form and accuracy. However, insufficient English input outside of the classroom in English as a Foreign Language (EFL) situationshampered the Korean students’ ability to recognize and correct their grammatical errors without instruction. For this reason, most Korean students had difficulty expressing their ideas due to the lack of grammatical competence.

The current 7th curriculum was created to improve students’ communicative competence in terms of both fluency and accuracy by building on the 6th curriculum’s primary focus on fluency, and the Korean government’s recognition of the importance of grammar as a prerequisite for achieving communicative competence. Under this curriculum, English textbooks also include sections on teaching grammatical forms (e.g. plural nouns, infinitive, gerunds, etc.) in order to express communicative function accurately. For this reason, Michael Long introduced the focus on form approach not only to maintain the advantages of CLT, such as the communicative use of a language and provision of comprehensible input, but also to compensate for its lack of focus on students’ low accuracy. Therefore, I believe this new approach will help Korean students to improve grammatical accuracy while using CLT.

This paper is organized as follows: section 1 gives an overview of CLT; this section also discusses the strong types of CLT along with their advantages and disadvantages. In section 2, recent work on teaching grammar is presented in order to supplement the shortcomings of CLT. This section also considers the importance of teaching grammar in CLT and explains team-teaching, and the Presentation-Practice-Production (PPP) model, which are most commonly employed in East Asian countries in order to improve both grammatical
accuracy and communicative fluency. Based on the research findings in team teaching and the PPP model, this section also discusses the principles of teaching grammar in CLT. Section 3 presents focus on form as a specific method for teaching grammar in CLT. This section gives an overall explanation of focus on form by presenting the definition, theory, teaching techniques, benefits, and anticipated problems of focus on form. There will be a discussion of the pedagogical issues teachers should consider before applying focus on form to their classes. Section 3 also discusses how focus on form can be utilized in content-based instruction and task-based instruction. Finally, focus on form is applied to Korean middle school settings in a unit plan which implements specific teaching techniques by using focus on form.

1. Communicative Language Teaching

1.1. Overview of Communicative Language Teaching

Communicative Language Teaching (CLT) is a reaction to the traditional approach which is teaching a language through grammar, translation, and pattern drills (Littlewood xi). CLT is defined as a teaching method which focuses on teaching a language through meaningful communication “in real situations and real time” (xi). Patsy M. Lightbown and Nina Spada, who are leading scholars in methodology, explain that “CLT is based on the premise that successful language learning involves not only a knowledge of the structure and forms of a language, but also the functions and purposes that a language serves in different communicative settings” (172).

Relating to this account, Jack C. Richards and Theodore S. Rodgers assert that the goal of CLT is to achieve communicative competence in order to communicate effectively (66). This new term, communicative competence, was first introduced by Dell Hymes who states that second language learners should know not only the grammar rules of a target language, but also, “when and how to say what to whom” in order to communicate with
native speakers successfully (277-278).

Teachers in CLT classes usually employ a notional-functional syllabus as a specific way of improving students’ communicative competence (Brown 67). David Arthur Wilkins proposed the *notional-functional syllabus* by focusing on the content native speakers use to communicate rather than teaching grammatical rules or fixed sentences (18-19). Mary Finocchiaro and Christopher Brumfit explain how a notional-functional syllabus can be applied to an English classroom: first, the teacher must introduce a short dialogue related to a certain communicative function such as making requests. Secondly, the teacher will let students practice a form orally by asking a question (e.g. “Would you mind opening the window?”); finally, the teacher and students should ask and answer questions about their personal experiences by making requests to one another (107-108). In addition to these three steps, the students can also do various kinds of communicative activities which support “information sharing” or “negotiation of meaning and interaction” (Nunan 195). Jeremy Harmer asserts that the fundamental requirements for efficient communicative activities are: “a desire to communicate,” “a communicative purpose,” “content not form,” “variety of language,” “no teacher intervention,” and “no materials control” (85).

There have been many studies about efficient communicative activities in the CLT classroom. According to Diane Larsen-Freeman, information gap, role-play, and simulation are common activities which meet the requirements of CLT. The *information gap* activity encourages students to bridge the gap between the information which they have, and the information they need to have in communication. *Role-play* and *simulation* are types of activities in which students can experience multiple social contexts and roles such as simulating a news reporter or a politician (133-134).

In doing these activities, the teacher’s role is promoting communication as a
facilitator and advisor; the student’s role is negotiating meaning as an active communicator and negotiator. Furthermore, pedagogical materials must provide students with authentic resources for promoting communication (Nunan 195). Some other fundamental considerations, according to CLT, are meaning, fluency, authentic materials, contextualization, and students’ needs (Finocchiaro and Brumfit 91).

1.2. Strong Types of CLT

1.2.1. Task-Based Instruction

CLT can be classified in twofold: a strong version and a weak version. The strong version is intended to use English to do something practical, whereas the weak version focuses on learning English for pedagogical purposes (Howatt 66). The weak version of CLT has been studied thoroughly and implemented in EFL settings due to its adaptability; on the other hand, the strong type of CLT has neither been studied nor applied to Korean settings comprehensively. For this reason, I will focus on the strong type of CLT (i.e., task based instruction and content based instruction) in this paper.

Task-based instruction and content-based instruction belong to the strong version of CLT. Michael Long, a well known scholar on task-based instruction, defines task as work people do in their daily lives such as “making an airline reservation,” “borrowing a library book,” or “finding a street destination” (“A Role for Instruction” 89). On the other hand, a pedagogical task is defined as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language.” Accordingly, meaning is more important than form in task-based instruction, and the communicative task should meet learners’ realistic purpose of learning a second language (Nunan 10). For instance, a learner who is planning a trip to New York, may be given a task of making a hotel reservation or researching tourist attractions in New York.
Jane Willis classifies task-based instruction into three phases: pre-task, task cycle, and language focus. During the pre-task phase, a teacher provides learners with a task and useful expressions for doing it. In the task cycle phase, learners make a plan for the task, do the task with peers, and then report if the task has been completed. In this stage, the teacher monitors the learners’ activity; however, the teacher will not always correct the learners’ grammatical mistakes. Finally, in the language focus stage, the teacher organizes frequently used words and phrases, and the learners practice the expressions and share their experiences with their teacher and peers (qtd. in Harmer 87).

1.2.2. **Content-Based Instruction**

Patsy M. Lightbown and Nina Spada define content-based instruction (CBI) as “second language programs in which lessons are organized around topics, themes, and subject-matter rather than language point” (172). Freeman also supports CBI by stating that language is acquired best when it is used as a medium of meaningful information for learners; not as the goal itself (140). According to Stephen Krashen’s comprehensible input hypothesis, which supports CBI, second language (L2) learners can understand the somewhat difficult input they receive from class by using background knowledge and context, even though the input is slightly higher than their current competence. Therefore, he acknowledges that CBI can improve learners’ L2 ability communicatively and grammatically by providing the learners with sufficient comprehensible input. The learners can then recognize the structures of a target language without instruction through the input (20-22). Freeman classifies CBI into three categories: an immersion program, an adjunct model, and a sheltered language instruction. An immersion program refers to teaching regular subjects in L2 without extra language courses such as the French immersion program in Canada. In an adjunct model, non-native students are enrolled in both an academic course and a language
course, and a language teacher helps the non-native students to understand the content of the academic course. In *sheltered language instruction*, non-native students take an academic course with native students, and the teacher, who is an expert of both an academic course and English as a Second Language (ESL) methodology, helps the non-native students to follow the academic course by explaining the content extensively with instructional techniques (141-142).

### 1.3. Advantages of CLT

Harmer stresses that CLT has a positive influence on second language acquisition (SLA) in terms of “what to teach” and “how to teach” (84-85). In the aspect of “what to teach,” language function is considered more important than grammar. On the other hand, learners are exposed to considerable “language in use” which is based on real life contexts that reflect how native speakers commonly use the language in terms of “how to teach” (84-85). Additionally, students will have sufficient opportunities to communicate regardless of their current linguistic competence; therefore, students can improve their fluency by focusing on the meaning they want to convey rather than the linguistic form (84-85).

Specifically in TBI, learners will “participate more in learning processes” as active communicators and problem solvers, and improve their communicative competence by attempting tasks which reflect the intrinsic goals of learning the L2 (Lochana and Gitoshree 149). Contrastively, students learn not only “content knowledge” and “expertise” in CBI, but also a language which is “embedded within relevant discourse contexts rather than isolated language fragments” (Grabe and Stoller 19-20). Therefore, CBI improves learners’ L2 comprehension skills by stimulating their thinking ability in the L2 (19-20). In short, students can learn how to “use language forms appropriately in a variety of contexts and for a variety of purposes” when they are exposed to plentiful and meaningful input based on real life contexts (Harmer 84). However, CLT still has some drawbacks when it is employed in the
following EFL settings: a non-native teacher who has low language proficiency, a native English speaking teacher’s disregard of an EFL country’s culture, or a student’s low accuracy in communication (Li 677-703). However, in the next section, I will only focus on the latter, a student’s low accuracy in communication.

1.4. Disadvantages of CLT

In CLT, meaning and fluency are emphasized rather than form and accuracy. For this reason, Lightbown and Spada assert that learners “have problems with linguistic accuracy and complexity (144).” The following examples represent some disadvantages of CLT, particularly within the methodologies of TBI and CBI, in EFL settings outside of South Korea, but they can be applied to Korean situations as well. Specifically in the case of Bangladeshi students, Nitish Kumar Mondal states that they sometimes cannot comprehend the content of an English class or fully express their intention due to the lack of grammatical explanation in CLT. Moreover, the students’ grammatical errors cannot be corrected naturally due to “their insufficient input both in quantity and quality” in EFL settings (21).

TBI and CBI also have problems with students’ accuracy. Izumi Shinichi, a professor at Sophia University in Japan, asserts that TBI is based on the premise that learners can improve their communicative competence by interacting with their peers while attempting a task; meanwhile, the learners are acquiring content words such as nouns or verbs which are directly related to their tasks. The biggest disadvantage of such TBI tasks is that students are likely to ignore function words such as articles, prepositions, or auxiliary verbs which may not be critical to convey a basic meaning, but are important to make their meaning clear and persuasive (196-199).

In the case of CBI, Merrill Swain states that high school students in a French immersion program made numerous errors in speaking and writing, even though their
receptive skills, such as reading and listening, reached the ability of a native-speaking French child (qtd. in Grabe and Stoller 6). Rosanna Gustafson performed research on a French immersion program in which the participants were “grade eleven students who had spent 5300 hours” in learning French; the result of the experiment showed that “their written grammar was not significantly better than that of students with less than 500 hours in regular French classes.” In other words, the students’ fluency in communication was significantly high, but the immersion classes did not help the students improve their accuracy in communication. For these reasons, the necessity to teach grammar has been proposed as a solution to second language learners’ low accuracy in communication (qtd. in HammerlyHector 4).

2. Teaching Grammar in CLT

2.1. The Importance of Teaching Grammar

Teaching grammar has a positive influence on noticing grammatical forms, preventing fossilization, using grammar creatively, and encouraging classroom participation. First, Eli Hinkel and Sandra Fotos state that if learners are continuously exposed to a certain grammatical structure in formal instruction, they are more likely to notice the structure and realize the difference between grammatically correct speech and their current speech. Thus, the students’ observation will help them to use the structure in communication automatically (6-7).

Another advantage of teaching grammar is to prevent fossilization. Marianne Celce-Murcia and Sharon Hills define fossilizations as using “a broken, ungrammatical, and pidginized form of a language” (2). Also, they assert that purely meaning-based instruction, which does not focus on grammar, can facilitate this fossilization because some complicated structures cannot be acquired by natural conversation (2). In addition, Gene Vasilopoulos states, in his essay “Adapting Communicative Language Instruction in Korean
University’s, “Korean EFL students may have difficulty developing grammatical form through an unfocused approach, especially if a large part of their exposure to L2 comes in the form of their classmates’ production of L2, which may contain many errors” (3). In other words, Korean students’ exposure to English is insufficient for language fluency; this environmental limitation inhibits their ability to self correct their own grammatical errors. For this reason, teaching grammar prevents the fossilization of students’ language use.

In addition to noticing grammatical structures and preventing fossilization, teaching grammar also helps learners to use language more creatively. Littlewood also asserts that if EFL students learn grammar in CLT classes, “they can not only use set phrases or insert alternative words into fixed patterns, but also make choices within the grammatical system itself” (17). For instance, an EFL learner who is taught how to use a noun phrase could inquire, “Would you like a cup of tea?” or “Would you like a piece of cake” by inserting an alternative. Moreover, if the student learns how to use an infinitive verb, the student will be able to inquire, “Would you like to buy these cakes” (17). For these reasons, teaching grammar can give students opportunities to use a second language more creatively.

Lastly, teaching grammar has a positive influence on EFL students’ spontaneous classroom participation. For instance, Gene Vasilopoulos asserts that EFL learners who are already familiar with grammar instruction can speak English with confidence only when they are convinced that their speech is grammatically correct. Specifically, EFL learners can be strongly motivated when they can “prepare notes before inviting oral responses” (3).

