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## Focus on form grammar

1. Definitions A. Focus on the form: attracting students' attention to linguistic elements as they are necessary and edict meaningful communication with high priority. B. Focus on forms: a kind of approach to learning skills that deals only with discreet grammatical points.2 Differences between these 2 approaches: focusing on a form focusing on a Assumption forms derived from similar processes between L1 and L2 acquisition a Assumption derived from general cognitive processes b Exposure to input b brokerage B. Providing an understanding of grammar and mechanical drills c Lack of sufficiently understood input should be compensated by explicitly shaped targeted instruction c will provide opportunities of media use in grammar 3. Frankly, I prefer to focus on forms due to the limited teaching hours. After carefully learning specific grammar points, students have opportunities to practice what they have learned in a communicative way. It is more effective for beginners and intermediate learners who have been placed in English for only 40-80 minutes a week. Faiz Bender<sup>1</sup>, Lehmann Gorjian 1 TEFL Part, Ahuaz Branch, Islamic Azad University, Ahuaz, Iran 2 TEFL Part, Abadan Branch, Islamic Azad University, Abadan, Iran Correspondence with: Lehman Gorjian, TEFL Department, Abadan Branch, Islamic Azad University, Abadan, Iran. Doel: Copyright © 2017 All rights reserved this work is licensed under the International Creative Commons Attribution License (BYCC). Abstract The current study investigated the effects of focusing on form and focusing on meaning in learning questions among senior high schools in Abadan, Iran. Participants were 60 male students selected among the 100 studying at a no random time. They learned English in high school. They were between 15 and 17. In order to have homogeneous groups, learners were given a grammatical test to determine their skill level. The teacher, who took the Wh questions test based on the first high school book, was given them as a pre-test. They were then assigned to two equal sets of experimental and control groups. The experimental group received guidance on focusing on form and meaning, but the control group was taught in the traditional way of studying grammar, including the use of examples and law exercises. Both groups received eight treatments, each 45 minutes with the same substances; Then they did a test after the test at the end of the course. The data was analyzed using a grammar of independent samples and pairs of Wh questions after the examination. The results showed that the experimental group transcended one control (p keywords: focusing on form (structure), focusing on meaning. Wh questions to quote this article: Faeze Bender, Lehmann Gorjian, Teaching Grammar to EFL Learners through Focusing on Form and Meaning, Journal of Applied Linguistics and Language Learning, Vol. 3 No. 4, 2017, pp. 88-96 doi: A form focus (FonF) is an approach to language education in which learners are aware of the grammatical form of language traits they can already use in a communicative way. Focusing on a form is a way of training that draws learners' attention to linguistic forms in media contexts. This requires early involvement in meaning before achieving successful learning of linguistic forms. In addition, it often consists of a casual change of attention to linguistic code features by the teacher and/or one or more students triggered by perceived problems with understanding or production. Therefore, focusing on the form has some psycholinguistic likelihood in that it encourages learners to pay conscious attention to certain forms in input, which they may ignore. Such attention is necessary for acquisition to exist and can be needed as a useful device that corrects the process of developing the inter-language language (Long & Robinson, 1998). The approach that focuses on meaning grew out of dissatisfaction with shape-focused approaches such as grammar translation and cognitive code methods. It is alleged that there was a mismatch between what was taught in the classroom and the necessary media skills outside the classroom. The problem for Iranian EFL figures is that most of them find it difficult to learn grammar especially Wh-questions (Rahimpour - Maghsoudpour, 2011). Therefore, the current study will be conducted to find the impact of focusing on a form and focus on the meaning on learning Wh questions among Iranian high school students. Focusing on the form was one of the first hit issues in the second language acquisition (SLA) controversy over the past two decades. Controlling second/foreign language grammar and the ability to apply this knowledge correctly is a demanding and challenging task to perform, which is why many English students as a second language (ESL) find it difficult to express themselves accurately in speech or writing (Farhani and Sarkosh, 2012). Furthermore, also control linguistic elements as an element of pragmatic ability in language learning, and the complex nature of pragmatic development SL presents english learners as a second language and their classroom instructors with significant challenges. Taking into account these challenges, (including teaching) that may contribute to this development is a lucrative goal. In the context of classroom teaching, several studies (e.g., Alice, 2008) suggest that explicit teaching promotes development. This instruction can be implanted within Mission Based Language Instruction (TBLT) as a focus on a form. Focusing on a form should be integrated into the media curriculum code, and because each student has a focus-on-form readiness point and each form might be ideally suited to different degrees and types of focus on the form, teachers should always be aware of the