Focus on Forms or Focus on Form Instruction in the Context of English as a Foreign Language

Pengajaran *Focus on Forms* (yang Berfokus pada Struktur Bahasa) atau *Focus on Form* (yang Berfokus pada Fungsi dan Makna Bahasa) dalam Konteks Bahasa Inggris sebagai Bahasa Asing

Windy Wahju Purnomo
Universitas Gajayana Malang
winyupur@gmail.com

ABSTRACT

The Focus on forms and focus on form are two distinguishable approaches to language teaching. The focus on forms emphasizes on the explicit instruction of the grammatical structure, vocabulary, and pronunciation. This approach of teaching is commonly taught through separate drills and exercises. Meanwhile, the later approach is commonly applied in communicative language teaching. Some studies reveal that either focus on forms or focus on form may be beneficial for language learners in a particular context. This article comprehensively analyzes the effectiveness of classroom instruction applying focus on form and focus on forms. Thirty five journal articles were reviewed and analyzed to describe the pedagogic activities of focus on form and focus on forms, the psycholinguistic dimensions of focus on form, the impacts of feedback provision on focus on form, and the positive impacts of focus on form on language teaching activities. The finding indicates that applying one approach to teaching, form focus or forms focus instruction will not be effective in attaining the goals. Finally, it can be concluded that both forms focus and form focus are suggested to be practiced simultaneously and be integrated rather than one opposes to the other.

Keywords: *Language instructions, Focus on form, Focus on forms*

INTISARI

Fokus pada *forms* (struktur Bahasa) dan fokus pada *form* (berfokus pada fungsi dan makna Bahasa) merupakan dua pendekatan yang dapat dibedakan dalam pengajaran bahasa. Fokus pada *forms* menekankan pada pengajaran eksplisit pada struktur tata bahasa, kosakata, dan pelafalan. Pendekatan ini umumnya diajarkan melalui latihan dan drill yang terpisah. Sementara itu, pendekatan yang kedua lebih banyak diterapkan dalam pengajaran bahasa yang komunikatif. Beberapa penelitian menunjukkan bahwa baik fokus pada *forms* maupun fokus pada *form* dapat memberikan manfaat bagi pembelajar bahasa dalam konteks tertentu. Artikel ini secara komprehensif menganalisis efektivitas instruksi di kelas yang menerapkan fokus pada *form* dan fokus pada *forms*. Sebanyak tiga puluh lima artikel jurnal ditinjau dan dianalisis untuk menggambarkan aktivitas pedagogis fokus pada *form* dan fokus pada *forms*, dimensi psikolinguistik dari fokus pada *form*, dampak pemberian umpan balik pada fokus pada *form*, serta dampak positif fokus pada *form* dalam aktivitas pengajaran bahasa. Temuan penelitian menunjukkan adanya penerapan satu pendekatan saja, baik fokus pada *form* maupun fokus pada *forms*, tidak akan efektif dalam mencapai tujuan pembelajaran. Akhirnya, dapat disimpulkan bahwa kedua pendekatan ini, sebaiknya dipraktikkan secara bersamaan dan diintegrasikan, bukan dipertentangkan satu sama lain.

Kata kunci: Pengajaran bahasa, fokus pada *Forms* (struktur Bahasa), Fokus pada *Form* (fungsi dan makna Bahasa)

INTRODUCTION

For the teachers or lecturers who are teaching English in the context of ESL and EFL, they commonly experience the situations and beliefs of uncertainty to decide the choice of equally similar importance of teaching instruction that is what, when and how to give students instruction in English (Tarigan & Stevani, 2022). The most frequently appeared questions are how and when English language skills especially grammar, vocabulary, pronunciation should be instructed. in the classroom. They are in the dilemma whether teaching English or English grammar in separate parts of lesson or in the integration with meaning and functions and which one is the most effective way of teaching. Those questions are the classic questions on the ways how to give classroom instruction in English grammar. The solution of the above questions may context dependent in which there is no explicit answer concerning which one should be firstly teach and which one is later and whether to integrate or separate them (Farrokhi & Talabari, 2010; Kellem & Halvorsen, 2018). In Indonesia, the teaching of English grammar is viewed as a fundamental part in learning English. It is as revealed by the study conducted by Hidayatulloh and Margana (2022) which mentioned that both teachers and students perceive grammar as the valuable subject. Moreover, Spinner (2024) mentioned that Larsen-Freeman's suggestion on the issue of teaching grammar which may be vary depend on the needs and the objectives of classroom grammar instruction is correct and applicable.

