

Formal Instruction and the Acquisition of Linguistic Features

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Formal instruction is at the heart of the debate in language acquisition and has been subject to controversy and discussion among researchers. Recent studies have witnessed a reaction to the hypothesis that comprehensible input is sufficient for second language (L2) acquisition and, conversely, they emphasize the role of instruction. This paper investigates the definition of the role of different types of form-focused instruction in L2 English acquisition. Two research questions were defined for the study: 1) Do differences in the type of instructional treatment lead to differences in language learning? 2) Do differences in the types of instruction also display different long-term effects? The subjects were three groups of adult college students from the Shahrekord University who were enrolled in a general English course. They received three types of instructions: Focus-on- Meaning (FonM), implicit Focus-on-Form (ImFonF) and explicit Focused on-Form (ExFonF). The target linguistic features were passive syntactic structures. These features were selected based on the results of placement tests indicating that the participants had difficulty in those domains. The findings of the study indicate that the instructional treatment lead to differences in language learning in the short-term. The results for the long term effects display a complex picture of gains depending on the instruction, the nature of the target linguistic features and the modes of assessment tasks. The implications of the findings for both research and pedagogy are presented.

Key words: formal instruction, FonM, ImFonF and ExFonF

INTRODUCTION

Second language acquisition (SLA) has recently witnessed a reaction to Stephen Krashen's hypothesis that comprehensible input is not only necessary, but also sufficient for SLA (Krashen, 1985). A number of studies argue that comprehensible input itself is inadequate for learning to occur (e.g. DeKeyser, 1998; Doughty, 1991; Harley, 1998; Lightbown & Spada, 1993) and input is likely to be acquired when the learner is made aware of the linguistic forms in the input through explicit instruction. In other words, without noticing there can be no learning.

Schmidt (1995) argues that what learners notice in the input is what becomes available for intake. In his view, awareness at the point of learning is crucial in order for learning to occur. Another attractive model, arguing for explicit instruction, is VanPatten's Input-processing Model. This model posits that without explicit instruction on language, L2 learners are likely to allocate more cognitive activation to meanings and thus no more attentional resources are left for the language forms. On the basis of this assumption, VanPatten (1998) proposes a method of "processing instruction" or a kind of input-based instruction. This model does not focus on output. Rather, it "seeks to alter the way in which learners perceive and process linguistic data in the input in order to provide internal learning mechanisms with richer grammatical intake" (VanPatten & Sanz, 1995, p. 169). VanPatten & Sanz posit three sets of distinguishable processes in acquisition. The first set of processes converts input to intake; the second promotes the accommodation of intake and the restructuring of the developing linguistic system; and the third accounts for monitoring, accessing, and control of language production. It is in relation to the first set of processes, i.e., converting input into intake, that VanPatten recommends the use of processing instruction, whose "purpose is to direct learners' attention to relevant features of grammar in the input and to encourage correct form-meaning mappings that result in better intake" (VanPatten & Sanz, 1995, p. 169).

Another approach which promotes formal instruction is Long's paradigm

(Long, 1991), known as 'focus on form' (FonF). Long claims that learners should be encouraged to attend to linguistic form within a meaningful context. This paradigm has renewed the interest in the role of instruction as a possible basis for a teaching strategy that might work as a real alternative to the traditional grammar-based approach, on the one hand, and to a communicative meaning-based one, on the other. As a result, it can combine both communication and cognition. The majority of researchers interested in this line of research maintain that some kind of FonF is useful (DeKeyser, 1998; Ellis, 1995). Today, FonF, as an approach, is a major trend in reaction to the idea that SLA is largely an unconscious process. However, as a relatively new area in SLA research, the implementation of FonF has given rise to a number of issues, amongst which is the extent to which FonF treatment should be 'reactive' rather than 'proactive', how 'explicit' the techniques should be, how obtrusive vs. unobtrusive, the intensity and duration of the instruction and which 'form' should be selected and when.