student's language and develop alternative instruction All this, teachers should be cautious about students' linguistic development and task-giving timing. Farukhi, Rahimpour and Papi (2011) offer the importance of combinations of explicit and implicit focus on form and also the possibility of a crossover focused on form to focus on shapes. As a result, choosing shapes and scheduling to focus on them will be important depending on the linguistic development of L2 learners. Focusing on form is a drastic change and it's better to say it was a revolution from focusing on forms. However, some Iranian teachers and learners may have refrained from this change and contribution. Grammar is an essential part of language teaching and plays an important role in language. To speak accurately, one needs to know grammar. Teaching grammars by formal instruction can be so easy for teachers, if they feel safe and even students have a sense of security but it has been shown to be not so effective (Long, 1991). Most EFL learners in Iran may face difficulties using Wh questions correctly in written or spoken settings. The current study investigated the visible effects of focusing on form and focusing on meaning in studying Wh questions about intermediate high school EFL learners in Khorramshahr, Iran. During the eight sessions of treatment, they experienced learning english Wh questions in particular and grammar in general. In simple terms, the basic goal behind the current document was to examine the impact of focusing on form and focus on the significance of improving the grammar of Iranian learners in the EFL in general and on Wh-Wh questions in particular. Because students have difficulty asking questions with Wh questions this study investigates whether learners know the meaning of Wh questions and their shape they can deal with this problem. As some lessons have been observed, not only is teachers' focus on vocabulary, but they also traditionally teach grammar. Since grammar was described as the usual set of rules we use to weave sounds into the significant units in which we express our thoughts and ideas, creating a language, it has become the skeleton of language. This means that language cannot be taught without taking into account its grammatical structures. Grammar is just a set of rules to preserve the written word. Without these standards there would be no continuity of language and over time communication of ideas would suffer. When people from different parts of the world try to speak in English which is influenced by their native language, there are errors in grammar and sentence pattern. If a person can control grammar, they can unlock ideas and thoughts written over time and place. Proper grammar is very important. Proper grammar prevents us from misunderstanding and frees us from effectively expressing our thoughts and ideas. The way we communicate is very important in our profession and society. Modern technology and social networks have less formal forms of communication, we are expected to produce perfect grammar in professional settings. According to Alice (2008), grammar gives language users control over expression and communication in everyday life. Word control helps speakers convey their feelings and purpose more effectively. Over the past few decades, the focus of classroom teaching has shifted from emphasis on language forms to language use in media contexts. This led to the question of the place of teaching dotted with form (FF) in classroom activities (Brown, 2000). The second chapter will present theoretical and experimental studies related to focusing on structure and focusing on meaning. The theoretical background of the grudge work will be discussed in the following section. Focusing on form (FonF) has evolved from Long's instructional therapy that officially draws students' attention to linguistic elements as they casually rise in rates whose override focus is meaning or communication (Long, 1991, pp. 45-46) into tasks such as teaching processing, textual enhancement and linguistic activities or grammar-issues. The central tenet of the FonF directive is meaning and use to be present when the learner's attention is drawn to a linguistic device which is necessary for understanding meaning. FonF reading is often triggered by learning problems or difficulties usually resulting in a breakdown in communication. The problematic snitching features come to a training center to help learners get back on track. Apparently, when learners are left to their resources, they don't try to pay attention to the linguistic characteristics of their media activity. Therefore some form of focus on training in linguistic features may be required to destabilize learners (Alice, 2009). FonF's positive role in second language acquisition (SLA) has often been recognized over the past two decades. Norris and Ortega (2000) indicate that such studies have shown evidence that FonF facilitates the acquisition of a second language (L2) of learners of target shapes or traits of morpho-syntactics. He further argues that the current concern has shifted to what constitutes the most effective pedagogical techniques in specific class settings, given the choice of linguistic forms, explicit and in the way of teaching. In short, focusing on teaching the forms is the kind of teaching that, on the one hand, holds the importance of media language teaching principles such as authentic communication and centralization of students, and on the other hand retains the value of casual research and nothing else of problematic grammatical forms of L2, more reminiscent of non-media instruction (Long, 1991). Furthermore, Long and Robinson (1998) argue that the responsibility of helping learners treat and understand problematic L2 grammatical forms Not just about their teachers, but about