Moreover, the English teaching and learning in either the context of a second and a foreign language covers four areas of skills. The areas of skills are listening, reading, speaking, and writing. To be successful language learners, they have to be able to learn those skills. Meanwhile, to be good language teachers, they need to have capability and knowledge of the skills.

Basically the language skills are categorized into two different types of language skills. They are the receptive skills which includes listening and reading and the other one is productive ones such as speaking and writing. The former language skill does not require language learners to create any sentences or language expressions in the form of written or spoken, while the later needs the learners to be able to produce language to convey and express ideas (https://www.teachingenglish.org.uk   and   https://www.teachingenglish.org.uk.   In addition, it is expected that by integrating those two types of language skills can improve the quality of the students' language competence and performance. Masduqi (2016) reveals that the integration of receptive and productive skills improves the students' quality of reading skills. To have a better language performance in those four language skills, English language learners have to acquire the other components of language which are necessary to be learned. The other language components that the language learners must have are the knowledge of grammar, vocabulary, and pronunciation (Cahyono, Widiati, 2011, p. 87).

Grammar or structure is one of the most crucial elements of language learning which is considered as the foundation of learning English. It was and it is still accepted that learning second language or foreign language is about learning the grammar or the structure of that language (Afroogh, M. R, 2019; Richard & Renandya, 2002). Therefore, having sufficient knowledge of language structures and rules are required in mastering and acquiring second or foreign language. For many years, grammar or the study of English structure has been seen as the main subject to be learned by all English learners in order to be able to communicate both in spoken and written form. However grammar teaching is still considered as one of the debatable issues in language teaching (Ellis, 2006; Sadat, 2017). Learning the structures and patterns of a language especially English as the foreign language by explaining the patterns of sentences and the forms (rules and meaning) of the language in particular explanations will help learners understand the nature of language (Sadat, 2017, p. 1).

The popularity of communicative language teaching approach has switched and replaced the teaching of language from grammar translation method to the communicative one

(Hien, 2021; Nunan, 1999; Richard. 2006). The use of grammar translation method which mainly focused on the language of forms has been neglected and has not been used in the language classroom practice. Therefore, recently, teachers are recommended to have perspectives that such grammar translation methods which tend to be more forms-focused is viewed as an old-mode, uninteresting and best prevented to be used in the language teaching classroom practices. The instruction of teaching by focusing on the rules and forms of language is recognized as focus on forms instruction. Many studies have indicated that the influence of teaching grammar on learners' grammatical development was not so effective and did not encourage them to the development of communicative competence. Therefore, it could be suggested had to be reevaluated and reformed in the second language and foreign language classrooms (Krashen, 1981, 1985, 1993; Krashen & Terrell, 1983 in Nassaji & Fotos, 2011, p. vi). Moreover, the study conducted by Spada (1997) reveals that most of the classroom research on second language has a part of form-focused components mainly through meaning-focus instruction, in which the language is instructed by content-based or communicative instructions.

This present article is a simple systematic literature review on focus on form teaching in second and foreign language learning context. This article is aimed at reviewing the effectiveness of focus on form instruction in English language teaching and learning in second and foreign language context in developing acquisition of English especially inquiring how English learners pay attention on the language forms such as vocabulary, grammar, and pronunciation with the research questions which are formulated as follows:

1. What pedagogic activities are commonly used in focus on form and focus on forms?
2. What are the psycholinguistic aspects of focus on form?
3. What are the effects of feedback provision in focus on form?
4. What are the positive impacts of focus on form on teaching practices?

RESEARCH METHOD

This is a library research article which focuses on discussing instructional methods in teaching English as a second or a foreign language through the focus of form and focus on forms. The aims of this article are to provide and to add our understanding on the phenomena of the English instructions focusing on forms of the language and the form of language.

There are six steps conducted to review of the articles. It is as adapted from Barry, Merkebu, and Varpio (2002) on the procedures in conducting this research.

