

The Effect of Explicit Focus on Form on Second Language Learning Writing Performance

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Abstract : Investigating the effectiveness of explicit focus on form on the written performance of the EFL learners was 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 explicit focus on form and meaning focused. Narrative writing was employed for data collection. To measure writing performance, participants were required to narrate a story. They were given 20 minutes to finish the task and were asked to write at least 150 words. The participants' output was coded then analyzed utilizing Independent t-test for grammatical accuracy and fluency of learners' performance. Results indicated that learners in explicit 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.

Keywords : explicit focus on form, rule explanation, accuracy, fluency

Conference Title : IC MELT 2015 : International Conference on Multilingual Education, Learning and Teaching

Conference Location : Amsterdam, Netherlands

Conference Dates : May 14-15, 2015