their peers. In other words, they argue that formal L2 teaching should give most of its attention to exposing students to oral and written discourse that reflects real life, such as conducting job interviews, writing a letter to friends, and engaging in classroom discussions; However, when it has been observed that learners are experiencing difficulties understanding and/or producing certain grammatical forms of L2, teachers and their colleagues are committed to helping them discern their logical use and/or understand these forms and provide them with their appropriate explanations and models. Furthermore, teachers can help their students and learners can help their peers discern the forms they currently lack, but need to know in order to promote their overall grammatical development in L2. Feedback that the teacher or learner provides in response to the learner's aura that contains an error. Feedback can be implied as in the case of reruns or explicit as in the case of a direct correction or metalingual explanation (Alice, 2005). Corrective feedback is an indispensable part of language learning, especially in model F on F. Students cannot learn from their mistakes if those mistakes are not directed at them or if they are not given the tools to correct them. According to the interaction hypothesis (Long, 1991), corrective feedback plays a helpful role in allestating the acquisition of certain forms, which may be otherwise difficult to learn or control through understandable input exposure alone (Long & Robinson, 1998). Corrective feedback, moreover, can be used to attract the attention of learners and no matches between the production of learners and the target as the realization of these forms. According to Ellis (2009), direct corrective feedback refers to when the instructor indicates where a mistake was made and immediately provides the correct answer for students. On the other hand, indirect corrective feedback occurs when the instructor indicates that she has made a mistake but does not give the student the correct answer. This type of feedback is beneficial in the long-term acquisition of grammar and concepts, and it also creates a problem-solving environment in the classroom. Therefore, corrective feedback can be defined as a teacher's more responsiveness that invites the learner to handle the grammatical preciseness of the response produced by the learner. The most understandable taxonomy of corrective feedback was provided by Lister Vernetta (1997). Lister and Renata have developed an observational program that describes different types of feedback that teachers give about mistakes and also examines student absorption, how they respond immediately to feedback. This results in the identification of six feedback types defined below.1. Explicit correction: Refers to the explicit instruction of the correct form. S: The dog run fast. T: Fast doesn't exist. Quick doesn't take -ly. You need to say fast.2. Involves retranslating all or part of a student's statements, minus the error. Reruns are usually implied by not being shown by 'you mean', 'use this word' or 'you have to say'. Why don't you love Mark? T: Why don't you like Mark? S2: I don't know, I don't like him. Note that in this example the teacher does not seem to expect absorption from S1. She seems to be just renewing the question S1 asked S2.3. Clarification requests: The teacher indicates to the students that their statement was misunderstood by the teacher and that a return or reiteration is necessary.4 Metalingual feedback: Contains comments, information, or questions related to the correctness of the student's statement, without explicitly providing the correct form (for example, can you find your error?) 5. Sanitation: Refers to the techniques that teachers use to directly stimulate the correct form from students.6 Repetition: Refers to the teacher's repetition of the student's verbatim statement. Among these categories, reruns will be considered in this study. A considerable amount of re-casting studies, both inside and outside classrooms, have reruns concerned: an implicit arrangement of learners not a destination like utterances (Alice & Sheen, 2006). S: There was a fox. T: There was a fox. S: The child has many flowers in the basket. T: Yes, the kid has a lot of flowers in the basket. Being insufficient to provide language learners with enough evidence for language learning, positive evidence should be presented to learners along with negative evidence. One possibility of presenting negative evidence is a reactive focus on the form, which involves treating the learners' resibility of orientation about their occurrence and is therefore a priority. That seems to be what Long (1991) had in mind in the idea of focusing on form. Reactive focus on a form can be conversational or didactic. According to Alice (2002), the first occurs when there is a breakdown in the flow of the talk resulting in the teacher handling the error through negotiation of meaning. On the other hand, sometimes the problem cannot be serious and there does not hinder communication; However, the teacher chooses to correct the error, as when a learner leaves an article defined. The chapter focusing on a form that grows out of this type of error therapy constitutes a kind of pedagogical 'time-out' from a meaning-focused suspension and this reason can be considered didactic (Alice, 2003). Another distinction made is between reactive and form-focused focus (Long and Robinson, 1998). While Long argues that focusing on the form is entirely reactive, Alice (2001) claims that it comes in two forms; Preventive focus on the form and reactive focus on the form. Reactive focus on a form is also known as error correction, corrective feedback, or negative evidence/feedback (Long, 1991), and occurs when, in the context of