A distinction has been drawn between focus on *forms* (FonFs) adopted in traditional methodologies when forms are taught in isolation from meaning, and FonF which refers to a type of instruction that attempts to draw the learners' attention to linguistic form within a meaningful context (Long, 1991; Long & Robinson, 1998). Numerous data indicate that in a meaning-focused classroom, focus on the formal properties of L2 contributes to successful acquisition of linguistic structures, whether one uses explicit explanations (Alanen, 1995; Lightbown & Spada, 1993; Robinson, 1995, 2001) or specifically structured input, drawing the learner's attention to the formal properties of language (VanPatten, 1996; VanPatten & Cadierno, 1993). Therefore, activities promoting language use are necessary for explicit input to become intake. To summarize the above, recent literature on instructed SLA provides numerous examples of the positive influence that FonF instruction (explicit explanations and enhanced or structured input) has on learners' performance (Doughty & Williams, 1998).

Although instruction, which provides explicit explanations of grammar rules, especially simple rules involving transparent form-function relations,

proves beneficial to adult learners (Alanen, 1995; Robinson, 1995, 2001; Williams, 2001; Williams & Evans, 1998), the positive role of implicit instruction remains to be proven empirically. In fact, research has failed to show the positive influence of implicit instruction (White, 1998).

Despite SLA's significant progress in generating new L2 instruction horizons, it has intensified confusion and perplexity. For example, Long's FonF paradigm (Long, 1996), DeKeyser's skill-learning theory (DeKeyser, 1998), VanPatten's input processing theory (VanPatten, 1996) and Ellis's instructed language learning (Ellis, 1994) all attend to the role of instruction in L2 acquisition. The diversity and controversy in opinion and application has led to more pedagogical confusions. For example, there is no agreement as to whether instruction should be based on a traditional FonFs approach, or a FonF approach. Nor is there agreement on the efficacy of teaching explicit knowledge or the type of corrective feedback to provide or even when explicit grammar teaching should commence. Despite the excess of research on L2 instruction, SLA research still needs to explore the different effects of various instructional conditions on learners' level of awareness and their learning of different linguistic features. Accordingly, this paper attempts to investigate the efficacy of explicit instruction on the attainment of passive forms in general and match the impact of FonM, ImFonF and ExFonF approaches in particular, where FonM refers to the instruction emphasizing meaning, but not the forms, ImFonF refers to the instruction emphasizing meaning and the target linguistic forms which are important or may go unnoticed by the learners, and ExFonF refers to the instruction allowing the students to negotiate meaning while focusing their attention to the target linguistic forms which are also practiced. The present study attempts to explore how different types of L2 instruction affect English passive forms. This study thus addresses the following research questions and hypotheses:

1. Do differences in the type of instructional treatment i.e. FonM, ImFonF and ExFonF lead to differences in language learning of English passive forms in immediate posttests after 12-week instruction, as operationalized in the present study by grammaticality judgment and translation tasks?

Based on the findings it is hypothesized that all the participants who receive either an ImFonF, ExFonF or FonM treatment will improve their learning of English passive forms. However, the ExFonF will outperform the other two groups.

2. Do different types of instruction have different long-term effects on the acquisition of English passive forms six weeks after the instructions?

Based on previous research (Ellis, 2001; Doughty, 1998), it is hypothesized that the long term effect will be higher in the ExFonF group than the other two groups.

The three groups (FonM, ImFonF and ExFonF) were exposed to instructional materials seeded with the passive forms. However, the materials engineered according to the three instructional modes were presented to the subjects. In such a way that FonM ImFonF and ExFonF group received unenhanced texts, enhanced texts and enhanced texts plus some explicit information respectively.