2.2. East Asian Methodologies for Teaching Grammar and Communication

2.2.1. Team Teaching

East Asian EFL countries, realizing the importance of teaching grammar, utilize team teaching and the PPP model to teach grammar and communication simultaneously (Izumi 71-
72). Team teaching was first popular in Japan, and then shortly after in Korea. It has henceforth spread throughout the East Asian region (Carless 341). Akira Tajino and Yasuko Tajino assert that team teaching is a cooperative way of teaching a language by a native-speaking teacher and a local, non-native speaking teacher. Specifically, native-speaking teachers teach communication by using CLT; meanwhile, non-native speaking teachers teach grammar or help students to follow the native teachers’ communicative class by giving more explanation or translating from English to the native language (3).

In 1996, the Korean government started a team teaching program called the “English program in Korea (EPIK)” (Carless 342). The Korean government first wanted Korean English teachers to teach their students with CLT while only speaking English, yet Korean English teachers did not have sufficient confidence while teaching English in English (Li 686-687). Thus, the Korean government decided to hire native teachers who were familiar with the culture of English speaking countries. In the beginning, only public schools adapted the team teaching system. However, the students in both public schools and the private English academies, which are called *hagwon* in Korea, currently benefit from the team teaching system (686-687). Peter Herbert and Cynthia Hsin-feng Wu make several points about the advantages and difficulties of team-teaching in Korea. In the case of advantages, local teachers and students can improve their English proficiency and experience Western culture indirectly from native teachers; additionally, native teachers can receive advice and feedback on teaching English from experienced local teachers. On the other hand, there are some drawbacks as well. Local teachers think that native teachers do not know how to personalize their teaching plans to suit each student’s personality and learning style due to their lack of teaching experience. Native teachers also state that local teachers use Korean more than necessary; therefore, students lose opportunities to think in English (1-11).
The concerns previously discussed caused team teaching to be modified into two approaches. The ideal team teaching approach implies that two teachers teach simultaneously in the same classroom in order to “learn from one another by exchanging ideas or cultural values” (Herbert and Wu 3). However, in reality, native teachers are likely to become “human tape recorders,” whereas local teachers are also likely to become “interpreters.” In other words, native teachers simply repeat the sentences in a textbook rather than communicate with students, whereas local teachers translate L2 to L1 instead of cooperating with native teachers. For this reason, the approach is modified and has each teacher teaching consecutively, rather than at the same time. However, students in this modified team teaching class cannot apply the grammatical knowledge from a grammar class to a communication class because they learn grammar and communication separately (Izumi 71-72). Therefore, team teaching provides students with the opportunity of not only learning grammar but also communication; however, it does not effectively contribute to students’ communicative competence because grammar and communication are presented separately.

2.2.2. Presentation-Practice-Production (PPP) Model

In the case of PPP model, Rintaro Sato, a professor at Nara University, Japan, explains that the PPP model refers to presenting a form, practicing the form, and producing the form in communication (189). In the presenting a form stage, a teacher introduces a new grammatical rule “through a text, a dialogue, or a story that includes the structure” (Nassaji and Fotos 4). The teacher provides students with a sentence level grammar explanation of the new grammatical rule so that the students become familiar with the new grammatical structure or rule (4). Then, in practicing the form, the students are required to practice multiple “written and spoken exercises to repeat, manipulate, or reproduce the new forms” (Nassaji and Fotos 4). The activities in this stage are mainly “controlled practices that focus learners’ attention on specific structures” (4). Finally, in the producing the form stage, the
opportunity for communication is provided for the students. The purpose of the last stage is “to fully master the new form by enabling learners to internalize the rules and use them automatically” through less controlled communication activities”(4). Jane Willis and Dave Willis state that this PPP model has become modified or upgraded as a commonly used basic structure of English textbooks for ESL and EFL learners in order to promote controlled communication (qtd. in Nassaji and Fotos 4).

Peter Skehan, however, criticizes the PPP model because it takes time for learners to internalize and use a form automatically in communication (18). Izumi supports Skehan by stating that if a teacher intends to make students use a certain form in communication, it does not lead to natural communication (71-73). Moreover, Sato asserts that because of the time limitation of a class, producing the form stage is likely to be ignored or shortened (198). In other words, the PPP model is a limited way of teaching grammar and communication because of a lack of time in class, an ignorance of each student’s internal learning process, and a forced use of a certain grammatical form. Therefore, both team-teaching and PPP model do not produce positive results for students’ language competency. Therefore, in the next chapter, I will discuss the principles of teaching grammar in CLT in order to compensate for the weaknesses of team teaching and the PPP model.

2.3. Principles of Teaching Grammar in CLT

According to Douglas H. Brown, *grammar* is defined as “a system of rules governing the conventional arrangement and relationship of words in a sentence” (347). However, Marianne Celce-Murcia and Diane Larsen-Freeman redefine *grammar*: “Grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as syntax, semantics, and pragmatics” (4). In other words, if students know a grammatical form, they should understand the structure, rule, and usage of the form in communication (4). Sandra J. Savignon maintains that “learners seem to focus best on grammar when it relates to
their communicative needs and experiences” (269). For this reason, grammar and communication are not mutually exclusive, but interdependent.

Brown also agrees with the indispensable role of grammar in CLT and he presents principles of integrating grammar and communication. Grammar should be “embedded in meaningful and communicative context” and it should meet students’ communicative goals. In addition, teachers should not “overwhelm students with linguistic terminology” but rather help them improve both fluency and accuracy (349).

3. **Focus on Form Approach**

For these reasons, Michael Long introduced the focus on form approach, which maintains the strengths of CLT, but compensates for its weaknesses. Specifically, focus on form provides sufficient comprehensible input and interaction between learners in order for them to acquire a language in a natural way. Additionally, focus on form helps students to improve their grammatical accuracy by drawing students’ attention to a certain linguistic form with several techniques during verbal communication (Long and Robinson 22-23).

To explain the concept of focus on form more clearly, Michael Long and Peter Robinson divide second language acquisition into two notions: focus on forms and focus on meaning based on whether each of them focuses mainly on form or meaning. Focus on form is...
in between focus on forms and focus on meaning; Long and Robinson provide a diagram which shows the related teaching methods and syllabus type of focus on forms, focus on meaning, and focus on form respectively (16).

![Diagram of Options in Language Teaching](https://example.com/diagram.png)

**Fig. 2. Options in Language Teaching (Long and Robinson 16).**

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### 3.1. Traditional Focus on Forms

*Focus on forms* refers to the traditional approach in which only linguistic forms are taught explicitly without communication and meaningful input. The grammar-translation and audio-lingual methods are included in focus on forms. The grammar-translation method was first used for acquiring expertise and knowledge from written texts of Latin and Greek; therefore, speaking and listening were not major considerations (Freeman 16). In addition, teaching sentence-level grammar rules and translation from a target language to L2 were the main focal points of this method.

Following the grammar-translation method, the audio-lingual method was introduced around the Second World War as a reaction to the grammar-translation method because of learners’ low speaking ability (Hinkel and Fotos 2). The Audio-lingual method is based on the behaviorist theory which considers learning a language as habit formation. Therefore, learners are encouraged to internalize language patterns precisely, using a native like pronunciation by utilizing drills such as choral repetition and pattern practice, without
explicitly learning grammar rules (Lightbown and Spada 171).

According to the traditional approach mentioned above, a discrete target form (e.g. words, grammar rules, intonation and stress patterns, etc.) is presented sequentially and additively, according to “such criteria as valence, difficulty, or frequency” without any focus on meaningful communication (Long and Robinson 15). Then, learners are required to synthesize each target form for communication by themselves; therefore, *syntactic syllabi*, is used in focus on forms (15). Wilkins defines synthetic syllabias follows:

...parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up...At any one time the learner is being exposed to a deliberately limited sample of language (2)

### 3.2. **Focus on Meaning**

According to *focus on meaning*, a L2 can be acquired naturally regardless of age once learners are exposed to sufficient comprehensible input like first language acquisition. Therefore, a target form can be taught incidentally and implicitly with the help of repetitive comprehensible input (Long and Robinson 18). Also, a language should not be treated “as an object of study,” but “as a medium of communication” as found in CLT methodologies such as content-based instruction and task-based instruction (18). For this reason, unlike focus on forms, *analytic syllabi* are used. Wilkins defines analytic syllabias follows:

...prior analysis of the total language system into a set of discrete pieces of language that is a necessary precondition for the adoption of a synthetic approach is largely superfluous. Analytic approaches...are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes (13).

### 3.3. **Problems Associated with Focus on Forms and Focus on Meaning**
Contrary to the scholars in support of these two major methodologies, Nassaji and Fotos argue that both focus on forms and focus on meaning are problematic. In focus on forms, learners are only required to accumulate discrete grammar items without using a language for communication; therefore, they fail to improve communicative competence. On the other hand, in focus on meaning, learners can improve fluency through verbal interaction and meaningful input. However, learners cannot improve accuracy because of reduced or absent attention to linguistic forms they receive during a class. In addition to these insufficiencies, the results of the Canadian immersion studies (previously noted in Section 1.4) show that learners often used fossilized forms of a language even though they did not have difficulty expressing their overall intentions (10). In short, Doughty and Williams assert, “Neither forms-based instruction nor meaning-based instruction alone can lead to complete second language acquisition” (11).

3.4. Focus on Form Approach

In order to solve the problems discussed in prior methodologies, Michael Long introduced the focus on form approach in order to maintain the strength of focusing on meaning while dealing with the limitations of the traditional focus on forms approach and CLT’s focus on meaning (Long and Robinson 22). According to Long, the distinguishing factor in focus on form is that “[focus on form] overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (45-46). This focus on form definition was redefined by Long and Robinson as follows:

Focus on form often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more students – triggered by perceived problems with comprehension or production. This is similar to
what happens when native speakers who are good writers pause to consider the appropriate form of address to use when composing a letter to a stranger, or when efficient readers suddenly “disconfirm a hypothesis” while reading and are momentarily obliged to retrace their steps in a text until they locate the item… The usual and fundamental orientation is to meaning and communication (23-24).

Long explains *focus on form* to be, “a syllabus with a focus on form teaches something else-biology, mathematics, workshop practice, automobile repair, the geography of the country where the foreign language is spoken, the cultures of its speakers, and so on” (45-46). Therefore, focus on form adopts analytic syllabi, and task-based instruction and content-based instruction are included in focus on form (Long and Robinson 16).

Long also provides an example which shows how focus on form works in a classroom where students are making a presentation about “a library research project on Japanese imports and exports” (Long and Robinson 24) and they are repeating errors of the plural *s* form, the teacher can draw students’ attention to their errors by writing correct formed words such as *cars* and *stereos*, underlining the *s* in each word on the board. Additionally, the teacher can pronounce both words strongly or require the students to repeat the two words correctly so that the students at least notice their errors or immediately correct them during meaning based instruction (24).

Focus on form has been explained and referred to differently by scholars. According to Long, most of the grammatical features can be naturally acquired through exposure to meaningful input (Doughty and Williams 4). Therefore, he believes focus on form should be applied when learners only make “repetitive,” “pervasive,” and “remedial” errors as “a reaction to linguistic problems that occur during communicative activities” (Long, “Focus on
Long’s focus on form is considered “reactive focus on form.” On the other hand, Doughty and Williams suggest a proactive focus on form which is in contrast with Long’s reactive focus on form. Proactive focus on form, which will be discussed further in Section 3.8, means that a teacher expects the learners’ possible language problems and prepares pedagogical materials or methods before a class (Doughty and Williams 198). Rod Ellis, moreover, presents a broader perspective on focus on form by introducing form-focused instruction (FFI). He explains form-focused instruction as follows:

FFI is used to refer to any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form… Thus, FFI includes both traditional approaches to teaching forms based on structural syllabi and more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused (“Investigating Form-Focused” 1-2).

In summary, Ellis’ form-focused instruction contains not only focus on form but also focus on forms. He also accepts the importance of proactive focus on form like Doughty and Williams. Like Ellis’s form-focused instruction, there are many different terms concerning focus on form: “corrective feedback/error correction, negotiation of form, and analytic teaching” (Ellis, “Investigating Form-Focused” 2). However, in this essay, I will use the term focus on form coined by Michael Long.

3.5. Theory behind Focus on Form

Long’s focus on form approach is supported by the interaction hypothesis. According to the interaction hypothesis, a L2 is not acquired only through sufficient input; L2 acquisition is achieved most successfully when input is modified through negotiation of meaning between non native speakers and more proficient speakers or native speakers. In other words, when learners encounter communication breakdowns, the learners pay attention to unknown words in order to solve the communication breakdown by “clarification requests,”
“repetitions,” and “confirmation checks” (Long and Robinson 22), and Long defines these clarifications as negotiation of meaning (22).

Expanding on negotiation of meaning in communication, a more proficient speaker can seek clarification by saying, “Go down to the subway-do you know the word subway?” In addition, a more proficient speaker can make input more comprehensible by paraphrasing, “I went to a New Year’s Eve party, you know, January 1st, I mean, December 31st, the night before the first day of the New Year”(Brown287). This specific type of negotiation is a concept not only containing vocabulary but grammar as well. For example, when a student makes a grammatical error concerning the past tense, “And she catched her,” a teacher can recast the sentence, “She CAUGHT her?” Then, the student can say it again, “Yeah, caught her” (qtd. in Nassaji and Fotos 42). According to this example, the student’s grammatical error is also corrected through the negotiation of meaning. In short, interaction has a positive influence on the development of a second language, “by making message comprehensible, by enhancing L2 input, and by facilitating the production of modified output” (Teresa Pica qtd. in Nassaji and Fotos 73). Therefore, each technique of focus on form, which will be discussed in the next section, plays a role as a facilitator in order for problematic linguistic forms to be acquired efficiently.