meaningfully focused activities, learners' attention is drawn to errors in Long and Robinson (1998) state that reactive focus on the form involves interfering with responsive teaching involving occasional shifts in response to notable errors in using devices to increase perceptual prominence. On the other hand, proactive research involves making an informed prediction or making some observations to determine the learning problem in focus. Long and Robinson believe that by taking this stance, there is no need to limit focus on form to the errors of classroom learners who are pervasive, systematic, and corrective for learners at this particular stage of development, which is an onerous selection process. However, Betzki varela (1998) responds that this reactive position is impractical when learners are of different L1s, of different abilities, or of such high ability that mistakes are not arts by the teacher or other learners, since the message is delivered successfully. They also add that a reactive position may be best suited for learners with the same background, and with teachers experienced enough to have an idea of what to expect, taking into account that teachers' pushy ability to intervene and deal with all errors puts too much demand on teachers. Regarding the difficulties in proactively focusing on the form, first, three concepts related to the task are presented by Lutzy and Bely-Vourman (1993). The first is the task of naturalness in which a grammatical structure may appear naturally during a task which can still be performed perfectly even without that structure. The next task is the task of a utility where the task can be performed with this particular structure more easily. The latter is the task of vitality that relates to a time when the task could not have been carried out at all without this particular structure. Do not confuse the focus on the form with form-focused instruction. The latter is an umbrella term widely used to refer to any pedagogical, proactive or reactive technique, implicit or explicit, used to draw students' attention to the language form. It includes focusing on form procedures, but also all activities used to focus on shapes, such as exercises written specifically to teach grammatical structure and use them proactively, meaning that in the moments the teacher, rather than the learner, decided it would be appropriate to study the new item. The focus on the form refers only to form-focused activities that arise during meaning-based lessons; They are not premeditated, as in the case of focusing on forms, but occur incidentally as a function of the learners' interaction with the subject or tasks that constitute the dominant focus of their learners and teacher. The basic psychology and implicit theories of SLA are quite different, in other words. Focusing on the form involves focusing on official elements of the language, while the focus on forms is limited to such focus, and the focus on meaning does not include it. Most importantly, remember The basic premise of teaching focusing on a form is that meaning and use must already be clear to the learner while attention is drawn to the linguistic nichon needed to get the meaning across. The purpose of this chapter was to examine and investigate how current research is aligned with current opinions in the field. This part of this chapter was exploring the effects of teaching Wh questions in English by focusing on the form. Therefore, some essential basic aspects should be emphasized, which provided information on theoretical characteristics and aspects of certain terms related to this study, to the emphasis in this section. This study aims to investigate the answer to the following research questions:RQ1: Does the focus on meaningful technique affect the teaching of Wh-questions to Iranian learners at EFL High School? RQ2: Are there differences between focusing on form and traditional ways of teaching Wh questions to Iranian high school EFL learners? In order to conduct the study, the researcher selected 60 students, with the age ranging from 15 to 16, out of 100 of four classes at the same level as senior high school students in Abadan, Iran. Their native language was Arabic, Farsi or bilingual of both. They were all in first grade in high school. A no random sampling method was used to select these participants. They then took part in the pre-question Wh test which was used as a homogeneity test and sixty students whose grades were one standard deviation above one standard deviation below average were selected as participants in the current study. They were random (that is, a systematic random sampling method) divided into two groups, one experimental and one control. Each group consisted of 30 participants. The experimental group received a focus on form and meaning at the same time, while the control group accepted the focus on form and grammatical formulas. In order to achieve the purpose of the current study, the following devices were employed.1. Pre-test: An early examination that contained the actual test items was administered that is, based on the class materials for participants prior to treatment in order to determine how well participants knew the content before treatment. This test also served as a homogeneity test to determine the skill level of participants in the WH question. Participants were asked to answer 25 selected multiple questions selected from course transitions within 25 minutes. The reliability value of the test was flown on eight students at the same level before to meet the reliability index. Its reliability was computed using the KR-21 formula. The reliability of the early test was ( $r = 0.728$ ).2. After the test: After the treatment, eight weeks after completing the course, the instructor appeared in the classroom to administer the