PARTICIPANTS

Ninety Iranian learners of English both male and female ranged in age from 19 to 25 (average 20.69) who enrolled for general English at Shahrekord University, Iran were selected for the study. The participants were those students who failed to meet the requirement set to the university's standard placement test, which is given to fresh students, and it has been constructed based on the materials taught at schools for six years. The analysis of the participants' performance on the placement test items indicated that English passive forms were one of the domains, which they had the most difficulty with. The participants were randomly but equally assigned to the three classes. Then the three classes were randomly assigned to one of the three conditions i.e. FonM (n= 30), ImFonF (n= 30), and ExFonF (n= 30). All participants had to take pretests, immediate posttests

and delayed posttests. The tests consisted of grammaticality judgment and translation tasks.

INSTRUCTIONAL MATERIALS

The instruction materials were 24 intermediate reading passages, which were seeded with passive forms selected from. All the three classes were given the same reading texts, but the way the texts were presented varied according to the nature of instruction. The target linguistic forms were highlighted through typographical enhancement in the two instructional conditions with a focus on form, namely, ImFonF and ExFonF. All reading passages were enclosed comprehension questions, writing activities and vocabulary exercises but in the case of the ExFonF class, the reading passages were also followed by form awareness activities and writing activities, where the emphasis was on the target forms through on-the-spot explicit correction of wrong passive forms (see Appendix 1).

ASSESSMENT TASKS

To measure the participants' acquisition of the targeted linguistic forms, two modes of tests were constructed i.e. a grammatical judgment test (GJT) which included 15 recognition task items and a translation test (TrT) which contained 16 task items (see Appendix 2). The good reason for the use of GJT is the inclusion of both possible and impossible linguistic structures which can reflect the cognitive knowledge of the learners. The justification for TrT lies in the facts that it can tap the unconscious knowledge of the learners on the target linguistic features, and it can also demonstrate the productive use of the target linguistic features. These tests were administered to the subjects as pretests, immediate posttests and delayed posttests. The tests for each mode of the assessment tasks were identical in nature. However,

to avoid the washback effects different fillers for each stage of testing were used.

PROCEDURES

Before receiving instruction, the subjects were given the pretests on both GJT and TrT. During 12 sessions of instruction, the subjects of the three classes received the same reading passages as their input by the same teacher. However, the way these materials were presented was different. For FonM class, the teacher focused on the content and deliberately undermined any linguistic features. For the case of ImFonF, the target linguistic features were made salient, but no attempt was made on the part of teacher to explain or elaborate them. For the ExFonF class, the linguistic features were also made salient as in the case of the former class, however, the teacher by providing the explicit information and making on spot correction overdid the target linguistic features. After the instruction they were given immediate posttests. Finally, after 6 weeks the delayed posttests were administered. To minimize any practice effects the tests contained both correct and incorrect fillers to ensure that correct answers on the target linguistic features were true indicators of the students' automatic knowledge of the target linguistic features (DeKeyser, 1998). In the scoring for the GJT, 1 point was given when the subjects identify each correct form or select an incorrect form and modify it correctly (see Appendix 2), and 0 point was given when they failed to find the correct sentence or failed to identify and modify the error in the sentence.

DATA ANALYSIS

Group means on the pretests, posttests and delayed posttests for the target linguistic forms under the three instructional conditions were compared by using Analysis of Variance (ANOVA) to observe the effects of the

independent variables on the acquisition of the targeted linguistic feature. Post hoc comparisons were also conducted using Scheffe tests to find the location of significant differences. The level of statistical significance was set at $P < .05$. One-way ANOVA was run for the passive structure variable via both GJT and TrT.