3.6. Teaching Techniques Using Focus on Form

In this section, the eleven teaching techniques of focus on form will be introduced. Figure 3 below indicates the degree of obtrusiveness of each technique (Doughty and Williams 258). Obtrusiveness, in this case, means that grammar structures are presented explicitly by using metalinguistic terms (see Fig. 3). Figure 3 shows that the most implicit technique is the Input flood, whereas the most explicit technique is the Garden path (258).
the techniques below will be explained thoroughly except for negotiation because it has been discussed already within the interaction hypothesis.

<table>
<thead>
<tr>
<th></th>
<th>Unobtrusive</th>
<th>Obtrusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input flood</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Task-essential language</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Input enhancement</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Negotiation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recast</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Output enhancement</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Interaction enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictogloss</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Consciousness-raising task</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Input processing</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Garden path</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Fig. 3. Degree of Obtrusiveness of Focus on Form (Doughty and William 258)

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3.6.1. Input Flood

*Input flood* means that a teacher provides students with “plentiful exemplars” of a linguistic feature both orally and textually so that students can acquire ample opportunities to encounter a certain linguistic feature. That is to say, a target grammar is repetitively presented by input flood; therefore, students are likely to notice the form, function, and meaning of the grammar unconsciously without metalinguistic explanations or error corrections (Doughty and Williams 236).

Using input flood, Martha Trahey and Lydia White conducted an experiment in which the purpose was to discover whether students could correct the grammatical error of putting an adverb between a verb and a direct object. According to the result of input flood, students made a grammatical error such as “Anne watched quietly the television” even
though sufficient input such as “Anne quietly watched the television” was repeatedly provided during class (qtd. in Ellis, “Talking Shop”9). For this reason, Doughty and William state that using input flood alone is “too implicit to be maximally effective” (238).

3.6.2. Task-Essential Language

In task-essential language, learners are given a task they must attempt by using a certain grammatical item such as past tense or subjunctive mood. This task provides learners with various opportunities to notice and produce the form during meaningful communication (Doughty and Williams 236). In a lesson using this technique, students are required to attempt a task of comparing two famous cities, using comparatives to describe the differences between two cities by saying, “New York is bigger than Washington DC”(Rodriguez 2). However, Lester Loschky and Robert Bley-Vroman assert some stipulations for this technique by clarifying that a task, which is created for learners to use a certain form, should be “useful,” “natural,” and “essential” in order not to interrupt the flow of natural communication (qtd. in Ellis, “Investigating Form-Focused”22).

3.6.3. Input Enhancement

Contrastively, Input enhancement differs from Input flood in that teachers give modified input to learners in order to make the input more noticeable without explicit grammar instruction. In the case of textual input, learners are provided with input which is typographically modified by teachers (e.g. underlining, boldfacing, italicizing, capitalizing, color coding, etc.) (Nassaji and Fotos 41). On the other hand, input enhancement can be presented orally through “added stress, intonation, or repetitions of the targeted form, or even through gestures, body movement, or facial expressions”(42). In addition to oral emphasis, teachers can try various ways for learners to notice a text by modifying an authentic text, which contains interesting contents and sufficient examples for teaching grammar. However,
teachers should try not to devalue the meaning of the text because the learners should focus on meaning first (41)

Once upon a time there was a king. **He** had a beautiful young daughter. For **her** birthday, the king gave **her** a golden ball that **she** played with every day. The king and **his** daughter lived near a dark forest. There was a deep well near the castle. Sometimes, the princess would sit by the well and play with **her** ball. One day, the princess threw **her** golden ball in the air but it did not fall into **her** hands. It fell into the well. Splash! The well was deep and the princess was sure **she** would never see **her** ball again. So **she** cried and cried and could not stop. “What is the matter?” said a voice behind **her**. The girl looked around, and **she** saw a frog.

Fig. 4. An Example of Input Enhancement (White107)

### 3.6.4. Recast

Recast is similar to a child’s L1 acquisition whereina mother frequently recasts her child’s incorrect utterance and presents a correct one (Long and Robinson 25). Ellis defines *recasts* “reformulations of deviant learner utterances” (“Investigating Form-Focused”10). In other words, a teacher reformulates a learner’s incorrect form into a correct form indirectly, not saying that their utterance was wrong. Through this recast, learners are more likely to notice the gap between their incomplete inter-language and fluent L2 (Long and Robinson 25). Catherine Doughty and Elizabeth Varela also explain that *recast* is “potentially effective, since the aim is to add attention to form to a primarily communicative task rather than to depart from an already communicative goal in order to discuss a linguistic feature”(114).
3.6.5. Output Enhancement

Output enhancement refers to clarification requests in which a teacher provides learners with an opportunity to notice their errors and correct the incorrect utterance by themselves. (Doughty and Williams 238-239). In other words, a teacher does not give a direct correction as found in recast, but encourages students to notice their errors by making use of teaching techniques such as clarification requests, repetition, metalinguistic clues, and elicitation. This clarification request can occur either because of the learners’ incorrect utterance or when their utterance is not comprehensible enough for an interlocutor. For example, the teacher requests the learners’ clarification by saying things such as “Pardon me?” “Sorry?” or “excuse me” (Nassaji and Fotos 76). Russell Lyster gives other examples of output enhancement as follows:

- Repetition
  
  *Student:* He speak English very fast.
  
  *Teacher:* He speak?
  
  *Student:* He speaks English very fast.

- Metalinguistic clues
  
  *Student:* Because she is look for a card.
  
  *Teacher:* Not “is look,” but…pay attention to the progressive!
  
  *Student:* Because she is looking for a card.

- Elicitation

---

STUDENT: And they found out the one woman run away.

TEACHER: OK, the woman was running away. [Recast]

STUDENT: Running away.

Fig. 5. An Example of Recast (Hossein Nassaji 429)
Student: He suggested me to study harder.

Teacher: He suggested that…

Student: He suggested that I study harder (qtd. in Izumi 253).

3.6.6. Interaction Enhancement

Hitoshi Muranoi, a professor of Tohoku Gakuin University in Japan, defines Interaction Enhancement (IE) as “a treatment that guides learners to focus on form by providing interactional modifications and leads learners to produce modified output within a problem-solving task (strategic interaction)” (1) Interaction enhancement is also considered as the combination of recast and output enhancement; therefore, when a communication breakdown occurs because of learners’ incorrect or incomprehensible utterance, a teacher draws the learners’ attention to a problematic form (output enhancement) by requesting a clarification and repetition or reformulating the learner’s utterance (recast). According to Muranoi, IE can improve the likelihood of the learners’ noticing their error and help the learners “develop their interlanguage system” (8).

![Fig. 6. An Example of Interaction Enhancement (Muranoi 18)](A student looks at a drawing depicting a big rat running around in a room)

Teacher: And any other problem?  \(<\text{output enhancement}>\)
Student: ... I saw rat  \(<\text{incorrect output}>\)
Teacher: You saw what?  \(<\text{request for repetition}\>
\quad (\text{input/output enhancement})>\)
Student: A rat  \(<\text{successful modification}>\)
Teacher: Uh-huh, you saw a rat in your room.  \(<\text{repetition}\>
\quad (\text{input enhancement})>\)
That’s terrible.  \(<\text{topic continuation}>\)

3.6.7. Dictogloss

Ruth Wajnryb defines dictogloss as “a task-based procedure designed to help language-learning students towards a better understanding of how grammar works on a text
basis. It is designed to expose where their language-learner shortcomings (and needs) are, so that teaching can be directed more precisely towards these areas”(6). The dictogloss process is divided into four stages: preparatory, dictation, reconstruction, and analysis and correction.

In the preparatory stage, a teacher chooses a text and provides the overall background information on the text, explaining unknown vocabulary (Nassaji and Fotos 108-109). Next, the teacher reads the text to the learners twice at normal speed, and the learners are required to take notes of familiar words or phrases (i.e. dictation stage). This is because they may not write every word of the text (Swain 70). Following the dictation stage is the reconstruction stage in which the learners form small groups to reconstruct the text by using each other’s notes because they may not have written every word of the text individually. Finally, in the analysis and correction stage, the teacher helps the students to analyze the reconstructed text and compare it with the original (Nassaji and Fotos 109). This dictogloss encourages students to “engage in extensive discussion” and “meta-talk, or talk about language” in order to know whether sentences are grammatically correct. Therefore, Nassaji and Fotos maintain that dictogloss “raises learners’ consciousness of specific aspects of language use”(109).

3.6.8. Consciousness-raising Tasks

Rod Ellis defines consciousness-raising tasks as “pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding” of the target grammar (qtd. in Naashia Mohamed 229). The grammar consciousness-raising tasks look similar to the practice tasks of the PPP model, but there is one difference between them. In the case of the practice tasks of the PPP model, students are asked to actually use a target form in speaking or writing. On the other hand, consciousness-raising tasks do not require the learners to actually use the form in speaking and writing, but ask them to find the rule and
understand the target form in terms of form, meaning and function (Ellis, “Investigating Form-Focused” 6-7).

A consciousness-raising task can be used deductively or inductively: inductive tasks provide students with several sentences which contain a certain linguistic item in order to “search for the rules themselves from the given data; conversely, deductive tasks provide students with explicit grammatical explanation and rules in advance” (Mohamed 230).

### 1. Direct Task for the Comparatives
- **Grammar explanation**
  If an adjective word has 3 syllables, add the word “more” to the word.
- **Examples**
  - She is beautifuler than me. (Incorrect)
  - She is more beautiful than me. (Correct)
- **Now write one sentence of your own, using this rule**
  ➔ ______________________________________

### 2. Indirect Task for Relative Clauses
- **Examples**
  - She is more beautiful than me.
  - This book is more important than that book.
  - He is more generous than her.
- **Now find the rule of relative Clauses**
  ➔ Add the word ____________ to an adjective word having 3 syllables.

### 3.6.9. Input Processing

Bill VanPatten’s *input processing* “attempts to explain how learners get ‘form’ from input and how they parse sentences during the act of comprehension while their primary attention is on meaning” (757). Input processing tasks, which are more explicit techniques than consciousness-raising tasks, aim at improving learners’ intake which does not mean all input learners are exposed to, but the input learners actually comprehend in terms of form,
function, and meaning. In a practical example of this teaching technique, the teacher would use examples to explain a target grammar form and require the learners to analyze the sentences by focusing on the target form (Nassaji and Fotos 24). Moreover, if the target form is past tense, the teacher should explain specific rules about the past tense and read several sentences containing both target and non-target forms to learners. Finally, the teacher would ask learners to decide whether the sentences indicate “an action that was done before or is usually done” (Nassaji and Fotos 30) so that the teacher could check students’ understanding of the target form.

<table>
<thead>
<tr>
<th>Now</th>
<th>Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher corrected the essays.</td>
<td>___  ___</td>
</tr>
<tr>
<td>2. The man cleaned the table.</td>
<td>___  ___</td>
</tr>
<tr>
<td>3. I wake up at 5 in the morning.</td>
<td>___  ___</td>
</tr>
<tr>
<td>4. The train leaves the station at 8 am.</td>
<td>___  ___</td>
</tr>
<tr>
<td>5. The writer finished writing the book.</td>
<td>___  ___</td>
</tr>
<tr>
<td>6. The trees go green in the spring.</td>
<td>___  ___</td>
</tr>
</tbody>
</table>

Fig. 7. An Example of Input Processing (Nassaji and Fotos 31)

3.6.10. Garden path

Garden path, the most explicit technique, refers to a process in which a teacher encourages learners to make overgeneralizations concerning a grammatical rule in order for the learners to notice the form more effectively. That is to say, when a teacher plans to teach a certain target form, the teacher only briefly explains the major rules of the form instead of its exceptions. Then, the teacher corrects students’ errors, providing the rule of the exceptions when students’ overgeneralizations actually occur (Doughty and William 208-9). Michael
Tomosello and Carol Lustig assert that leading learners to make grammatical overgeneralizations and correcting their errors subsequently has a more positive effect on the learner’s memorization of a form than traditional grammar instruction (qtd. in Ellis, “Investigating Form-Focused”9).

<table>
<thead>
<tr>
<th>Garden path adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Path</strong></td>
</tr>
<tr>
<td>Cute</td>
</tr>
<tr>
<td>Sexy</td>
</tr>
<tr>
<td>Grand</td>
</tr>
</tbody>
</table>

**Exception**

Beautiful | the *beautifulest* → Point out error here

Fig. 8. An Example of Garden Path (Doughty and Williams 209)

### 3.7. Advantages and Disadvantages of Focus on Form

The focus on form approach, using the techniques mentioned above, contributes to improving students’ accuracy in meaning based instruction. Long asserts that “instruction which encourages a systematic, non-interfering focus on form produces a faster rate of learning and (probably) higher levels of ultimate SL attainment than instruction with no focus on form” (47). Another contribution from focus on form approach is that it has a positive influence on the “long-term accuracy” of linguistic forms (Lightbown and Pica qtd. in Long 45). Additionally, focus on form approach has a positive influence on teachers who are teaching English in EFL settings. For examples, Hwa-ja Lee states that Korean English teachers are motivated to incorporate a focus on form instruction in a communicative instruction, yet they do not know how to teach grammar and correct students’ errors without inhibiting the flow of natural communication. Therefore, Korean teachers benefit from learning specific techniques through the focus on form approach so that they can help
Korean students to improve accuracy in communication (86). Doughty and Williams also express the benefits of focus on form by comparing it with focus on meaning. Focus on form is superior to focus on meaning because students’ errors can be corrected accurately. Under the guidelines of this approach, students are exposed to meaningful input and opportunities for communication.

