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Title

Grammar from Context: The Effect of Explicit Focus on Form Instruction in Learning English Question Formation.

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Abstract

Investigating the effectiveness of explicit focus on form on the written performance of the EFL learners is the aim of this study. To provide empirical support for this study, sixty male English learners were selected and randomly assigned into two groups of focus on form and meaning-focused. English question formation was employed for data collection. The participants in the focus on form group were taught English question formation based on explicit focus on form (error correction and rule explanation), whilst those in the meaning-focused group were taught English question formation via communicative language teaching (CLT). The participants' output was coded then analyzed utilizing Independent t-test for grammatical accuracy and fluency. Results indicated that learners in focus on form group appear to benefit from error correction and rule explanation as two pedagogical techniques of explicit focus on form with respect to accuracy, but regarding fluency they did not yield any significant differences compared to the participants of meaning-focused group.