RESULTS

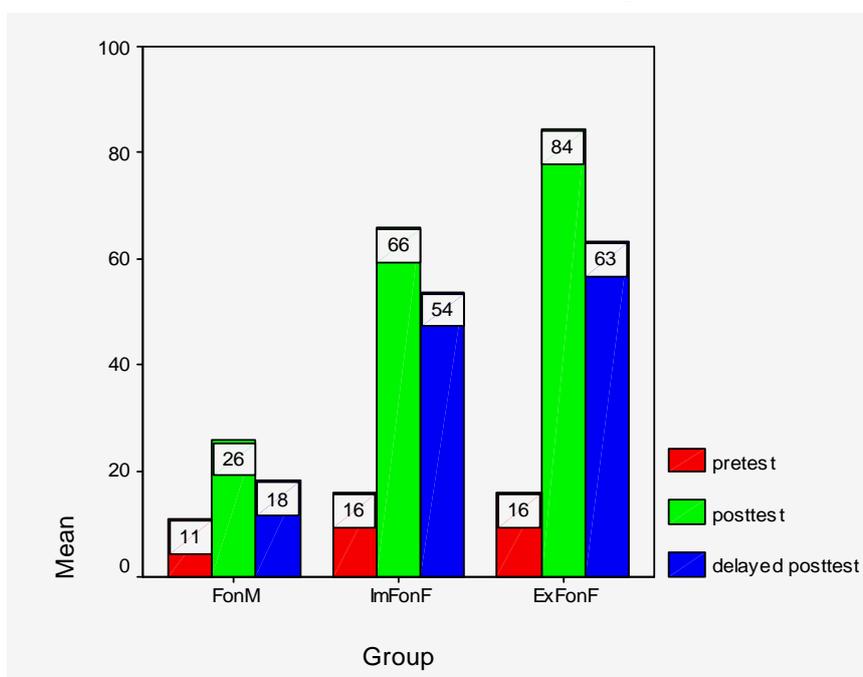
Does Type of Instruction Make a Difference?

The first research question deals with whether the type of instruction makes a difference, and particularly, whether differences in a degree of explicitness in manipulated in the instructional conditions would differently affect the acquisition of English passive forms as the target linguistic features of the study. Figure 1 demonstrates the higher achievements of the groups receiving FonF instruction on GJT. Table 1 also displays the higher achievements of the target linguistic features of both ImFonF and ExFonF groups on both GJT posttest and delayed posttest. To evaluate whether these differences were statistically significant one-way ANOVA was implemented. No significant differences were observed on pretest for passive syntactic structures. However, significant differences were observed both on GJT posttest [$F(2, 90) = 100.43, P < .0001$] and GJT delayed posttest [$F(2, 90) = 70.60, P < .0001$]. The results show that there were significant differences between the groups in the attainment of the linguistic forms. To investigate the location of these significant differences Scheffe post hoc contrast analyses were also applied and it was found that there were significant differences between all the experimental groups of the study in the correct use of English passive forms at $P < .0001$, except between the ImFonF and ExFonF groups, which was at $P = .09$ on the delayed posttest and thus it was a little above the level of expectation ($P < .05$).

TABLE 1
Means and Standard Deviations (SD) for Passive Structures on GJT

| Groups | n | Pretest | | Posttest | | Delayed Posttest | |
|--------|----|---------|-------|----------|-------|------------------|-------|
| | | M | SD | M | SD | M | SD |
| FonM | 30 | 9.98 | 11.75 | 24.75 | 21.41 | 18.18 | 16.14 |
| ImFonF | 30 | 16.90 | 14.11 | 63.90 | 16.61 | 23.78 | 18.88 |
| ExFonF | 30 | 15.90 | 13.41 | 84.46 | 10.83 | 43.25 | 15.63 |

FIGURE 1
The Achievements of the Instructional Groups on GJT



Note. *FonM*= focus on meaning, *ImFonF*= implicit focus on form and *ExFonF*

Figure 2 and table 2 also clearly demonstrate the higher achievement of the groups that received FonF instructions on TrT. However, to investigate the apparent differences are statistically significant, ANOVA was applied and it was found that there were no significant differences between the groups on

the achievement of passive forms at pretest. On the other hand, significant difference were found on the achievement of passive forms at both posttest [$F(2, 90) = 115.4, P < .0001$] and delayed posttest [$F(2, 90) = 93.41, P < .0001$]. Consequently, Scheffe post hoc contrast analyses were also applied to see the location and distribution of the significant differences at both posttest and delayed posttest. It was found that the differences between the groups were highly significant. ExFonF outscored the two other groups and ImFonF could outscore FonM. The results thus demonstrated that both ExFonF and ImFonF groups improved in the posttests over the pretests at both GJT and TrT. They significantly outperformed the FonM group in the posttests. More importantly, the results at the posttest for both assessment tasks showed the superiority of the ExFonF groups over the ImFonF group.