The positive effects of focus on form in CLT are shown by one of its earlier research studies conducted by a Korean scholar. Lee chose a typical Korean English classroom taught using CLT and utilized several focus on form teaching techniques in order to prove their effectiveness. The participants in Lee’s 2000 study were sixty-six Korean sixth grade EFL elementary school students. They were divided into two groups: thirty one in the treatment group and thirty five in the control group. The target form of this experiment was Yes/No question forms and WH question forms, and this experiment was conducted twice a week for a total of six weeks (Lee 101-109). Students from the control group were taught Yes/No question forms and WH question forms through communicative activities such as chants, songs, games, or watching a video which contained question forms; there was no application of focus on form techniques or error correction in this group. On the other hand, for the treatment group, a teacher used both the communicative activities and focus on form techniques such as input enhancement, consciousness-raising, and garden path (101-109). These three focus on form techniques are explained in detail below.

In the case of input enhancement in Lee’s study, the teacher stressed questions orally (e.g. Do you get up early?) or used hand gestures while reading question sentences from an English textbook. For the consciousness-raising technique, the teacher wrote down question forms on the board and helped the students to find a common rule for the questions. Finally, using the garden path technique the teacher provided students with two sentences such as
as: “Are you hungry?” and “Are you tired?” in order for the students to make over-generalized form such as “Are Mike happy?” Then, the teacher explained that they made an overgeneralization and should form questions using the proper linking verb for the subject (101-109).

In the study, test items for measuring grammatical accuracy were comprised of three question forms: do-questionssuch as “Do you like computer games?” be-questionssuch as “Are you hungry?”, and WH questionssuch as “When is your birthday?” Before this experiment, there was no significant gap between the treatment group and the control group (Lee 101-109). However, the results of Lee’s study demonstrate that the treatment group members gained significantly higher scores than the control group members, even though the control group members also improved their grammatical accuracy when they used Yes/No questions and WH questions in communication. Therefore, using focus on form teaching techniques plus CLT is more helpful than meaning based instruction alone in terms of improving accuracy (101-109); this result of Lee’s study has been a stepping stone for further studies in the focus on form approach in South Korea.

Alexander Poole, however, doubts the positive effects of focus on form and criticizes the effectiveness of focus on form in terms of class size, teachers’ English proficiency, and curriculum. Current focus on form studies have covered only small classes and experienced teachers, and there is no answer for overcrowded classes and novice teachers (51). Moreover, he argues that it would be difficult for teachers to apply focus on form techniques if they are required “to teach certain forms in a specific order by using government-mandated materials” (50). In addition to class size and curriculum, a non-native teacher’s low English proficiency is another concern. Poole states that non-native English teachers who share students’ first language (L1) but are not fluent in their students’ L2, prefer to use L1 to overcome the
communicative difficulties instead of using focus on form (52). All of these problems show that early studies of focus on form could not be easily applied to various classroom settings. To overcome these anticipated problems, Doughty and Williams suggest several pedagogical choices which can be applied in diverse classroom settings.

3.8. Pedagogical choices in focus on form

Teachers should make some pedagogical choices according to their teaching situations and students’ characteristics to maximize the advantage of using focus on form in CLT. The pedagogical choices are as follows: reactive versus proactive focus on form, the choice of linguistic form, explicitness of focus on form, and sequential versus integrated focus on form (Doughty and Williams 197).

3.8.1. Reactive vs Proactive Focus on Form

Doughty and William assert, “A major curricular choice involves whether to be proactive or reactive in focusing on form” (205). In other words, proactive focus on form refers to a method in which a teacher expects the learners’ major linguistic problems with grammatical forms and designs a specific task for them. On the other hand, reactive focus on form, supported by Long, intends to develop an “on-the-spot” focus on form lesson in response to when learners’ linguistic difficulties arise (Doughty and William 205). In this case, a teacher should be able to deal with the learners’ multiple problems randomly (Ellis 16).

Reactive and proactive error corrections have both advantages and disadvantages. An advantage of reactive focus on form is that the natural flow of communication is not interrupted as a teacher should only correct learners’ repetitive errors using more implicit techniques such as recast. In addition, the teacher does not have to pre-select a target form before a class (Doughty and William 206). On the other hand, reactive focus on form does not
work successfully if learners have different levels of language competence or if more proficient learners make unnoticeable errors within comprehensible limits.

Doughty and Williams respond to these situations of reactive focus on form by maintaining that teachers should “notice and be prepared to handle various learning difficulties as they arise” (206). The proactive stance was introduced in order to overcome weaknesses of the reactive stance and can be successfully applied to either a large class-size or learners at various levels. On the downside, a teacher must select a target form before class and design a schedule according to “considerations of individual learner differences, developmental language learning sequences, input quality, formal or functional complexity, and L1 influences on SLA process” (198).

Teachers face various types of class situations. Given this reality, Izumi asserts that teachers should decide which of the two stances to choose (i.e. proactive or reactive focus on form) based on for example: time limitations, pedagogical goals, and classroom circumstances. For instance, if a class focuses more on content or communication, using the reactive stance will be more beneficial because the teachers spend less time explaining grammar rules. On the contrary, if teachers have already recognized the types of errors learners might make or taught according to a governmentally pre-selected curriculum, the proactive stance is more realistic and beneficial (226). However, reactive and proactive stances are not mutually exclusive because they can be applied simultaneously. For instance, teachers can start by using reactive focus on form to figure out students’ learning styles and the types of errors students usually make. Then, teachers can adopt a proactive stance subsequently, as they must prepare the appropriate teaching materials in advance based on the students’ errors by using input enhancement, task-essential language, or consciousness-raising task techniques (Min 78).
In his essay, “The focus on form approach: Pedagogical characteristics and application to the Korean EFL classroom”, MinChan-Kyoostates that the proactive stance works better than a reactive stance in Korea because the Korean English education system is controlled strongly by the government in terms of target linguistic forms, vocabulary, or communicative functions. Moreover, teachers are trained to follow an English curriculum in which certain linguistic forms and English teaching methods are pre-selected according to the students’ grade (78).

3.8.2. The Choice of Linguistic Form

Pre-selecting an appropriate target form for focus on form instruction is the most significant consideration with the proactive stance because the focus on form approach should help students acquire linguistic items which cannot be acquired naturally (Doughty and William 211). Izumi asserts that basic sentence patterns and content words are successfully acquired through meaning based instruction. However, some linguistic forms are not acquired easily without formal instruction (222). For this reason, it is critical for teachers to know “what makes one form more learnable than the other” before they implement focus on form in their classes (Doughty and Williams 214).

Doughty and Williams present three categories which have an influence on learning and learnability in L2 acquisition: “salience in the input, communicative function or meaningfulness in the output, and inherent difficulty of rules” (219). Salience in the input means that learners are likely to acquire a certain form easier than others such as when they encounter that form frequently or very infrequently. For instance, Bardovi-Harlig asserts that learners acquire a sentence such as, “He’s the one who I came with” rather than another sentence such as, “He’s the one with whom I came” because of the high frequency of the former in terms of input (qtd. in Doughty and Williams 220).
Communicative function or meaningfulness in the output means that learners are less likely to acquire a linguistic form if the form is taught only through the traditional focus on forms mentioned earlier. This problem is based on the fact that the traditional focus on forms approach does not consider communication or communicative function in teaching a language (Doughty and Williams 220). Moreover, learners have difficulty acquiring a form if the form itself does not include any communicative function such as third person singular in English (220).

In addition, Robert M. DeKeyser explains that inherent difficulty of rules are linguistic forms, which are hard to acquire and contain complex form-function relationships and many exceptions. DeKeyser also mentions that even simple, uncomplicated forms cannot be acquired immediately if the target forms have a subtle meaning or need a more detailed explanation for acquisition (43-44). For instance, learning the comparative and superlative of adjectives with three syllables such as “more beautiful” or “more necessary” is considered to be easier than the passive voice, which has more exceptions. In short, the appropriate linguistic forms for focus on form should have a sufficient communicative function, high frequency in input, and no exceptions to the rules.

3.8.3. Explicitness of Focus on Form

Doughty and Williams divided focus on form into implicit and explicit teaching techniques (230). Both of these techniques aim at improving students’ accuracy in communication; however, the types of techniques they use are different from each other. In the case of implicit focus on form, a teacher tries to draw learners’ attention to a linguistic form implicitly without a direct grammar explanation (232). Input flood, input enhancement, task-essential language, and recast are used for implicit focus on form (Izumi 228).
Min gives an example of implicit focus on form class which uses task-essential language and input enhancement (81). In the case of task-essential language, learners are first provided with a communicative task which is “designed to elicit the use of specific linguistic form in the context of meaning centered language use” (Mokhberi 96). For instance, the learners use present tense to describe their fixed daily routine. Then, while doing a task, the teacher will supply the learners with a lot of input, which is modified for the present tense through input enhancement (Min 81). Izumi asserts that in the implicit focus on form class, natural communication is usually not interrupted; however, the learners are less likely to notice the target form (230). On the other hand, explicit focus on form means that a teacher draws students’ attention to a target linguistic form in more direct and explicit ways such as explaining grammar rules, searching for grammar rules, and making an overgeneralization of a grammar rule (Doughty and Williams 232). Consciousness-raising tasks, dictogloss, input processing, and garden path teaching techniques are included in explicit focus on form (Izumi 227).

In an explicit focus on form class, teachers present a target form and explain grammar rules before communicative activities and require the learners to practice the target form afterwards (Min 81). For this reason, Izumi asserts that in explicit focus on form, learners will have several chances for noticing and understanding a linguistic form. However, they are not very likely to pay attention to the meaning and function the form indicates because of the explicit grammar explanation and controlled activities (230).

Min explains how to apply implicit and explicit focus on form in Korean situations. He asserts that explicit focus on form can be used for Korean middle and high school students who are accustomed to abstract grammatical terminologies. Explicit focus on form can improve the students’ understanding of grammar rules and help them to use the second
language accurately. On the other hand, implicit focus on form can be used for elementary school students because implicit teaching techniques (i.e. input flood, input enhancement, task-essential language, etc.) will enable the elementary students to internalize the linguistic forms without a lengthy talk about a language (82).

Izumi, however, asserts that explicit and implicit focus on form teaching techniques should be understood as more implicit or more explicit rather than polar opposites. For instance, a clarification request such as “What did you say?” is implicit feedback because a teacher does not provide a correct answer. However, if a teacher adds one more sentence, “Pay attention to the past tense,” the feedback becomes more explicit (230). Doughty and Williams also maintain that each explicit and implicit focus on form teaching technique can even be combined according to target forms or class situations (243).

<table>
<thead>
<tr>
<th>Domain</th>
<th>“Implicit”</th>
<th>“Explicit”</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL knowledge (mental representation)</td>
<td>Innate (universal)</td>
<td>Explicit (analyzed; language-specific)</td>
</tr>
<tr>
<td>Access to and/or use of IL knowledge</td>
<td>Automatic (effortless)</td>
<td>Rule-based</td>
</tr>
<tr>
<td>Learning</td>
<td>Fluent, skilled</td>
<td>Deliberate (effortful)</td>
</tr>
<tr>
<td>Analysis</td>
<td>Inductive</td>
<td>Halting</td>
</tr>
<tr>
<td>Hypothesis testing</td>
<td>Incidental</td>
<td>Deductive</td>
</tr>
<tr>
<td>Cognitive comparison</td>
<td>Inherent</td>
<td>Intentional</td>
</tr>
<tr>
<td>Noticing gaps or holes</td>
<td>Unaware</td>
<td>Aware</td>
</tr>
<tr>
<td>Restructuring</td>
<td>Imperceptible</td>
<td>Noticed</td>
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<tr>
<td>Attention</td>
<td>Attracted</td>
<td>Directed</td>
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<tr>
<td>Development of control</td>
<td>Unconscious</td>
<td>Conscious</td>
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<tr>
<td>Teaching intervention</td>
<td>Experiential</td>
<td>Practiced</td>
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<td></td>
<td>Automated</td>
<td>Proceduralized</td>
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<td>Unobtrusive or none</td>
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<td></td>
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<td>Obtrusive</td>
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<td></td>
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<td>Metalinguistic</td>
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</tbody>
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Fig. 9. Implicit and explicit language learning (Doughty and Williams 230) © Cambridge University Press
3.8.4. Sequential vs Integrated Focus on Form

Doughty and Williams introduced the idea of integrated focus on form and sequential focus on form (244). The sequential focus on form and integrated focus on form were created according to implicit and explicit learning mentioned above. Sequential focus on form is intended to focus more on the understanding and practicing of a grammatical form rather than its natural language, so the form and meaning are presented separately. On the other hand, integrated focus on form is intended to focus on natural communication and meaning, so a form is provided in the flow of communication without interrupting its natural flow. There are three possible models concerning sequential and integrated focus on form: models 1 and 2 are geared towards sequential focus on form, model 3 is geared towards integrated focus on form.