post-test. All the characteristics of the post-test were the same as those of the early test in terms of time and number of items. You're the... The difference of this test to a preliminary test was that the order of questions and alternatives were changed to erase the likely return of pre-test answers. Both the early examination and after the examination were carried out as part of the assessment activities in the classroom under the supervision of the instructor. The reliability value of the test was flown on eight students at the same level before to meet the reliability index. Its reliability was also thought to be using the KR-21 formula as ( $r=0.903$ ). After dividing participants into two equal groups of 30 in control and experimental groups, treatment began. Grammar points based on high school books (Book 2) have been taught to learners throughout the semester, including grammar points. They learned to learn by focusing on form and focusing on meaningful strategies. They included many texts they taught during eight sessions in one semester. The main content of these texts was studying grammar points especially Wh questions. Similar to the pre-test, the final test included 25 questions and it was conducted at the end of the treatment. Exam time was 30 minutes. Initially, a grammar test was done by the researcher focusing on Wh-questions as a pre-test and also determining the homogeneity level of participants. Next, the learners were divided into two different equal groups when the trial and deposit groups were given different instructions: the experimental group experienced Focus on Form and the meaning of teaching and the control group paved their way through the traditional standard method. The first group was an experimental group, and the second group was a control group. Focusing on the set of forms involved in grammatical tasks, the teacher presented the subject by asking about the text to stimulate their background knowledge. Students were then asked to read text. Upon completion of the reading, the teacher approached the students and addressed any questions or comments from the learners. After completing the text, they were given a form-focused task. In this task, teachers read a short text containing new words which they need to understand the main idea twice and at normal speed for students. The students listened carefully and wrote down as much information as possible that they listened. When the reading ended, the students were divided into small groups of three and asked to use their notes to restore the text as much as possible to the original version. Upon completion of the texts, the learners were given a media, even/group discussion task. Finally, they were asked to compare and analyze the different versions they produced. In the second group, there was no emphasis on the meaning trend and the teacher taught Wh questions just by explaining, say, the grammar translation method. Within the focus on form and meaning, the teacher discusses the subject of the text in order to activate the knowledge of the learners. After that, the students were given of grammar points along with explanations, and they were asked to memorize the new words. Finally, the grammar test done by the teacher was administered as a post-exam of learners' achievements with new words. Overall, the current study investigated the visible effects of focusing on form and meaning on the learning of Wh-questions about intermediate EFL learners at a secondary school in Abadan. Participants were 60 native speakers and men at a Persian and Arabic level of L2 proficiency ranging from age 15 to 16. In order to have homogeneous groups, learners were given a grammatical test that includes 25 grammatical questions and were assigned to two equal groups based on the test results. In order to state the reliability of the test, the split-half system was used and the tests were flown on a group of eight third-year high school students who were not members of the sample. They were selected from four classes and divided into two groups of 30, all experimental and control groups. The focus on form and focus on meaningful therapy were taught to an experimental group, while the control group was taught in the usual traditional way without ordering the intended treatment. In other words, an experimental group was treated by focusing on a shape strategy. During the eight sessions of treatment, they experienced learning Wh questions in particular and grammar in general. In simple terms, the basic goal behind the current document was to examine the impact of focusing on form and meaning on improving grammar of Iranian EFL learners in general and Wh-Questions in particular. In order to determine whether to focus on form and focus on meaning has any effect on better learning this study was conducted and the data collected was analyzed using various statistical procedures. Descriptive statistics such as average and standard folders were evaluated to describe and summarize the data. Paired and Independent Samples' statistical analysis of both groups' early test scores indicated that the difference between the two-group measures was not significant. The post-test then examined the potential impact of each group. The results of descriptive statistics are before and after tests are displayed in table 1, table 1. Descriptive Statistics Table 1 displays the collection of scores before and after testing in experimental and control groups. These measures may provide a complete picture of the data. Therefore, the descriptive statistics of each comparison are displayed in Table 2. Table 2. Table 2 of Group Statistics (Pre-Test) shows the measures achieved and the standard deviations of the early testing of the trial and deposit groups. The descriptive statistics are calculated in the t-test of standalone