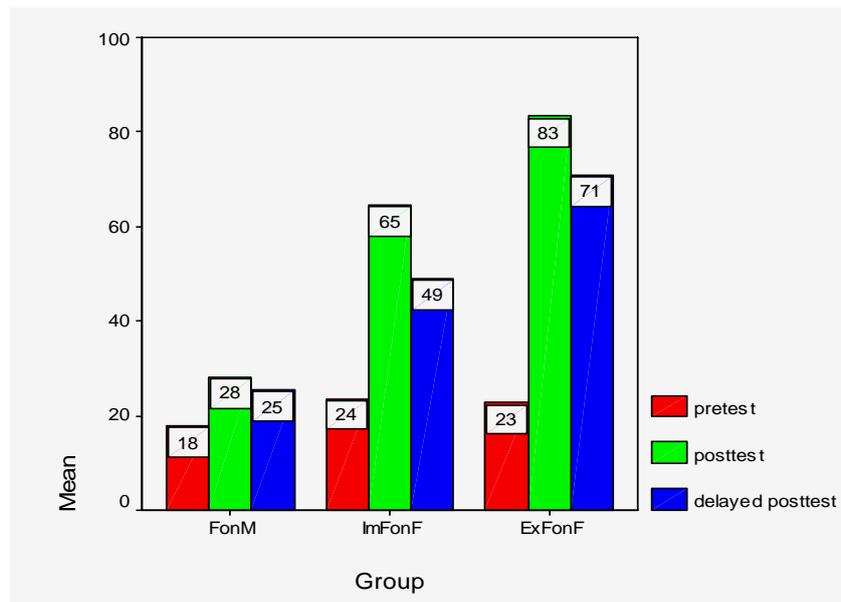
Does Type of Instruction have Long Term Effect?

The second research question deals with whether differences in the degree of explicitness have long-term effect. As already mentioned in the previous section, the Figures 1 & 2 and Tables 1 & 2 of the two assessment tasks show a complex picture depending on treatment and type of task. The means for the acquisition in each group (FonM, ImFonF and ExFonF) at the delayed posttests for both assessment tasks became smaller than the on the posttests (see Tables 1 & 2); however, the statistical figures for the groups who received the instruction thrived to be still significant. Except between the ImFonF and ExFonF groups whose scores on GJT delayed posttest were less significant ($P=.09$). However, similar results were not found on TrT delayed posttest.

TABLE 2
Means and Standard Deviations (SD) for Passive Structures on TrT

| Groups | n | Pretest | | Posttest | | Delayed Posttest | |
|--------|----|---------|-------|----------|-------|------------------|-------|
| | | M | SD | M | SD | M | SD |
| FonM | 30 | 18.87 | 16.15 | 28.18 | 15.90 | 21.45 | 16.15 |
| ImFonF | 30 | 23.63 | 16.92 | 64.54 | 14.01 | 45.09 | 14.44 |
| ExFonF | 30 | 22.27 | 21.72 | 83.33 | 11.36 | 64.90 | 10.71 |

FIGURE 2
The Achievements of the Instructional Groups on TrT
 Note. *FonM*= focus on meaning, *ImFonF*= implicit focus on form and *ExFonF*