Model 1

- Brief, explicit instruction of formal knowledge
- Focus on form activities with signals and brief interventions

Model 2

- Explicit instruction of formal knowledge
- Time for the learner to grasp the declarative knowledge
- Extensive practice of the forms in controlled behaviors, using declarative knowledge as a crutch (leading to proceduralization)
- Extensive practice of the procedures in communicative activities (leading to automatization)

Model 3

- Attention to form and meaning integrated at all times, with or without explicit instruction (Doughty and Williams 250).
Model 1 includes a brief grammar explanation with natural communication. Model 1 is the combination of model 2 and 3 which will be discussed later. Integrated focus on form, shown in Model 3, reflects Long’s theory of incidental focus on form (Doughty and Williams 250). Teachers draw students’ attention to a grammatical form only when a communication breakdown occurs because of the students’ lack of grammatical knowledge. The teachers can help the students to understand the target form “with or without explicit instruction” (250). The advantage of integrated focus on form is that learners can improve “fluency and automaticity that are needed for communication” (Spada and Lightbown 181). On the other hand, the disadvantage of the integrated stance is that learners may make the same grammatical errors repetitively because they engage in communication without enough knowledge of a certain grammatical form (Min 84).

Sequential focus on form, which is shown in models 1 and 2, presents a target form first, and the opportunities for communication are provided later in a sequential way (Doughty and Williams 250). Model 2, which focuses more on teaching a form, is based on DeKeyser’s skill acquisition theory which is divided into two kinds of linguistic knowledge: declarative knowledge and procedural knowledge. Declarative knowledge means explicit grammar knowledge such as adding *s* to a third person singular verb consciously while writing. On the other hand, procedural knowledge means implicit knowledge such as adding *s* to a third person singular verb unconsciously during communication (48-49). DeKeyser’s declarative and procedural knowledge is similar to Krashen’s acquisition and learning hypothesis which I will discuss below.

Krashen asserts in his acquisition-learning hypothesis that people can speak a language fluently with the help of implicit knowledge. On the other hand, explicit knowledge can only monitor our output (i.e. speaking and writing) in order to correct grammatical errors.
For this reason, Krashen argues that second language learners should improve their implicit knowledge rather than learning grammar by heart or drilling model sentences because the explicit knowledge cannot transfer to implicit knowledge which is used for communication (16). DeKeyser, however, refutes Krashen’s assertion by saying that declarative knowledge can also be converted into procedural knowledge through proceduralization such as communicative drills and activities. Therefore, according to model 2 which is formulated by DeKeyser’s skill acquisition theory, students are taught a language “first as metalinguistic knowledge” through explicit instruction, and then they are able to develop the ability of using the form automatically in communication through controlled activities (Spada and Lightbown 183).

In opposition to models 2 and 3, model 1 combines both integrated and sequential focus on form because teachers provide students with brief grammar explanation (model 2), and students take part in natural communication (model 3) afterwards. Additionally, teachers will correct students’ grammar mistakes when they make a mistake in the targeted grammar form, not every grammar mistake.

The advantage of sequential focus on form (model 1 and 2) is that it can help EFL students who “share the same first language (L1) overcome problems related to L1 influence on their interlanguage” through grammar explanation and controlled activities (Spada and Lightbown 181). On the other hand, the disadvantage of the sequential focus on form is that controlled communication and activities could become mechanical and fragmentary, and students may lose their interest in learning a second language. Additionally, teachers will only focus on the target form during the class, so they are able to overlook the different linguistic problems students are making (84).
Doughty and Williams also maintain the disadvantage of sequential focus on form in model 2 because of “the separation of explicit provision of rules and communication use” and “controlled activities” (250). In other words, this style of teaching is similar to the traditional PPP (i.e. Presentation-Practice-Production) model which was not helpful in improving students’ communication skills (250). However, DeKeyser refutes Doughty and Williams’ claim by stating that the skill acquisition theory is different from the traditional PPP model. The skill acquisition model is based on communicative drills which require conveying actual content unknown to the listener such as “What did you do this weekend?”, whereas the PPP model is based on mechanical drills, containing only a meaningless question and answer format according to the content already shared between a speaker and listener (e.g. “Is this a pen or a pencil?” and “It’s a pencil.”) (50).

In relation to teaching focus on form in Korea, Min asserts that sequential focus on form is more easily applied to Korean situations than an integrated focus on form, because Korean students are likely to have confidence in speaking English once they believe that what they are saying is grammatically correct. Moreover, Korean English teachers are accustomed to teaching English through formal instruction using explanations for grammar which is a requirement of focus on form (84-85). However, Min recommends that teachers reserve more time for actual communication, rather than grammar explanation and controlled activities, in order to improve a student’s communicative competence (85).

3.9. Connecting Focus on Form and CLT

In this section, I will discuss how techniques and pedagogical choices of focus on form are applied to the strong version of CLT which includes task-based instruction and content-based instruction.
3.9.1. TBI and Focus on Form

As mentioned in the CLT section, Task-Based Instruction (TBI) aims at improving learners’ communicative ability by asking them to engage in meaningful tasks which reflect a “real-life language use” (Nassaji and Fotos 89), so the learners are likely to focus on conveying meaning rather than using linguistic forms repetitively (Izumi 196-199). For this reason, Long asserts that using focus on form can solve the learners’ low accuracy in communication while using TBI (qtd. in Sandra Fotos 305).

There are two tasks for connecting focus on form and TBI: “implicit grammar-focused” and “explicit grammar-focused” (Nassaji and Fotos 93-94). The implicit grammar-focused task is designed “so that learners must use the target structure to complete the task” (306). During this task, a teacher does not provide the learners with extra grammar explanation or exercises; however, the teacher uses corrective feedback (e.g. recastor output enhancement) or makes the target structure noticeable by using input flood or input enhancement. By using these implicit teaching techniques, the flow of communication is not interrupted, and meaning and form are always presented in an integrated way (Long, “Focus on Form in Task-Based Language Teaching” 188).

Virginia Samuda gives an example of the implicit grammar-focused task. The task is designed to have students guess the owner of a lost item in order for learners to use mood auxiliary verbs (e.g. must, could, might, etc.). First, the teacher asks the learners to guess the owner of a coat, taking out items from the pocket of the coat, such as an iPod, yellow comb, or scribbled memo. If students are 90% sure that the owner of the coat is a businesswoman, the students can say something like, “She must be a businesswoman,” using mood auxiliary verb must (qtd. in Izumi 290-295). Nassaji and Fotos give another example about this task by using the past tense. A teacher presents only the beginning and the ending of a famous event
that happened in the past. Then, the teacher asks students to fill in the story. In this case, the students must use the past tense even if the teacher does not mention the target form (96).

On the other hand, in an explicit grammar-focused task, “task content is the grammar structure itself,” and learners are required to solve grammar problems or search for a grammar rule from given texts in the task (Nassaji and Fotos 94). However, the goal of the task is not to promote their accurate output immediately, but to improve the learners’ language awareness (Fotos 306). In doing these types of tasks, more explicit techniques (e.g. dictogloss, consciousness-raising tasks, input processing, garden path, etc.) are used (Nassaji and Fotos 94-99). For example, students are provided with several sentences which contain the preposition for and the conjunction since. Then, a teacher will ask the students to determine the rule of using for and since appropriately in a sentence (Nassaji and Fotos 98).

As seen in the example above, the explicit grammar-focused task is designed to teach problematic grammar structures which are hard to acquire through purely meaning-based instruction, allowing a teacher to focus on individual target forms. In other words, meaningful communication might not take place during the explicit grammar-focused task. Because of this weakness, Fotos asserts that “even though the task content is a grammar problem, the learners must use the target language meaningfully to complete the activity” (306).

### 3.9.2. CBI and Focus on Form

As mentioned in the CLT section, content-based instruction (CBI) refers to “using English to learn something practical” such as subject matters or interesting themes for students (Lightbown and Spada 172). Through CBI, students are able to acquire content knowledge and improve their communicative fluency (Grabe and Frendricka 19-20). On the other hand, teachers do not usually correct students’ grammatical errors. Therefore, students’ accuracy in communication was not high enough, compared to the years they learn a L2 in
CBI. As mentioned previously, Swain argues that the students in the French immersion program made a lot of grammatical errors in output because teachers usually focused on teaching a subject, rather than correcting the students’ errors (qtd. in Grabe and Stoller 6). To compensate for this weakness of CBI, focus on form can be applied to CBI.

When focus on form is used in CBI, the most important consideration is that the focus on a certain grammar structure should not interrupt content learning. Therefore, implicit focus on form techniques are used, and meaning and form should be presented in an integrated way. In order to connect focus on form and CBI, teachers can either reformulate students’ incorrect utterances or help the students recognize their errors by using recast or output enhancement. Additionally, teachers can use input flood or input enhancement to enhance the students’ awareness of the grammar structure without mentioning it explicitly (Jeong and Ghymn 45-67).

Izumi gives an example of how teachers can connect the content of a subject and a grammar form. If a teacher teaches the discovery of America by Christopher Columbus in world history class, the teacher can ask a question like, “If Columbus had not discovered America, what do you think would have happened to the world?” in order to connect the content of the history class and the subjunctive present perfect. Then, the teacher can lead students to an answer like, “The American Indians might have continued to live peacefully” or “The United States would not have come into existence” (242).

Another example of connecting content and form found in Doughty and Varela’s study. They found that when students reported the result of science experiments in a science class, the students could not use the past tense correctly in their output even though they had no difficulty understanding science itself. To solve this problem, the teacher decided to use recast to improve the students’ accuracy by reformulating the students’ incorrect utterances in
communication, circling errors, and writing down correct answers in their science reports. According to the posttest, the students in the science class improved their accuracy significantly in using the past tense, compared to the students who did not get a teacher’s recast(114-124).

4. Conclusion and Discussion

In Korea, English communication skills have been the most significant tool not only for international business but also for university education and job opportunities. The Korean government, therefore, decided that English would be one of the prerequisite subjects in public education. From the 1950s to the early 1990s, Korean students were taught English through the traditional approach which focused on teaching sentence level grammar rules, translation, and mechanical drills without verbal communication. The traditional approach helped the Korean students to improve their grammatical knowledge, but it did not contribute to improving their communication skills.

For this reason, the Korean government introduced CLT in 1992. With the help of CLT, Korean students have had a lot of opportunities to speak English and have learned how to use English appropriately in different social situations. Moreover, they have been exposed to more meaningful input based on real-life context. The CLT approach has significantly improved Korean students’ oral fluency. However, Korean students’ accuracy in their output has been relatively low because teachers do not usually correct the students’ grammatical errors during communication. This disadvantage is also because the input, which would help the learners to recognize and self-correct their errors, is not sufficient in EFL settings.

The students’ low accuracy has made Korean English teachers reconsider the necessity of teaching grammar in CLT. Therefore, team-teaching and the PPP model are commonly used in order to teach grammar and communication concurrently. However, many scholars assert that the team-teaching and PPP models are inadequate because both of them
have major problems respectively. In regards to team-teaching, the application of students’ grammar knowledge to communication is unrealistic because grammar and communication are not taught at the same time, and students need time to internalize the grammar rules for meaningful communication. When it comes to the PPP model, the stage for producing the form is likely to be ignored or shortened because of an insufficient amount of time.

Considering this situation, Korean English education needs a new approach in which students can have sufficient opportunities to communicate in L2 and also improve their grammatical accuracy in output. For this reason, Michael Long’s focus on form seems to be able to offer a solution.

As found in Section 3, teachers can use eleven teaching techniques in order to apply focus on form to their meaning based instruction. The implicit techniques (e.g. input flood, task-essential language, input enhancement, recast, output enhancement, interaction enhancement) can be used when teachers want to focus on natural language or try to improve students’ language awareness implicitly, without explicit grammar explanation or exercises. On the other hand, the explicit techniques (e.g. dictogloss, consciousness-raising tasks, input processing, garden path) can be used when teachers focus more on teaching grammar rules by using meta-talk (or talking about grammar), rather than natural communication. Based on the wide range of research in this paper, focus on form will have positive influences on Korean students because students will be enhancing their accurate use of grammar in communication, affecting their long-term accuracy. However, as Poole argues, there are some anticipated disadvantages of focus on form in terms of class size, teachers’ inadequate proficiency in English, and curriculum.

To overcome the disadvantages of using focus on form in CLT, Doughty and
Williams suggest some pedagogical choices according to several teaching situations language teachers may face (Section 3); one of the mandatory pedagogical choices is selecting either proactive or reactive focus on form. The proactive focus on form is helpful when students share the same L1 or when their language levels are different. However, this approach can have a negative influence on students because when teachers intervene, it can interrupt the natural flow of communication. On the other hand, the reactive focus on form is beneficial because students can take advantage of natural communication; however, novice teachers cannot react to students’ incorrect utterances efficiently due to their lack of experiences.

The choice of linguistic form is also an important factor teachers should consider because learners are likely to learn a certain structure more easily than the other. According to many researchers, linguistic forms that have a clear meaning and sufficient communicative functions can be successfully used in focus on form.

Another choice teachers should make is to choose appropriate focus on form techniques according to their pedagogical purposes. As mentioned in the techniques of focus on form, implicit techniques will not interrupt the flow of communication. On the other hand, explicit techniques should be used when teachers want students to internalize grammar rules automatically. Finally, teachers should decide on a proper teaching model between the two teaching models (i.e. integrated and sequential). An integrated focus on form can be practical if teachers want to correct students’ errors incidentally. Alternatively, if teachers choose to follow the stages such as brief grammar explanation, controlled practice, and more meaningful communication, sequential focus on form can be used because it is considered to be more practical in EFL situations where these types of teaching styles are preferred.