The procedures in conducting this review of article are illustrated as follows:

1. stating preliminary research topic
2. determining time frame work of the article, all articles relating to topic on form focus and forms focus instruction starting from 2000
3. reviewing theme or topic articles
4. collecting related articles
5. doing analysis
6. summarizing and reflecting the result.

In the process of collecting data, the following stage procedures are conducted. Firstly, all articles collected are read thoroughly. Based on the reading, similarities and differences are discussed, next is to decide the gaps among articles collected, then review all collected articles and finally construct the summary and state the understanding. The selection of data resources is conducted as below.

Table 1. Criteria in Data Selection Process

Specification	Unanalyzed articles
• Key word used: Form-focus instruction AND focus on form AND focus on forms	• Form-focus Instruction, focus on form and focus on forms

- Search engine: ERIC, Science Direct and J-Wiley
- Year of publication: 2000 – 2024
- Descriptors:
  - English (Second Language)
  - Foreign Countries
  - Grammar
  - Second Language Instruction
  - Second Language Learning
- Access type: Open access and open archive
- Subject area: Arts and humanity
- Analyzed selected articles: 35

Instruction in non- English as a second and a foreign language
- Un-assessable articles

The articles to be analyzed were taken from the following sources as shown in table 2.

Table 2. Selected Source of Article

Time	Source of article	Number of articles
1.	Annals of Language and Literature	1
2.	Theory and Practice in Language Studies	1
3.	System	3
4.	Journal of Education in Black Sea Region	1
5.	Journal of Applied Linguistics and Language Research	1
6.	Journal of English Language Teaching and Learning	1
7.	TESOL Quarterly	3
8.	Applied Linguistics	1
9.	Eurasian Journal of Applied Linguistics	1
10.	Language Teaching Research	1
11.	Englisia: Journal of Language, Education, and Humanities	1
12.	Journal of English Language Teaching and Applied Linguistics	1
13.	International Journal of Applied Linguistics	1
14.	ORTESOL Journal	1
15.	Studies in Second Language Acquisition	1
16.	Working Paper in ESL	1
17.	Language Teaching	1
18.	The Reading Matrix	1
19.	Sino-Us English Teaching	1
20.	Language Teaching	1
21.	Language Teaching Quarterly	1
22.	Communicative Language Teaching Today	1
23.	RELC Journal	1
24.	Journal of English Language and Education	1
25.	Procedia- Social and Behavioral Science	5
26.	Advances in Language and Literary Studies	2

As the data were collected, they are then categorized according to the four topics as formulated in the research questions. Furthermore, the categorized data collection is analyzed and interpreted based on the topics as formulated in the research questions. They are the common pedagogic activities of focus on form, the psychological dimensions, the effects of feedback provision and the positive impacts of focus on form on teaching practices.

RESULTS AND DISCUSSION

The findings of this research are the review of the previous articles discussing focus on forms and focus on form instruction in English as a second or a foreign, the result is discussed in the following sub-topics.

1) Pedagogic Language Instruction

Generally the practices of teaching language have different methods, approaches and techniques or procedures. In the case of the language components for example grammar, it has experienced of historical reasons of using various methods of teaching starting from grammar translation to communicative language. One of the reasons that had to be done with such distinction methods is affected by a matter of the significant philosophical and scientific contributions of grammar knowledge (Chang, 2011; Axmatovich & Yusupovich, 2024).

In the practice of teaching grammar, the classroom language instructions may practically be conducted focusing on forms. In such form-focus instructions, the grammar lesson may be instructed through the concentration of attention on the formal structures or forms of the language such as the phonological, morphological or syntactical aspects. Meanwhile in the meaning-focus instructions, the teaching practice is mainly focused on the language meaning or function with less direct focus on grammatical accuracy (Celik, 2015; Storch, 2018).

The classroom application of focus on form instructions is commonly practiced using grammar-based approach in some L2 and FL classroom context. It can be applied through the structures of three stages of sequences, presentation-practice-production (PPP). This is the approach in the English teaching that usually applied in the second language and foreign language classroom activities. In the presentation stage, the introduction of new grammar rules or structures is conducted in which it can be usually presented by using a text, a dialogue, or a story that is applied to explain the grammatical structure of a particular form of language. In this context the students can actively listen to the text reading or read the text loudly.