DISCUSSION

The results of this study conform to the other studies on the effectiveness of formal instruction that have proliferated in recent years. They particularly go with the type of ‘planned focus-on-form’ developed by Ellis (2001) based on Long’s (1991) definition of FonF instruction by distinguishing two types: ‘Planned focus-on-form’ and ‘incidental focus-on-form.’ In many studies, FonF was the result of prior planning on the part of the researcher/teacher. This research (Leow, 2001; Salaberry & Lopez-Ortega, 1998; Wong, 2001) can be categorized under the term ‘planned focus on form’ (Ellis, 2001), involving ‘intensive attention to preselected forms’ (Ellis, 2001, p. 16). The findings of the study indicate positive responses to the research questions of

the present study. The first research question asked whether explicit and implicit instruction affect the learners' attainment of the target linguistic features. As the results of the pretests indicated, no differences in scores among the research groups assigned to the three classes were observed. Therefore, the differences observed between the groups in both posttests and delayed posttests must be attributed to instructional treatments. The findings of this study point most clearly to an important role for FonF as it occurs during instruction focusing primarily on meaning. More importantly, the findings support the explicit FonF as it can maximize the learner's attention to the target linguistic forms in a variety of ways. Conscious language practice leads to the automatic use of that form since tasks of this sort prompt learner's awareness of the target forms. These task procedures perhaps ensure a balance between FonF and focus on communication. On this account, Robinson (2002) also sees no fundamental difference between implicit and explicit learning processes. He considers them of the same continuum contributing to the efficiency of long-term learning. The findings of this study seem to support this idea stated by Robinson by indicating this fact that when the maximal attentional activation is exerted on a particular form, that form is more likely to be learned.

The second research question asked whether the effect of explicit instruction would be long lasting. The results show that from the posttests to the delayed posttests in the two assessment tasks the instruction groups lost some of gain that they had got from the instruction (see Tables 1 & 2). However, what they could have retained was still significant enough to claim that both explicit and implicit FonF instructions have long-term effects.

In contrast to Schwarts (1993) and Zolot (1995) who argued that explicit linguistic knowledge would not play a role in the attainment of the target linguistic features, numerous studies support the condition that explicit instruction and high concentration on the target linguistic features can assist L2 learners to acquire new or problematic linguistic forms particularly, the preselected ones provided in an instructed setting (deGraaf, 1997; DeKeyser, 1998; Robinson, 1997; VanPatten & Cadieno, 1993). The FonF instruction

thus seems to be a good middle ground between the available extremes. On the one hand, there are the meaning-based approaches encouraging total abandonment of any explicit attention to linguistic features and instead recommending provision of abundant comprehensible input with the claim that L2 learners would acquire the linguistic features effortlessly without any explicit attention to these forms (Krashen, 2002) or the communicative one which only emphasizes fluency and devalues linguistic forms and accuracy. On the other hand, the counterpart approaches stressing explicit knowledge of forms as their ultimate aims, for instance grammar-translation and audio-lingual stress merely linguistic accuracy. However, FonF approach concerns both meaning and form and seeks to circumvent the problems with these extremes and thus it encompasses both fluency and accuracy.

As the findings of this study show, FonF is an effective way to draw the learners' attention to the forms in the input that otherwise might go unnoticed. It also demonstrated that explicit FonF would be more effective than mere implicit FonF or input enhancement since it provides sufficient attentional resources required for target forms to be detected, extracted and segmented as intake. The efficacy of FonF is perhaps due to the provision of priming occurring in the tasks and awareness-raising activities (Mellow, 2004). Therefore the idea that FonM is the only way that helps L2 learners to acquire the language has been challenged. The claim that FonF can overcome incorrect or incomplete knowledge of particular target linguistic forms is supported (Lightbown, 1998). The results of the present study indicate that the two groups that received FonF instruction regardless of the type could outperform the group who received the data in form of FonM. The latter, as the results show, could not be able to improve their control of the target linguistic forms from pretests to posttests and delayed posttests. This lack of significant progress reveals that certain linguistic features do not appear to be acquired purely on the basis of FonM since, as correctly stated by Ellis (1994), comprehension and acquisition are two separate procedures and thus comprehension may occur without a full linguistic analysis of the input.