Min, who first researched focus on form from in Korea, suggests some ideas to apply these pedagogical choices to the Korean English education system. For instance, the
proactive focus on form will be helpful in Korean situations in which there are a lot of students in one classroom, and teachers are required to follow the national English curricula. However, his assertion is based only on the teaching situation in the early 2000s, and his paper does not contain the results of focus on form in actual classrooms. Considering these results, further research on focus on form in the Korean classroom is strongly recommended. Additionally, recent studies on how to connect focus on form and the strong version of CLT (e.g. TBI and CBI) have started but have not been completed yet. Once these studies are completed, they can be applied to English education in Korea where meaningful communication and the correct use of grammar are strongly needed.
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Appendices

Appendix A. Unit Plan

Class Description

The goal of this unit plan is to improve students’ accuracy in speaking and writing through the use of implicit and explicit focus on form techniques. This unit plan also focuses on content-based instruction in which students are required to use a graded reader and communicate based on the content of the graded reader.

The class consists of eighth to fifteen year-old middle school students of mixed gender in a private English academy in Korea. These students do not have enough opportunities for using English outside of the classroom; therefore, in this class, students are strongly encouraged to speak in English, except for when they have trouble with certain words, expressions, and grammar rules.

Before taking this class, the students will be required to take a placement test which consists of reading, listening, speaking, writing, and correcting grammatical errors (Appendix B~F). This placement test is adapted from the preparation book of the Korean new English exam, the National English Ability Test (NEAT). The levels of the English classes at this academy are as follows: basic, intermediate, and advanced classes. The students of this class are at the intermediate level. They have already studied English for at least two years in a cram school with both Korean and native English speaking teachers. They can understand more than 60% of the content of their reading materials without a dictionary; the students’ reading and listening skills are better than their speaking and writing skills. However, they are not good at summarizing stories or expressing their thoughts based on reading materials. In the case of their speaking skills, they can express their basic thoughts within their current language competence; however, their accuracy in communication is considerably low.
even though they have already learned basic grammar rules during their classes. For instance, they can solve grammar questions in written exams, but they make speaking errors related to tenses and word orders. Class time is sixty minutes, and it meets five times a week from Monday through Friday.

**Materials**

The teacher utilizes a story from a graded reader taken from the Oxford Bookworm Library. Graded readers are a series of books ranked by language level. Grammar and vocabulary in graded readers are shortened and simplified; the learners can easily understand the content and enjoy reading these books within their current language competence. There are many popular graded reader books such as those offered by Oxford bookworm library, Penguin readers, or Macmillan readers.

In these unit plans, I will use *Gulliver’s Travels*, which is at level four of the seven Oxford bookworm library levels; levels three and four are for intermediate level learners. *Gulliver’s Travels* is a novel originally written by Jonathan Swift in 1667. In this novel, Gulliver, who loves travel and adventure, visits some very interesting countries such as Lilliput, Brobdingnag, Laputa, Glubbdubdrib, Luggnagg, and Houyhnhnm. Through his experiences in these countries, Gulliver changes his opinions about human beings, the way people live, and even his attitude about his own country. *Gulliver’s Travels* from Oxford Bookworm Library is divided into twelve parts; in this week of unit plans, students will study five chapters about Brobdingnag of Gulliver’s travels (i.e. “A voyage to Brobdingag,” “Gulliver and his master,” “At the King’s palace,” “More adventures in Brobdingnag,” and “Gulliver escapes from Brobdingnag”). However, a teacher utilizes the story of Lilliput on the second day in order to compare Lilliput and Brobdinnag so that students can recognize the characteristics of Brobdingnag clearly. The detailed stories of
Lilliput and Brobdingnag are attached to Appendix G.

In addition to using a graded reader, Stephen H. Thewlis’ Grammar Dimensions and Richard Firsten’s *The ELT Grammar Book* are used for mini-grammar lessons and a weekly grammar test. Both of these books cover English grammar in terms of form, meaning, and usage; therefore, they are appropriate grammar teaching materials in content-based instruction where the focus on form approach is implemented in order to improve students’ accuracy.

**Evaluations of Unit Plan**

The teacher can utilize the focus on form teaching techniques, conversational activities, daily mini-grammar quizzes on a class blog, diaries, and a weekly grammar test every Friday, in order to assess whether the students have improved their grammatical accuracy. The focus on form teaching techniques the teacher utilizes in the class are as follows: recast, output enhancement, task essential language, input enhancement, consciousness raising tasks, and dictogloss. As an active way of improving speaking skill and grammatical accuracy for a target grammar, students have to make a presentation about the conversational activities they take part in. In the case of diaries, the students should write two sentences containing a certain grammatical structure they have learned in their daily diaries. The daily mini-grammar quizzes and weekly grammar tests will help students to refresh their memory of using the target grammar forms.

**Procedures**

**Lesson One: 60 minutes**

**Objectives**

- Students will be able to use simple past tense correctly.
- Students will be able to summarize the story of Brobdingnag by using the correct past
tense.

- Students will be able to understand the main points about setting, characters, and plot.
- Students will be able to know the meaning of new vocabulary words such as astonishment, master, political, etc.

The students in this class can understand each story, but they are not good at organizing information logically. They also make a lot of errors when using past tense in communication even though they have already learned the basic rules of the past tense. Therefore, the teacher will ask the students to summarize the story they have read by using simple past tense. Through this summarizing activity, the students can improve the ability of organizing information and using proper past simple tense in communication.

**Introduction: 15 minutes**

- Reviewing students' assignments and giving an outline of the story: 10 minutes

The teacher greets and asks each student a question individually about the days of the week, the weather, and their school activities. Students are required to reply to the teacher with full sentences, not single words. Then, the teacher asks the students to take out their notebooks to review their homework assignments. The students' assignment was to write down difficult words from their reading and take a note about the main idea of each chapter. The teacher asks students about the main idea and main characters of this story to refresh their memories. Then, the teacher simply writes students' answers on the board. If students have overlooked important details for the story, they could write down other main ideas introduced by other students.

**Development: 35 minutes**

- Answering the questions of reading comprehension quiz individually: 5 minutes

The teacher distributes a comprehension quiz sheet to students. The comprehension
quiz sheet contains reading comprehension questions and guessing words from definitions found in the activity section of the book (Appendix H–I). The teacher discusses one of the questions with students. Then, the teacher gives students 5 minutes to answer questions individually. While students are answering the questions, the teacher walks around the classroom and helps some students who have difficulty answering the questions. Once the reading comprehension quiz is finished, the teacher asks the whole class about the answers of the questions promptly. Unless their answers are correct, the teacher explains why their answers are incorrect by presenting the page number where relevant information is provided.

- Having a conversation about the story as a group: 10 minutes

Then, the teacher divides the students into two groups of four. For the next 10 minutes, the teacher requires each group to have a conversation by answering questions from the conversational quiz sheet (Appendix H) and discusses them as a group (i.e. “what is the major characteristic of Brobdingnag?,” “why was the farmer glad to sell Gulliver to the Queen?,” “what did the King want Gulliver to tell him about?” and “who took care of Gulliver in Brobdingnag?”). While the students are discussing with one another, the teacher spends a few minutes with each group, encouraging students to join the conversation and recasting their incorrect utterances into correct ones.

- Making a summary of the story individually: 15 minutes

After this question and answer section, the teacher asks each student to write a summary based on three pictures which will illustrate the main events of the story (Appendix J). To help the students, the teacher writes down some verbs (i.e. find, fight, sit, etc) on the board and asks the students to use the verbs when they make a summary such as “Gulliver fought a giant mouse at a castle”. However, the basic forms of verbs are provided, not the past tense forms, because the teacher needs to check the students’ current skill levels, and the students
should get a chance to refresh their memories about English grammar and make summaries without the teacher’s intervention. Additionally, each student has to summarize the story by using full sentences mentioning the events of three pictures, while paying attention to the past tense. While students are making a summary, the teacher helps students with grammar, spelling, and vocabulary.

- Getting feedback from their partner about their summary: 5 minutes

After summarizing the story for 15 minutes, the teacher asks the students to exchange their summary with their partner so that each student can read their partner’s summary and check as to whether their partner used the past tense correctly, or whether they pass up on important details for the story. This section takes about 5 minutes. If the students find their partner’s incorrect usage of the past tense, the students talk to the teacher, and the teacher writes down the correct forms of the past tense on the board.

In case the teacher does not have enough time for the section mentioned above, students do not exchange their summaries with partners. Also, if a few minutes are left after this section, the teacher talks about his/her best vacation in the past by putting emphasis on the past tense and then the teacher asks each student about their best vacation. If students have trouble using the past tense correctly, the teacher helps the students by using focus on form teaching techniques such as recast or output enhancement.

**Conclusion: 5 minutes**

Before finishing the class, the teacher provides students with their two homework assignments. As the first homework assignment, the teacher announces that as a way of improving speaking skill, each student has to make a presentation about his/her summary tomorrow. Therefore, they are asked to practice their oral presentation by speaking out loud. Additionally, the students are required to revise their summary by paying attention
to the past tense again. If they are not certain about the words they use in their summary, they have to look up the words in the dictionary. As the second homework assignment, the students have to log on to a class blog run by the teacher and take a mini grammar quiz about the past tense (Appendix K). The test is graded automatically on the blog, so the teacher knows which past tenses the students are having trouble with. After taking the grammar quiz, the students are also required to keep a diary (Appendix L) by using the past tenses they fail on the test. Then, they have to post their English diaries on the class blog under their name. The teacher will correct students’ grammatical errors in their diaries and post them again on the blog.

**Evaluation**

The teacher will evaluate students’ accuracy of using past tense through their oral presentation of summarizing the story, mini grammar quiz, and journal.

**Lesson Two: 60 minutes**

**Objectives**

- Students will be able to use degree of comparison correctly.
- Students will be able to develop a deeper understanding of the characteristics of Lilliput and Brobdingnag by comparing the two countries.

The students understand the rule of comparisons but they cannot apply proper rules of comparison to their communication. For instance, some of the students add *er* to the end of an adjective which has more than three syllables. In the class, the teacher will utilize focus on form teaching techniques such as task essential language and garden path. Therefore, the students can improve their accuracy of using comparisons in communication.

**Introduction: 10 minutes**

- Making a presentation about their summary individually: 10 minutes
After a short greeting, students make a presentation about their summary individually by using the past tense. In this activity, the class focuses more on meaning and communication rather than forms and accuracy; therefore, the teacher does not correct students’ every error in output. However, if they make grammatical errors when using the past tense, the teacher uses focus on form techniques such as recast or output enhancement. For example, if a student says a past tense form incorrectly, the teacher can help the students to correct their errors by saying “Pay attention to the past tense!” After the presentation, the teacher tells the students that the objective of today’s class is to compare Lilliput with Brobdingnag.

Development: 50 minutes

- Refreshing memories about Lilliput and Brobdingnag briefly: 5 minutes

  The teacher draws two rectangles on the board and names them Lilliput and Brobdingnag, asking the students to talk about the events or main characters in each country. The teacher writes down the students’ answers for each country into its corresponding box. This activity will take about fiveminutes.

- Answering the questions of a handout individually: 5 minutes

  The teacher gives each student a handout where there are two columns for Lilliput and Brobdingnag respectively, with eleven sentences about major events that happened in Lilliput and Brobdingnag underneath the columns (Appendix M). The students match each sentence with a proper country and then order the events in the timeline. The teacher walks around the classroom to help students who do not understand questions. After this session, the teacher shares the answers with the students.

- Using the garden path technique to induce students’ overgeneralization: 10 minutes
After the activity for ten minutes, the teacher asks the students several questions: “in which country are peopleshorter than the other?” and “what country is larger than the other?” When students answer the questions, the teacher writes down the answers on the board: “People in Lilliput are shorter than people in Brodbingnag.” and “Brodbingnag is larger than Lilliput.” The teacher underlines the comparative forms of adjectives such as shorter and larger so that the students make overgeneralizations of putting er to every adjective when they make comparative forms by using adjectives.

- Having a conversation by comparing two countries as a group: 20 minutes

The teacher asks students to divide into groups of four students as they did on Monday. Then, the teacher asks each group of students to compare these two countries in terms of height, size of a country, people’s kindness, and Gulliver’s life by using adjectives such as tall, small, kind, generous, and dangerous. The groups are also required to choose one of the countries where they might want to live and provide appropriate reasons for the choice (Appendix N). These two activities, which will take up to twenty minutes, help the students to use comparative forms with context, and the students will discuss comparative forms with their group members. While the students are having a conversation, the teacher spends a few minutes with each group in order to check if each group uses correct comparative forms in conversation. In addition to that, the teacher pays attention to check how they make overgeneralization in using the adjectives which have more than three syllables such as generous, dangerous, etc.

- Making a presentation about the task: 10 minutes

Each group is required to make a presentation about the task for ten minutes. If a student makes overgeneralization mistakes by saying “the king of Brobdingnag is generouser than the king of Lilliput,” the teacher provides the students with the rule of exceptions -- that
they have to put *more* in front of adjectives if the adjectives have more than three syllables. If this presentation finishes earlier than the teacher expects, the teacher erases what she writes on the board and lets the students explain the rule of making comparatives. Also, if this presentation takes more time than the teacher expects, the teacher asks the other group to make a presentation on Wednesday.