examples to reveal any significant differences shown in Table 3. Table 3. Standalone examples of t-test (pre-test) table 3 shows that observed t (155) is a small t-critical (2.000) with df = 58. That's why the difference between the groups is not significant in (pTable 4. Table 4 of descriptive statistics (after testing) shows the means and standard deviations of the post-test of the trial and deposit groups. The descriptive statistics are calculated in the t-test of independent examples to reveal any significant differences shown in Table 5. Table 5. Independent examples t-test (after testing) table 5 shows observed t (2.743) large t critical (2.000) with df = 58. Before and after various tests in the results. RQ 1: Does the focus on the technique that means influencing the teaching of Wh-Questions to Iranian learners at EFL High School? Regarding the Nell questions, it should be noted that based on the data obtained it is logically claimed that the first research question is positively validated. It's understandable that there's a difference between an interactive focus on meaning and a traditional focus on meaning in teaching Wh questions to EFL graduates at an Iranian high school. This means that the focus on meaning has positively influenced the study of Wh-Wh questions by Iranian first-grade EFL students in high school. In other words, focusing on meaning can be considered a good technique in teaching Wh questions. Here the findings showed that the experimental group (focusing on form and meaning) recorded a significant improvement. We have concluded that form-based and meaningful teaching is required. Accuracy, fluency and total communication skills are probably the best developed through teaching that is mostly meaning-based but where training is provided through timely form-focused activities and correction in context. Ellis (2005) agrees with the results of the study that discovery activities can help learners use explicit knowledge to facilitate the acquisition of implicit knowledge. This means there are some theoretical positions that support the shift towards learning discovery in focus on form. One of them is deep processing, in which learners are involved, the other is self-investing since learners need to be motivated both instrumentally and integratively and this can be achieved through approaches which stimulate the curiosity of learners in relation to language trait. The results of his study are supported by Nassaji and Fotos (2004) who believe that the positive impact of focusing on form and meaning teaching feature on students after the test was significant compared to the control group. The post-test scores indicated that the focus on shape and meaning strategy was positively achieved by the experimental group. The experimental team's post-test scores indicated that the team improved better compared to dominance. Descriptive data also showed that the experimental group's salvation scores were Than that of the control group. Therefore, focusing on form and focusing on meaningful teaching had positive effects on improved grammar. The fundamental question in this study was whether focusing on form and focusing on meaningful teaching improves EFL grammar. The results are simple and speak to a strong argument in favor of focusing on form and focusing on meaning with Iranian learners from the EFL. The t-Test statistics were used to analyze the data collected. There was a significant difference between the performance of experimental students and their peers that were not significant. Furthermore, focusing on trending form regarding open grammar require further investigations. Although a positive correlation with grammar was observed in the current study, future findings may contribute to a better understanding of the fact that some students benefit more from intervention programs and, therefore, show better treatment outcomes than others. Regarding a limited number of participants and the place of study definition for the current study, more research is needed to prove the validity and proof of this study. English teacher teachers can do the activities: (1) consider students' personal differences by focusing on form and focusing on meaningful trends in order to illustrate the intended grammar, (2) Experiences exchange between teachers by participating in this class specifically in grammar to show the benefits of using the above trends in teaching grammar, (3) select effective methods and techniques that encourage students to use grammar properly and (4) switch from the usual teaching methods to using such trends in authentic situations. The second research questions deal with the difference between the new approach of focusing on the form and forms and the traditional one that focuses only on the form. The discussion is shown in the section. RQ 2: Is there a difference between focusing on form and traditional ways of teaching Wh-questions among EFL students at an Iranian high school? It should be noted that since the focus of the form was also a positive factor in studying questions of EFL students of EFL students at the Iranian high school, this question was answered positively. Hence, there was a positive link between focusing on form and learning Wh- questions by Iranian high school EFL students. Totally speaking, both focus on form and focus of meaning were effective in teaching Wh-questions. The results of this study indicated that learners focusing on a set of forms achieved significantly higher scores than those in focus on. These findings showed that using an emphasis on form tasks were effective in learning a language. Furthermore, the results of the current study confirm Long Robinson's (1998) argument