Although the results of the study indicate that FonF regardless of its type

was found more significant in the acquisition of the target linguistic forms in comparison to FonM, it was also found that within the types of FonF, explicit FonF was more effective than implicit FonF. As already mentioned, the implicit FonF technique implemented in this study was typographical enhancement. The objective was to direct the learners' attention to the target linguistic forms and to see how much they would acquire by the use of this technique. The second type was more explicit in sense that besides the typographical saliency the learners were also given extra tasks and practice on the target linguistic forms. Much care was exerted to ensure the instruction complied with FonF rather than FonFs notions, since in these tasks the students were invited to observe the target linguistic forms in the texts, directing their attention to both meaning and form. The findings of the study reveal that explicit FonF is more helpful than implicit FonF due to the fact that it incorporates multiple tasks and these in turn maximize the attention of the learners to the target linguistic forms (Ellis, 2002; Norris & Ortega, 2000).

CONCLUSION

The results of the study basically suggest three things. First, FonF regardless of its type is effective in assisting the learners to acquire the target linguistic forms since it can prime the attention of the learners to the target forms. Secondly, FonM alone cannot be helpful to learners to acquire the the language forms since it does not seem to allow the learners to use their cognitive resources to be directed to the target linguistic forms. Thirdly, explicit FonF seems to have more beneficial effect on the attainment of the target linguistic forms and this efficacy seems to be long lasting and the loss is not significant enough to affect the results. The exact nature of the underlying mechanisms that are responsible for better efficacy of explicit FonF are still unclear, and cannot be deduced from the results of this study, however. One possibility is that the explicit FonF instruction exerted more

awareness-raising than implicit FonF instruction resting only on perceptual saliency. Finally, FonF instruction, regardless of its type, maintains the importance of communicative approach as an authentic communication, on the one hand, and, on the other gives the teachers the opportunity to deal with the problematic linguistic features.

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APPENDIX 1
Sample material

Sample A

Enhanced text along with explicit instruction

*Once, a bear, a raven, a man and a snake happened to fall into a pit. A hermit walking past looked down the pit and saw them. They couldn't get out and asked the hermit's help. In return, they promised to give him a good present. So he helped the bear, the raven and the snake out. The snake told him not to help the man since he **wouldn't be thanked** properly. The hermit ignored the snake's advice.*

*The bear gave him a beehive full of honey. After eating as much honey as he pleased he left for a town where he wanted to pray. While entering the town the raven offered him a precious diadem, which he had taken from the King's daughter's head. The hermit accepted it with pleasure, as it was an expensive gift. A town-crier announced that the one who had stolen the valuable jewel should give it back to the king's daughter for which he **would be given** a good reward. Otherwise, he **would be punished**.*

*The good hermit met the man he had helped. As this man was a jeweller, the hermit handed him over the diadem. Although this **was secretly done**, the man took the jewel to Court accusing the holy man. Then the latter **was tortured and imprisoned**. In the meantime, the snake managed to find the king's daughter sleeping and bit her hand. It became infected. The king was furious about his daughter's illness and sent his town criers to announce that any person who could cure his daughter would be highly rewarded. This time, the snake found the King asleep; she whispered in his ear that there was a prisoner in his own dungeons who had a herb that would cure his daughter. The holy man **had been previously given** the herb by the snake; he **had also been taught** how to use it on the king's daughter's hand.*

*The hermit **was freed** and the wicked jeweller **was banished** forever.*

TASK 1:

Comprehension questions:

1. Who was in the pit? Why?
2. Who freed them?
3. Did the snake want to free the man? Why?
4. Which present was the best?

TASK 2: Vocabulary definitions:

Explain the meaning of the following words:

Ignore:.....

Pit:

Latter:

Banish:.....

Town-crier:

TASK 3: Writing:

Do you think the snake is good in the story? Give reason for your answer.

TASK 4:

Take out the passive sentences in the texts, and specify their tenses. Write five identical passive sentences, and then translate them into Persian.