**Conclusion: 5 minutes**

After the presentation, the students are required to compare two people by using adjectives in writing and they should prepare for their presentation on Wednesday. In addition to this assignment, the students also have to take a mini grammar quiz (AppendixO) on the class blog and create two sentences by using comparative adjectives when they keep a diary, and post it on the class blog.

**Evaluation**

The teacher will evaluate students’ accuracy of using comparison through their oral presentation of comparing two countries, mini grammar quiz, journal, and the written assignment of comparing two people by using adjectives.

**Lesson Three: 60 minutes**

**Objectives**

- Students will be able to use WH question forms correctly in speaking.
- Students will be able to develop a deeper understanding of the characteristics of the king and queen of Brobdingnag and the king of Lilliput by doing simulation activities.

The students understand the rules of WH question forms, but when they ask questions of somebody, they make a lot of errors because of the difference in word order between Korean and English. The teacher will encourage the students to use WH question forms correctly by using implicit and explicit focus on form teaching techniques such as input enhancement and
consciousness raising task.

Introduction: 20 minutes

- Making a presentation about comparing two people: 20 minutes

After a short greeting, the teacher asks the other group to make a presentation comparing two countries. This presentation will take up to 5 minutes. After this session, the teacher requires each student to make a presentation about their assignment of comparing two people in order to review the rules of making comparative adjectives. Whenever students mention incorrect comparative adjectives such as generous or beautiful, the teacher writes down the words so that the students can recall how to make comparatives by using three syllable adjectives. During this presentation, the teacher can choose one or two students randomly and ask the content of their classmates’ presentation in order to check whether the students listen to the presentations carefully. Then, the teacher tells the students about the goal of this class: students will be able to understand the rules of question forms by doing explicit grammar-focused tasks.

Development: 45 minutes

An explicit grammar-focused task means that task content is the grammar structure itself. Therefore, students are asked to solve grammar problems or search for a grammar rule from given texts in the task. In this class, the teacher utilizes input enhancement, consciousness raising tasks, and dictoglossso that the students can improve their understanding of question forms.

- Doing input enhancement task: 10 minutes

The teacher starts the explicit grammar-focused task by letting the students read the text on page forty-four in which question forms are visually enhanced (Appendix P). Students are required to read this text twice: once silently and once out loud by paying attention to the
visually enhanced question forms.

- Giving a talk about the content of the story: 5 minutes

After reading the text, the teacher talks about the content of the book for five minutes. In Gulliver’s travels, the king of Brobdingnag wants to know about Gulliver’s life in England in terms of political systems, legal systems, and education in order to learn something useful for his own country.

- Doing consciousness raising task individually: 15 minutes

Then, the teacher asks the students about what questions they would want to ask if they were the king of Brobdingnag. The teacher spends less than 5 minutes for this session because the teacher just wants to check students’ current understanding of making question forms. Some students might express their ideas accurately; however, most of the Korean students might have a lot of difficulties making question forms in English, because in the Korean language, question forms are made to change the form of the verb of a statement. In this case, the teacher provides students with several sentences which contain WH questions. The teacher also requires the students to discover the rules of the question forms from the given data (Appendix Q).

- Giving a mini grammar lesson: 5 minutes

After most of the students write down the rule of WH questions in their notebook, the teacher writes the rule of WH questions as follows: WH question words + Do/Does/Did + Subject + base verb (i.e. who did you meet yesterday? or when do you come back home?) The teacher also explains that WH questions cannot be answered with yes or no because these questions ask for specific information such as time, place, person, object, reason, and manner. For example, in response to a question like “Who did you meet yesterday?” “Yes, I met him” is not a correct answer. If this grammar lesson finishes earlier than anticipated, the teacher
gives students a sheet of grammar questions. However, if the teacher runs short of time for this grammar session, this session can be postponed for the next day.

Conclusion: 5 minutes

After the consciousness raising task and the mini grammar lesson, the students should have more confidence and better understanding about making the question forms than before. To show this, the teacher gives students a simulation assignment. For this assignment, the teacher divides students into two groups and gives each group a role such as the king of Lilliput or the queen of Brobdingnag. Then, the teacher asks groups of students to write down two or three questions in their notebooks as to which questions they would want to ask if they were the King of Lilliput or the Queen of Brobdingnag. The Queen of Brobdingnag or the King of Lilliput does not ask Gulliver about life in England in the book; therefore, the students should understand the character of the queen or the king and think of the rule of WH questions in order to answer this question. In addition to this assignment, the students also have to take a mini grammar quiz (Appendix R) on the class blog and create two sentences using WH question forms when they keep a diary and post it on the class blog.

Evaluation

In the simulation activity, the students are required to write down some expected questions imagining if they were the king of Brobdingnag, the king of Lilliput or the queen of Brobdingnag. The simulation activity mentioned above, mini grammar test, and journal will help the teacher to evaluate students’ accuracy of using WH question forms.

Lesson Four: 60 minutes

Objectives

• Students will be able to use WH question forms correctly in writing.
• Students will be able to reconstruct the text where WH question forms are used.
WH question forms are covered again through dictogloss. In doing dictogloss, the teacher reads several question forms to students, and students are then required to reconstruct these question forms by using their grammatical knowledge. After this dictogloss activity, the students will be able to use WH question forms when writing correctly.

**Introduction: 20 minutes**

After a short greeting, the teacher provides students with a brief grammar explanation about how to form WH questions. Then, the teacher asks students to get into the two groups she assigned yesterday. The teacher also requires each group to collect the questions from each member and discuss them in order to choose the five best questions which represent the king of Lilliput or the queen of Brobdingnag. After the group has prepared the answers, each group makes a presentation about their ideas, and the teacher corrects the students’ errors by using recast and output enhancement. Then, the teacher tells the students about the goal of this class: students will be able to understand the rules for forming WH questionsthroughdictogloss.

**Development: 30 minutes**

* Doing dictogloss: 30 minutes

The teacher starts dictogloss to help the studentsunderstandhow WH questions work in a text. First, the teacher reads the text to the students twice in a normal speed so that the students can write downkey vocabulary and WH questions (Appendix S). Second, the teacher requires the students to join a group to reconstruct the text by using each other’s notes. By working with others to reconstruct the text, the students can talk about the formation of WH questions in depth. Third, the teacher shows the original text to the students after each group finishes the reconstruction of the text. The teacher assigns half an hour for this activity because talking about the rules of making WH questions and reconstructing the text with
group members may take more time than other activities. However, if a few minutes are left, the teacher will ask students to read some chapters about Glubbdubdrib.

Conclusion and evaluation: 10 minutes

On Thursday, there are three assignments for students: preparing for a weekly grammar test, keeping a diary, and skimming through some chapters about Glubbdubdrib, which is a country for magicians and dead spirits. The weekly grammar test includes the grammar forms students have learned through the week. During this week, the grammar test includes the simple past tense, comparative adjective, and WH questions. On Thursday, students are not asked to take a mini grammar quiz on the class blog, but they have to review the tests they have taken from Monday through Wednesday. Additionally, when students keep the diary, they have to actively use the grammar forms they have learned from the class by writing several sentences.

Evaluation

The teacher will evaluate students’ accuracy of using WH question forms with students’ reconstructed text of the dictogloss activity and their journals.

Lesson Five: 60 minutes

Objectives

- Students will be able to improve their understanding of the rules of simple past tense, the degrees of comparison, and WH question forms through a mini-grammar lesson.
- Students will be able to use the three grammatical forms correctly in a written test.

Introduction: 5 minutes

After a short greeting, the teacher tells the students about the goal of this class: students will have a clear understanding of how to use three grammar forms through mini grammar lessons and a grammar test. After that, the teacher will provide students with a brief
overview of Gilliver’s life in Glubbdubdrib.

Development: 45 minutes

- Doing mini-grammar lessons: 20 minutes

The teacher provides students with mini grammar lessons about the simple past tense, comparative adjective, and WH questions. The mini grammar lessons include the form, meaning, and usage of each target grammar. The teacher distributes three handouts (Appendix T~V) about each target grammar respectively. While the teacher is reviewing each target grammar, students are required to answer the teacher’s questions and take short notes of the teacher’s explanation on the hand-outs.

First, the teacher covers the form and meaning of the simple past tense. The simple past tense is used when we describe the actions completed in the past. We change a verb from the present to the past by adding *ed* to the base form of a verb (i.e. finished, called, planted, etc). However, some verbs do not follow this basic rule, so students need to memorize irregular past tense verbs. After this explanation, the teacher reads the list of irregular past tense verbs and has students repeat them loudly.

Second, the teacher explains comparative adjectives. Comparative adjectives are used when people compare two things. The comparative adjective is used to compare some common aspects between two people or things (i.e. New York is larger than Chicago or I am taller than you). The comparative adjective is made by adding *er* to the end of the adjective or *more* to in front of the adjective depending on the number of syllables the adjective has. For example, the word crowded has more than three syllables so *more* is added to form a comparative adjective (i.e. cities are more crowded than countries).

Third, the teacher addresses WH questions. WH questions are used to ask specific information (i.e. time, space, person, object, reason, and manner). For instance, if a speaker
wants to ask about reason, the speaker will use the WH question word why (i.e. why do you think so?). The teacher has covered the detailed information on WH questions on day three; therefore, the teacher gives a brief explanation about the rules of WH questions.

- Taking a weekly grammar test: 25 minutes

The teacher distributes a test sheet to each student, and students take the weekly grammar test (Appendix W) for 15 minutes. After the test, the teacher reads the correct answers for each question and students check their answers. If necessary, the teacher explains some questions briefly. If a student gets less than 70 out of 100, the student must take a make-up test the following Monday after a regular class time.

**Conclusion: 10 minutes**

Before finishing the class, the teacher will briefly discuss the story of Glubbdubdrib, which is a country for magicians and dead spirits; they will cover this material next week. The objective of this overview is not to give detailed information to students but instead help them with their reading comprehension. The teacher asks students some questions about Glubbdubdrib (i.e. Who did Gulliver meet in Glubbdubdrib? Which questions would you want to ask if you met dead spirits?). After completing this pre-reading activity, the teacher tells students about their homework assignments for the weekend.

First, the teacher introduces a website (i.e. www.Studentsoftheworld.info) to the students. This website will give the students an opportunity to find a pen pal who lives in a foreign country. The students are encouraged to join the website and send an email to their new friend(s) by using two sentences of three target grammars respectively (Appendix X). Second, students have to read some chapters about Glubbdubdrib, write down difficult words, and take notes about the main idea of each chapter.

**Evaluation**
The teacher can evaluate students’ accuracy of using past tense, comparison, and WH question forms with the result of the weekly grammar test.
Appendix B

Level Test - Listening Section

1. According to the invitation, on which information are the speakers mistaken?

   Mr. and Mrs. Blair
   Request the honor of your presence
   At the marriage of their daughter
   Rachel
   To
   Mr. Nicholas Hunt
   Son of Celina Connor

   Saturday, the eighteenth of June
   Two thousand and eleven
   At two o’clock in the afternoon

   Holy Trinity Church
   San Francisco, California
   Reception to Follow

1) The day of the wedding
2) The time of the wedding
3) The place of the wedding
4) The bride of the wedding

2. Which show will the man take his students to?

<table>
<thead>
<tr>
<th>Title</th>
<th>Promotion Period</th>
<th>Discount Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Shout Out Loud</td>
<td>September</td>
<td>$80 / student</td>
</tr>
<tr>
<td>2) Dance Along</td>
<td>October</td>
<td>$50 / student</td>
</tr>
<tr>
<td>3) Silent Walk</td>
<td>November</td>
<td>$60 / student</td>
</tr>
<tr>
<td>4) Jumping High</td>
<td>December</td>
<td>$30 / student</td>
</tr>
</tbody>
</table>

(Educhoson Research Instit
Appendix C
Level Test - Listening Script

1. Listening Script

M: Have you gotten Nicholas’ wedding invitation?
W: I did. I can’t believe it. I thought Nicholas was the last person that would ever get married!
M: I know. Who knew that he would be so deeply in love?
W: Anyways, I’m so happy for him.
M: Do you remember where the wedding is at?
W: Yes, it’s at the church. I’ve heard the couple is very religious.
M: Good for them. It’s at two o’clock on Sunday, right?
W: I think you’re right. It’s definitely on the weekend.
M: Great. Have you met Rachel by the way?
W: Is that the bride’s name? Actually, Celina showed me her picture when I visited Nicholas’s house the other day. She’s very pretty, but I’ve never seen her in person.

2. Listening Script

M: Are these shows suitable for middle-school students?
W: Of course. They are very educational.
M: Can you recommend one show that I can watch with my students this semester?
W: Shout Out Loud is very exciting and it’s discounted in September.
M: Actually, September is only the beginning of a new semester and we have mid-terms in October.
W: The other two shows are also loved by many children.
M: $60 is a bit expensive for students.
W: I guess you have one choice left, then.
    Reservations start a month in advance, so please give us a call in November.
M: I will. Thank you very much.

(Educhoson Research Institute 40)
Appendix D

Level Test – Reading/ Grammar Section

1. Why is Celine writing the letter?

Dear Ms. Diamond;

I booked a cruise through your agency last month. I have a reservation on a Royal Cruise from Fort Lauderdale, December 18 through 27, 2010. Unfortunately, I will be having minor surgery and I will be unable to go on the trip. On your advice, I purchased the optional No Worries Travel Insurance Policy. According to the terms of that policy, I am able to cancel the cruise and receive a full refund of my advance payment because of a medical condition. I have attached a copy of a letter from my physician, Dr. Conrad Murray, confirming the surgery. Please send a check to me at above address. After I get back on my feet, I plan to call you to schedule a new cruise on Royal or another cruise line.

