

In The Name Of God

**Focus on Form Instruction :
A Compromise between
Focus on Form and Meaning**

By : Yagub Manjbari



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Preface

As is often true in English language teaching (ELT), this book has its roots in an MA thesis that be accepted in partial fulfillment of the requirements for the degree of Master of Arts in TEFL. Regardless of whether the reader is a teacher, an administrator, or both, the goal is to provide information about focus on form instruction. There has been a lot of research on the inefficiencies of Communicative Language Teaching (CLT) regarding its failure to draw learners' attention to form and the effectiveness of focus on form instruction in raising learners' awareness toward language form in meaningful context. Whereas learners are able to acquire linguistic forms without any instructional intervention, they typically do not achieve very high levels of linguistic competence from entirely meaning-centered instruction. For example, students in immersion programs in Canada failed to acquire such features as

verb tense markings even after many years of study. CLT was also criticized for neglecting the form of language and too much focus on meaning. This had led second language acquisition researchers such as Swain (1995) to propose that learners need to do more than to simply engage in communicative language use; they also need to attend to form.

The grammar exercises in high school textbooks are mechanical. They include isolated sentences, substitution drills, and completion drills (Azizifar et al., 2010). In countries like Iran where the school course books have not been changed and accordingly teaching methods are the same (traditional focus on forms), it seems that meaningfulness of activity is of little importance. Focus on forms may help students in short term but in long term the problem arises, especially when they go to upper levels. So, a way should be found for learners to learn grammar through ways other than

memorization and focus on form instruction can be considered as a better candidate for classroom instruction.

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