Moreover, the practice stage can be conducted with the teacher instructed the learners to practice diverse types of exercises in the written and oral forms. In this classroom activity, the learners are required to repeat the sentences with various forms then they are also needed to change the language forms as intended by the instructor. Finally, the learners reproduce the new grammatical structures. This stage starts with the teacher-controlled activities that attract learners attention on particular language structures then the teacher-controlled instructions are reduced. In this reproduction step, the learners practice to do more open-ended activities with less fixed limitation and restrictions of forms.

Finally, the students are in the production stage in which they are recommended to apply the language rules they have learned at the previous stages in more loosely and communicatively. The main objective of this stage is to make language learners fully proficient and skillful. It can be realized through the internalization of the language rules and the ability to apply the language forms into practice automatically and spontaneously. This is actually aimed at developing learners' language fluency (Nasaji & Fotos, 2011, p. 4).

Therefore to decide which one is the proper language teaching that should be applied the forms focus or form focus, language instructors need to better understand the difference between forms of language and form focus instructions of language teaching and how to implement them in to language classroom practice. The students' competence and performance of grammatical structure of English can be indicated by their ability to use grammar of the target language as a communicative resource both in speaking and writing. To achieve this goal, it requires a different pedagogical approach. The unit focus is on various types of text in different contexts and structures (Richards & Reppen. 2014, p. 6).

1. Focus on Forms

Focus on forms stresses on the discrete presentation and practice of language forms separately (Loewen, 2018). The focus on forms corresponds to traditional method approach which implicates the teaching a particular structure of the target language in the different subject areas with activities conducted according to the predetermined syllabus (Laufer and

Girsai, 2008 in Boroujeni, 2012. P. 1570). The classroom practices of this focus on forms usually applied in the grammar instruction and learning activities of traditional era where the main focus of learning English as foreign language is the language forms or structure separately. A sequence of the language instruction is started from the previous selection of a specific forms of target language according to the teaching syllabus. The intensive and systematic instructions with the focus on that particular linguistic forms are given to the learners. The students' language learning progress can be indicated with their mastery and accuracy of the series of presented grammatical structures (Long and Robinson, 1998: Ellis, Basturkmen and Loewen, 2002). Focus on Forms is usually conducted through the explanation, practics and production of the structure of language.

The characteristics of Focus on forms is like an approach of teaching language using syntactic approach in which the main goal of the classroom instructions is the forms of the language rather than the meanings and functions (Burgess and Etherington, 2002, p. 434).The component parts of language are such as: sounds, morphology, syntax, and vocabulary. In addition, forms focus instruction calls for the pre-selection of a particular characteristics and language principles which is implemented according to linguistic syllabus and the intensive and systematic treatment of those features and the main focus attention are on the structure of language.

As a part of focus on forms instruction, grammar can be taught as a teaching of grammatical competence and performance. When grammar instruction is perceived as teaching knowledge, the focus is on the rules for sentence formation however, when grammar is instructed as training ability, the focus is on how grammar is used as resource in the producing of spoken and written texts. In reality, some students often developed a good understanding of grammatical knowledge through conventional teaching methods which focus on grammar as a somewhat separated collection of rules and patterns which are separately different from their use in the language production in real life use. In the classroom practice, students mostly past the time many hours exercising and memorizing the formulas for correct sentence formation but lack practicing the capability to apply grammar as a resource in communicating activities (Richards and Reppen. 2014, p. 5).

A focus-on-forms classroom instructions can be conducted in three-stage lesson starting from the presentation of a grammatical structure. It usually applied with the controlled exercises by focusing on specific language forms and patterns that are required students to learn and practice to apply the rules in producing the language freely (Ellis, et.al, 2002, p. 420; Ellis, 2015, p. 409). The instruction of forms focus can be done through the grammar teaching instruction which focus on the grammar topics based on the syntactical or structural syllabus (Ellis, 2015, p. 1). In this case, the learners are encouraged to produce accurate grammatical rules, word sounds as well as correct verb form and plural form. The other examples are the passive construction of the following sentences:

1. Information is delivered by the school director every month.
2. The costumers identity might be stolen.
3. The studies were conducted by many researchers.