Sincerely,
Celine Richardson

2. Read the following passage and underline all of the ungrammatical forms.
Then, change them into the correct grammatical forms.

The Statue of Liberty arrive in New York Harbor on June 19, 1885. The monument were a gift of friendship from the people of France to the people of the United States, intended to commemorate the centennial of the American Declaration of Independence. Sculptor Frederic Auguste Bartholdi’s Liberty Enlightening the World stand more than 300 feet high, and have come to symbol freedom and democracy to the nation and the world.
Appendix E

Level Test - Speaking Section

1. You will hear a story describing a problem. You will have 1 minute to think about how you would solve the problem. After the beep, you will have 1 minute to record your answer. After you hear two short beeps, stop recording. Now let’s begin.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(Educoson Research Institute123)
Appendix F

Level Test - Writing Section

1. Write a thank you email to your friend who gave you a birthday present by using the topics below.

- What the present was
- How much you liked the present
- How thankful you were for the present

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(Educhoson Research Institute126)
Appendix G

Gulliver was a doctor in England and he decided to work on a ship as a doctor in order to make a lot of money. One day, because of a shipwreck, he found himself in Lilliput. The tiny people of Lilliput called Gulliver a man-mountain because of his size given from their tiny size. As time went by, he got along with people in Lilliput. However, the king of Lilliput became angry with Gulliver because Gulliver did not help him to fight against the Blefuscu. Because of this, the king wanted to punish Gulliver by making him blind. Therefore, Gulliver was afraid and escaped from Lilliput. He then returned to England and made quite a lot of money by showing people the tiny animals he has gotten from Lilliput. A few years later, Gulliver decided to sail away again because he became sick and tired of his boring life and wanted to see more of the world. On his second voyage, Gulliver dropped by the village of Brobdingnag and happened to be caught by a farmer who was an extremely huge giant. After that day, the farmer tried to make money by showing Gulliver to people at the market. The queen, who heard about Gulliver, bought him from the farmer and made him a wood house, taking good care of him. The king also became interested in Gulliver because of his intelligence and asked him about life in England in terms of political systems, legal systems, and education, hoping that he might copy something useful for his own country. Gulliver, who was proud of his country, explained about England and tried to offer the secret of gun powder. However, the king of Brobdingnag was not pleased with what he had heard because he could not understand why people in England enjoyed fighting with dangerous weapons. Finally, one day when Gulliver was in the wood house, a large eagle picked up the house and threw it into the sea. As a result of this event, he had no choice but to go back to England again.
Appendix H

Reading Comprehension Test I

Read Chapters 5 and 6. Are these sentences true (T) or false (F)? Rewrite the false sentences with the correct information.

1. The sailors landed on Brobdingnag to look for gold.
2. Gulliver hid in the corn when the giants appeared.
3. The giants were about forty meters tall.
4. The farmer soon realized that Gulliver was an insect.
5. In the farmer’s home Gulliver was attacked by rats.
6. Glumdalclitch took very good care of Gulliver.
7. The farmer took Gulliver all over the country to show him the sights.

Read Chapter 7 and 8, and answer these questions and then have a conversation with group members.

1. Why was the farmer glad to sell Gulliver to the Queen?
2. What did the King think Gulliver was at first?
3. What did the Queen’s dwarf do to Gulliver?
4. Why was it unusual for foreigners to visit Brobdingnag?
5. Why was Gulliver able to go rowing or sailing?
6. What was the greatest danger to Gulliver in Brobdingnag?
7. What did the King want Gulliver to tell him about?
8. Why did the King refuse Gulliver’s offer of gunpowder? (Clare West 78)
Appendix I

Vocabulary Test

Match the word with its definition

1. Astonishment                        a. to start fighting or hurting someone
2. Attack (v)                          b. great surprise
3. Huge                                c. very big
4. Master                              d. of government
5. Political                           e. a man who owns an animal, or who pays someone to work for him

(West 78-79)
Appendix J

Make a summary

- You should make a summary of the story. These three pictures on the left will help you summarize the main point of the story.

**Picture 1**
Gulliver was found by a giant in Brobdingnag

**Picture 2**
Gulliver is fighting a giant mouse.

**Picture 3**
The King of Brobdingnag is sitting on a chair, listening to Gulliver. Gulliver, sitting on a tiny chair, is talking about the history, politics, and culture of Great Britain.
Appendix K

Mini-Grammar Quiz

- Complete the sentences in the story below using the words in parentheses. Use the simple past tense.

A: I ____________(call) you on the phone, like a hundred times last night!
B: Really? Well, I ____________(am) not home.
A: I ____________(figure) that out by myself.
B: So, why all the calls?
A: I ____________(make) those calls to try out my brand new cell phone.
    My parents _________(buy) it for me.
B: You ____________(try) somebody else then, _______(don’t) you?
A: No. The battery ____________(go) dead after all those calls to you.
Appendix L

Keep an English Diary

- Keep a diary in English before you go to bed.
- You can write about what you have done today or what to expect tomorrow. You are free to use any grammar forms. However, you are required to write two sentences using either the grammar form you have learned or the form used incorrectly on your mini-grammar quiz today.

Dear Diary,
Appendix M

Match the events with the country

- You should put these events from the story next to the country where they happen.

Then, order the events as they occur in the book.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>WHERE</th>
<th>ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilliput</td>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 6</td>
</tr>
<tr>
<td>Brobdignag</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

a. A large bird carries Gulliver away.
b. Guards put ninety-one chains on his left leg.
c. Hundreds of tiny men take him to the capital city.
d. He is exhibited all over the country.
e. A giant picks him up in a field.
f. He escapes to Blefuscu and returns to England.
g. He wakes up on the beach to find his body fastened to the ground.
h. The King and Queen buy him.
i. He is set free by the King in return for certain promises.
j. The Queen’s dwarf drops him into a bowl of milk.
k. The King decides to shoot arrows into his eyes.
l. Glumdalclitch starts to look after him.
m. He pulls fifty Blefuscan warships along with hooks.
n. The King takes notes about the political system. (oup-bookworms.com)
Appendix N

Compare Lilliput with Brobdingnag

- You should compare these two countries in terms of height, size of a country, people’s kindness, and Gulliver’s life by using adjectives such as tall, small, kind, generous, dangerous, etc.

**Brobdingnag**

**Lilliput**

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The King of Brobdingnag is sitting on a chair, listening to Gulliver. Gulliver, sitting on a tiny chair, is talking about the history, politics, and culture of Great Britain.</td>
<td>The tiny people of Lilliput are tying Gulliver’s body with string. Gulliver cannot move his body at all.</td>
</tr>
</tbody>
</table>

⇒ Ex) People in Brobdingnag are taller than people in Lilliput (Height)

*Compare Lilliput with Brobdingnag by using these adjectives on the left*

Small
Kind
Generous
Dangerous
Close
far
etc....
Appendix O

Mini-Grammar Quiz

• Fill in the blanks with the comparative form of the adjective.

Jane: Kevin, I found these two apartment ads in the newspaper this morning. There’s a studio and a one-bedroom. I think the one-bedroom sounds nice. What do you think?

Kevin: Well, the one bedroom is definitely (large)__________ than the studio, but the studio is (cheap)_________ than the one-bedroom. You know you only have a part-time job. How can you afford to pay $1,200 a month for rent?

Jane: I know the one-bedroom is (expensive)__________ than the studio, but I have so much furniture. The one-bedroom is (big)__________ than the studio. Since I want to invite guests, it will be much (comfortable)___________ than the studio. Besides, maybe someday I’ll have a roommate, and I’ll need a (spacious)___________ apartment, Kevin.

Kevin: Well, maybe, but you need to be realistic. The studio is in the center of town. You’ll be (close)___________ to transportation, stores, the library, and the college than you would be in the one-bedroom.
Appendix P

Input Enhancement

Chapter 8, More adventure in Brobdingnag (page 44)

Picture 1

The King of Brobdingnag is sitting on a chair, listening to Gulliver. Gulliver, sitting on a tiny chair, is talking about the history, politics, and culture of Great Britain.

‘How do you teach and train young people of good family? If the last son of an old family dies, how do you make new lords for the House of Lords? Are these lords really the most suitable people to make the country’s laws? And in the House of Commons, are these men really so honest and intelligent? Do rich men never buy their way into this House? You say the lawmakers receive no pay, but are you sure that they never accept bribes?’

Then he asked questions about lawcourts. ‘Why are your trials so long and so expensive? How much do your lawyers and judges really know about the laws? How carefully do they decide between right and wrong?’
Appendix Q

Indirect Task for WH questions

- Why did the King think Gulliver was at first?
- What did the Queen’s dwarf do to Gulliver?
- What did the King want Gulliver to tell him about?
- Why did the King refuse Gulliver’s offer of gunpowder?
- How did Gulliver feel about his family when he got home?
- What did Gulliver eat on the island?

- Now find the rule of wh-questions

: ___________ + ___________ + Subject + base verb
Appendix R

Mini-Grammar Quiz (WH questions)

Fill in a proper WH question word to complete WH questions.

- Q: ____ do you want to do on Sunday?
  A: I want to visit my grandparents.
- Q: ____ does he live?
  A: He lives in Seoul.
- Q: ____ does he get up in the morning?
  A: He usually gets up at 8am.

Imagine that you are meeting Gulliver now. What would you want to ask him? Create WH questions and the answers for the questions.

- Q: How___________________________?
  A: ________________________________.
- Q: Why____________________________?
  A: ________________________________.
- Q: ________________________________?
  A: ________________________________.
Appendix S
Dictogloss

- You should take notes of familiar words when a teacher reads the text twice in a normal speed.
- Then, you should join a group in order to reconstruct the text by using each other’s note

Chapter 8, More adventure in Brobdingnag (page 44)

_________________________________________________________? If the last son of an old family dies, ___________________________________________? Are these lords really the most suitable people to make the country’s laws? And in the House of Commons, are these men really so honest and intelligent? Do rich men never buy their way into this House? You say the lawmakers receive no pay, but are you sure that they never accept bribes?’

Then he asked questions about out lawcourts. ‘Why are your trials so long and so expensive?__________________________________________?  

_________________________________________________________?’
Appendix T

Mini-Grammar Lesson (past tense)

<table>
<thead>
<tr>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Jane arrived at 10:30.</td>
<td>Use the simple past for an action that started and finished in the past.</td>
</tr>
<tr>
<td>2) John drank several cups of black coffee.</td>
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</table>

50 Main Irregular Verbs

<table>
<thead>
<tr>
<th>Base Verb</th>
<th>Past Tense</th>
<th>Base Verb</th>
<th>Past Tense</th>
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<td>Lose</td>
<td>Lost</td>
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<td>Make</td>
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<td>Mean</td>
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Appendix U

Mini-Grammar Lesson (comparative adjective)

There are two regular comparative forms of adjectives in English.

1. For adjectives with one syllable: add *er* to the end of the adjectives

   A is ______er than B

   - E-mail is faster than regular mail.

2. For adjectives with two or more syllables:

   A is (more/less) _________ than B.

   - E-mail is more convenient than regular mail.
Appendix V

Mini-Grammar Lesson (WH question)

<table>
<thead>
<tr>
<th>Example</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>Q: What is your name?</td>
<td>A WH question usually begins with a wh word. The speaker is expected to give specific information, not Yes/No in the answer.</td>
</tr>
<tr>
<td>A: Jane</td>
<td></td>
</tr>
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</table>

*Who, What, When, Where*

*Why, Whose, Which, How*

- Where do you come from?
- When did she arrive?
- How many siblings do you have?
Appendix W

Weekly-Grammar Test

1. Complete the statements using the comparative form of each adjective in parentheses + than.

Healthy people say:

- Health food is (nutritious) __________________ fast food.
- Health food is (fattening) __________________ fast food.
- Health food is (safe) __________________ fast food.

2. John is talking to Jane about his next vacation. Read their conversation below and write a question to go with each of John’s answers.

Jane: __________________________________________?
John: I am going to Japan for two weeks.

Jane: __________________________________________?
John: The unique wildlife really interests me.

Jane: __________________________________________?
John: We are leaving on Sunday morning.

3. Fill in the blanks with the past tense.

[At the king’s palace]

Although Glumdalclitch ____________ (try) to make things as comfortable as possible for me, such an exhausting life ____________ (be) beginning to have a bad effect on my health. I was
becoming thinner and thinner. When my master ___________ (notice) this, he ___________ (think) I ___________ (will) not live much longer. But it was clear that he ___________ (want) to make as much money out of me as he ___________ (can). While he was thinking how to do this, he was asked to bring me to the palace. The Queen and her ladies had heard about me and wanted to see me. When we ___________ (arrive) in front of the Queen, I ___________ (fall) on my knees and ___________ (beg) to be allowed to kiss her foot. But She kindly ___________ (hold) out her hand to me. I ___________ (take) her little finger in both my arms, and ___________ (put) it very politely to my lips.
Appendix X

Write a letter in English to your foreign friend by using the past tense, comparative adjective, and WH questions.

Ex) Where do you live? What subjects do you like? How do you get to school?

Dear ______________,

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Sincerely,

Your friend, ___________