Sample B
Enhanced text without explicit instruction

The distraught mother went home with her husband to wait and hope while a big police search went on. Last night the parents 22 hours of agony ended. Police acting on a tip-off found the baby safe at a house ten miles from the hospital. A 20-year-old single woman was later helping with inquiries.

*Detective Superintendent Ken Cook said: "The child **has been well cared for**. She **has been medically examined** and is fit and well. But as a precaution, more thorough medical tests **are now being carried out**."*

*Police **are understood** to have discovered a blue carry-cot and other baby equipment at the house. The mother, who **has not been named**, was with her baby in a single room off the main ward at New Cross Hospital in Wolverhampton. She returned from a brief visit to the nearby day room to find the child missing. The baby **was last seen** just before visiting time on Saturday evening. Police with tracker dogs **were joined** by mounted officers to search the grounds. Frogmen investigated a nearby canal. The baby **was found** at a house at Dudley, West Midlands. Detective Superintendent Cook said the woman helping with inquiries **was not related** to the child's family.*

TASK 1:

Comprehension questions:

1. How old was the baby's mother?
2. Where was the baby found?
3. Explain what happened in about 50 words.
4. Who else helped with inquiries?

5. What do you think about this fact?

TASK 2: Vocabulary definition:

Explain the meaning of the following words:

- Frogman:.....
Ward:
To be related:.....
Fit:
Nearby:

Sample C

Unenhanced text disregarding the structure of the text

She lived with great simplicity. Young Hari must have had a shock. From the outside the house in Chillianwallah Bagh looked modern. I suppose it still does. What I believe you used to call a suntrap. All the houses on the Chillianwallah Bagh reclamation and development were put up in the late twenties. It was waste land before then, and was called Chillianwallah Bagh because the land belonged to the estate of a Parsee called Chillianwallah. The Parsees have also always concentrated on business but they are much more westernised, hardly Indians at all. The land was bought from the Chillianwallah heirs by a syndicate of Mayapore businessmen headed by old Romesh Chand, who would never have lived in the sort of modern European-style house that was to be put up there, but saw nothing new-fangled in the anticipated profits. In fact it was to make sure of the amenities for development, such as lighting and water and drainage, and a Government grant-in-aid, that he saw to it his otherwise unsatisfactory younger brother - the one who married Shalini Kumar- got a seat on the Municipal Board. So, in time, up went these concrete suntrap-style monstrosities -suntrap only in the style because with so much sun about it's necessary to keep it out, not trap it, to have very small windows, you see, unless you have wide old-

fashioned verandahs.

TASK 1: Comprehension questions:

1. When were the houses in Chillianwallah Bagh built?
2. Why were they called so?
3. What did the Parsees do?
4. Who bought the land?
5. Did Chand like this type of houses?
6. Were the houses suntraps?

TASK 2: Vocabulary definitions

Find the definition of the following words:

Heir *suntrap*

To head *verandahs*.....

Seat *reclamation*

APPENDIX 2

Sample Grammatical Judgment Test

Read the following sentences. Some of them are correct and some others are not. If the sentence is correct mark the box with the letter “C” and if the sentence is wrong mark the box with “W” and make the required correction in the box with letter “M”.

- | | | | |
|---|----------------------------|----------------------------|--------|
| 1. This building will build in next year. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 2. She has no difficulty to do it. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 3. I think todays film is worth to see. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 4. The street must have repaired. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 5. My brother is good in math. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 6. Angela was married with a rich man. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 7. Owing to heavy snow the flight can cancel. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 8. Did you went to school yesterday? | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 9. I did not went to school yesterday. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |
| 10. This car should wash. | C <input type="checkbox"/> | W <input type="checkbox"/> | M..... |

Sample Translation Test

Translate the following sentences in to English in the space provided for the sentences.

1. این مدرسه در سال 1943 ساخته شد.

2. کرایه تاکسی باید افزایش یابد.

3. این جاده در دست تعمیر است.