Those three sentences can be described using focus on forms as a part of passive voice construction which is explained as noun phrase as a theme + auxiliary (be) + past participle + doer of the action.

For a certain grammatical aspect and context focus-on-forms instruction can be more effective than focus on function or focus of form without suffix –s. Research conducted by Ebrahimi, Rezvani, and Kheirzadeh (2015) showed that using focus on forms approach of teaching was significantly more effective than using focus on form approach in teaching and subsequent learning of conditional sentences in Iranian intermediate EFL learners.

The implementation of focus on forms instruction has some weaknesses. The problems faced by such instruction are like: there is no needs analysis to identify the group of learners; there is no real examples of language use. This practice is contradictory with the conception that learning novel vocabularies and grammatical rules required long process. This practice seems fail to see that the readiness and ability to teach grammar forms are restricted by the students' level of learnability which means what the language learner only learn what the teachers teach. This classroom activity makes the lessons boring; and it produces more false beginners than finishers (Long, 1998, p. 37-38).

2. Focus on Form

The popularity of focus on forms instruction was replaced by focus on form instruction which involves function and meaning-focused. Focus on form" (FonF) incorporate attending to the feature of language within meaningful, communicative activities (Loewen, 2018). It is recognized as a central construct in task-based language teaching. It is because focus on form requires not only task-based language activities which focus on meaning but also the language forms (Ellis, 2015: 405).

Focus on form has the following characteristics. It requires a needs analysis of the target task the learners need to perform in order to provide task-based syllabus. Second it focuses on language forms. Third it allows the slow and gradual process in learning second language. Next it respects the learners' internal syllabus and it is conducted as the answers of the students' difficulties of communication. Fifth it helps developing the form-function mapping, for example, past form constructions indicated by ending of suffix *-ed*, passive construction. In short focus on Form can promote both fluency and accuracy (Ellis, 2016, p. 407). Focus on form can also effectively improve the students' grammatical performance of tenses. It is as revealed by the study by Nourdad and Aghayi (2014) which found out that the students who are instructed by focus on form outperformed those who are taught by focus on forms in passive voice of all tenses.

Ellis (2016, p. 411) categorized the types of classroom activities of focus on form into: within task and outside task. Within task activities involve first, interactive focus on form such as participation in any part of dialogue and second, non-interactive focus on form is whenever the students required to comprehend spoken and/or written language input. The outside task is divided into pre-task such as pre-task planning and post task for example task repetition.

The interactive activities can be either reactive or pre-emptive focus on form. In the reactive focus on form teacher or another student provides feedback to the errors made by the student in the communicative activity. Meanwhile, in pre-emptive focus on form, the strategy can be done by providing a linguistic form of the topic of discourse even though there is not any error committed (Ellis, 2016). This strategy may be initiated by students through asking a question about linguistic form or by teacher initiated through giving advice about linguistic form which the teacher thinks might be problematic or asking the students a question about the form (Ellis, 2015, p. 8-9). Ellis, Basturkme, Loewen (2012) and also found out the students initiated most of the preemptive focus on form and this is commonly concerning the new vocabulary. The preemptive focus on forms was instructed directly and explicitly. In addition, reactive focus on form makes excellent media for improving the capability of the EFL intermediate students in using the knowledge of English grammar in context (Marzban & Mokhberi, 2012).

Reactive interaction can be as negotiating meaning and negotiating form (Ellis, 2015: 410). In reactive focus on form, language learning happens when the student performs an utterance containing an actual or perceived errors, which are indicated by the teacher or sometimes by another learner. Thus, it provides the students the negative evidence. As Long and Robinson (1998) point out that this erroneous evidence can be explicitly explained by

telling the errors directly or providing metalinguistic explanation on the correct and appropriate form or *implicit* which occurs when the students' errors are recast in the target language form).