that both focus form and form instructions are valuable, and should be completed and excluded from each other. Focusing on teaching a form, in their opinion, maintains a balance between the two by calling teachers and learners to create when necessary, but within a media classroom environment. This means that learning Grammar in English through focusing on both shape and forms improves a better understanding of grammar points. After comparing both average scores using t-test calculations, the Null hypothesis was rightly rejected. The results showed that the experimental group demonstrated a higher understanding than the corresponding group. The use of emphasis on form and focus on form strategies (i.e., structure) to teach Wh questions has also increased their attention to grammar. Both teams scored differently after the exam and the difference was statistically significant. The researcher's interpretation was that focusing on form and focusing on trending meaning has been shown to be effective and has a desirable effect on promoting grammar. The two groups were not significantly different at the beginning of the study. They behaved differently on the post-test; Therefore, the focus on the form and focusing on the instruction that means that it served the intended purpose than just memorizing the chatter or formulas of grammar. Therefore, in accordance with the statements mentioned above and the current study, it can be argued strongly that focusing on strategic teaching and form activities can significantly affect the evolving grammar of EFL language learners. The results of this study are in line with Alice (2009) which notes that focusing on the form refers to the method of language learning commonly used to acquire a second language that should be a balance between more extreme approaches. One of the most common methods of teaching language can be called focusing on forms, in which an educator teaches parts of speech and words that are without context. The second extreme of this is an environment where there is only context and learners focus on meaning rather than the rules of language. Focusing on a form is designed to be an intermediate path that allows language learners to read and learn at their own pace, and stop to shift focus to the rules as needed. The focus-on-meaning (FonM) approach to L2 instructs lon to match the interface-free display by providing exposure to rich input and significant use of L2 in context, which is designed to lead to an accidental acquisition of the L2. This may be supported by Norris and Ortega (2001) who follow the instructional approach to teaching grammar through focusing on forms which can be found widely in contemporary English language classes, in techniques such as Krashen and Terrell's (1983) natural approach, some ESL-based training content and immersion programmers. He supports the results of this study because they found that focusing on form and form activities led to better learning of Wh questions. The results also showed that participants in the experimental group provided Significant exercises and exercises instead of memorizing formulas. This shows that Wh-questions learning can be improved by focusing on meaning since learners can see grammar patterns in a meaningful context rather than in isolated formulas. If research on focusing on form and focus on teaching and the field of second language acquisition does not take into account the reality of classrooms, then it will have little relevance to large numbers of teachers and learners. It seems likely to meet its training goals in the settings in which the following components exist: CLT principles are accepted in activities and evaluations; Classes are small enough for teachers to work separately with students and study separately with their peers; And teachers and students, they are well enough in English to conduct English lessons rather than a code switch when experiencing media difficulties. Grammar is the sound system, structure and meaning of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language which is the rules of creating meaning. English-speaking students already know English grammar. They identify the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. Grammar is very important within the English language, since it is, in fact, the glue that holds the language together. Using incorrect grammar sentences can be meaningless and their message is unclear. This means that you are unable to communicate effectively and the person reading your work may also be quite confused about what you mean. In fact, grammar is the way in which sentences are constructed and language is shaped, so while it can be considered a bit boring to learn proper grammar, it's really worth the time and effort. This study provided reason to argue that focusing on form mode and meaning is more effective than a traditional state for a grammar master. However, it is highly recommended to use the emphasis on shape in a complementary way in order to promote grammar points in a better and more efficient way. Testing different levels of skill can lead to different results. In the future, follow-up analysis of different types of focus on form and focus on their comparative research meaning is needed to get a better view of their impact on grammar achievement. Future research may also take into account language groups other than English to see if learners from other language groups may behave similarly. Furthermore, it would also be helpful to study samples outside Iran to determine whether the same result applies not only to non-English speaking learners, but also to Children who speak British, Australian and English or languages other than English. [1] Brown, H.D. (2000). Principles of language learning and teaching. Pearson Longman. [2] Betzki, J. Varela, A. (1998). Media focus on the form. In C. Doughty & J. Williams. (Eds.). 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