The numerous means of pedagogical activities of focus on form can be implemented both within and outside the task. In within the task activities, focus on form can be conducted in the interactive class activities in the form of reactive negotiation of meaning and form. Meanwhile, the outside class activities can be as pre- and post- assignment (Ellis, 2016, p. 411). In the focus on form learning activities, meaning is the main focus but there is an attempt to attract the learners' attention to form. Study conducted by Ruan and Saito (2023) reveal that providing attention to students' phonetic forms while conducting communicative focus on forms would be the most favorable method of second language phonology training. In addition, focus on form may be pre-planned or accidental activities as a response of students' communicative problems during learning. Moreover, incidentally focus on form teaching during meaning-based instruction can improve the EFL students' grammatical accuracy (Abdollahzadeh, 2025).

Meanwhile in focus on meaning, instruction is aimed at teaching students to use language as it is in real-life context. Meaning-focused instructions have the following characteristics such as: emphasizing the use of authentic language tasks that encourage the negotiation, successful communication, especially that which involves risk taking, the minimal focus on forms and learner autonomy (Williams 1995:12 in Celik, 2015, p. 5).

In relation to the belief in applying focus on form and the practice of doing focus on form some strategies can be applied. Teacher and students believe that focus on form plays important roles in the effectiveness of language learning (Syamsudin & Karim, 2013; Fayyas & Omar, 2014). Belief on the practice of focus on form maybe influenced by teacher personal experience, public science and environment (Fayyas & Omar, 2014). Here are the strategies which can be done based on the reactive focus on form in which the teacher and the students' response to an error that a student makes in the context of communicative activities. For example, in conversation negotiation, the response to the errors is caused by his or her failure to understand the intended meaning. This activity engages negotiation of meaning. In the didactic negotiation, the response happens even though there is not any breakdown of communication. Negotiation of form is involved in the strategy.

2) The Psycholinguistic Aspects of Focus on Form

The focus on form in the perspective of psycholinguistics relates cognitive to components of both language use and learning. The process and memory resources that are closely related to processing language for comprehension, for production, and for learning are classified into micro-processes, macro-processes, and resources. The micro processes of cognitive of focus on form comprise the selection of focus attention and cognitive comparison (Doughty, 1999, p. 8-9).

Selective attention in language may focus on particularly selection of meaning focus or forms which it might be changing intentionally or unintentionally on the specific forms of language when input or learners need to express a particular meaning (Ellis, 2015, p 411-412).

In other case, focus on form may help learners to make comparison of their current second or foreign language knowledge with the linguistics input. This is in the learning of new language forms with the students' focus on linguistic forms and whenever they receive corrective feedback from their erroneous linguistic forms as a reactive focus on forms. (Ellis, 2015, p. 412).

Timing focus on form may give three possible optimal results (Doughty, 1999: 52-53). First simultaneous processing that is the attention to forms, meaning, and function occur concurrently. Second focus on form is given in advance before the engagement of a communicative task. The third is shifts of attention during processing. Therefore, paying

attention to linguistic forms is determined by the conditions or circumstances of the learner's need.

3) The Effects of Feedback Provision in Focus on Form Instruction

The impacts of giving distinctive kinds of classroom practices of focus on form can be on the text-enhancement, corrective feedback, pre-task planning, and task repetition (Ellis, 2016). The first is how text enhancement (TE) can be influenced by focus on form instruction can be seen from the previous research by Lee and Huang (2008). They mentioned that a theoretical tension between form and meaning was indicated by a few or even negative effects learners in meaning processing. The text enhancement can help language learners recognize their language focused features. However, from the emergence of the textual enhancement in the 1990s, some typical research designs and various kinds of data collection techniques which are intended to analyze text enhancement effectivity on teaching language revealed some conflicting results (Jahan & Kormos, 2015).

There are some factors that may influence various result of the effect of focus on form to text enhancement. They are the target language forms and the levels of learners' linguistic proficiency. For the structure of language learned, it is found out that some language structures are more important and required than other forms. Moreover, for the language learners, they tend to give more attention to the grammatical forms that they acquired or had knowledge on it. This might be the caused by the level of the learner's language proficiency. For the students who have low proficiency level, they may struggle with the comprehension of text meaning and linguistic forms in which they may give more attention to meaning over form (Ellis, 2016: 417).

In addition, the corrective feedback can be applied as a reactive focus on form to negotiate forms and meaning. There are some techniques of providing feedback including: (1) implicit reformulation or input- providing such conversational recast by reformulated the errors that student utters as a way to solve a failure of communication and to confirm the message (2) implicit out-put providing for examples repetition and clarification request (3) explicit input-providing such as didactic recast, explicit correction, (4) explicit correction plus metalinguistics explanation or explicit output-prompting likes metalinguistic comments, elicitation, and paralinguistic signals that is an attempt to non-verbally elicit the correct form from the learner (Lyster, Saito, and Sato,, 2012, p. 4).

In relation to pre-task planning, focus on form serves to make easier in solving the learners' difficulties related to the production of second or foreign language caused by the short memories. The effect of prior-task planning on the complexity of language, accuracy and fluency can be identified when the students perform the task Ellis (2009). Pre-task planning studies conducted by Ellis (2009) distinguishing guided and non-guided planning in case of with or without any teachers' directions of the language aspects to be paid attention by the learners.

In addition, the effect of task repetition on fluency can be seen in the learners' repetition of the task. The first performance functions are similar to pre-task planning in which it is aimed at enabling learners to comprehend and choose the language which are required to say it. Potentially, then, it also enables to help learners to focus on the linguistic forms in the repeated performance. (Ellis, 20016, p. 420).

4) The Positive Impacts of Focus on Form on Language Teaching Practices

Making a dichotomy between classroom instruction applying focus on forms and focus on form is not recommended. However, it might be suggested that both of the methods be combined and used complementary rather than exclude each other. Ellis (2015, p. 1) also found out that either focus on form or focus on forms is not contradictory approach but both

approaches are to complement each other. In foreign and second language teaching practice, the instruction can still be used by both of the teacher and the students whenever it is required and needed even though it is applied in communicative language teaching classroom context (Poole, 2005, p. 48). Ahmadvand and Nejadansai (2014) and Celik (2015) found out that the two instructions, focus on forms and focus on meaning can be effective for the increasing of vocabulary, grammar and reading proficiency. Larsen-Freeman (2014, p. 258) suggested that the three dimensions of of forms or structure, meaning or semantics including grammatical meaning and lexical meaning, and pragmatics such as socio context, linguistic discourse context and presupposition context are interrelated but not hierarchically arranged. Moreover Long (1998:36) illustrated the three different alternatives of foreign language course design in general and of teaching grammar in particular which are focus on forms, focus on meaning, and focus on form. Study conducted by Spada and Lightbown (2008) also indicated that both separated and integrated instruction of form-focus and content-focus can be beneficial for the teachers and students depended on the students' characteristics and the level of students' proficiency. Integrated focus on form and focus on forms directly gave positive effect to EFL grammar learning rather than isolated focus on form instruction (Jimfen & Changying, 2022).

The knowledge of form and function and meaning is required for the sake of language proficiency and accuracy. For example, we will not be able to perform the function of request without knowing form of imperative and interrogative such as "open the door" or "could you please open the door". In other word without knowledge of how English is used, it is impossible for determining which one of these forms is the most suitable to the context and situation we want to use it, for example in formal or informal situation and the level of politeness. The other example is the expressions that can be impossible to be learned. For example, the English restriction of adverb placement between verb and direct object is not observed by French speakers such as "I go to school every day" versus "I go every day to school". Meanwhile, in communication an utterance like "I go every day to school" will be accepted by native speakers so the learners will be unaware of their error. The last problem is that learning through experience is more efficient and effective (Long & Robinson, 1998, p. 21).

Besides that, Nunan (1999, p.28) also stated that in designing tasks, teachers must make function and form relationships clear. For example, in teaching linguistic transformations such as the teaching of active to passive transformative forms and vice versa, teachers are possible to introduce to the EFL students that there are two different forms of surface grammatical structure. However, those two forms implicitly carry the same meaning. Rather than only providing exercises on the surface explicit description and practices of the forms which may require a lot of practice focusing on the structure or grammar rules of those transformations, the teachers could modify and add the instruction with introducing the function and meaning of the forms.

In conjunction to the classroom instructions, language learning is differentiated into focus on form and focus on function or meaning. Focus on form instruction refers to instruction which tries to draw learners' attention to linguistic form while focus on meaning describes instruction which requires learners to pay attention only on the content of communication (Ellis, 2001, p. 13).

In the most traditional approach, form-focused instruction has been used in second language classroom pedagogy. In such case, the process of teaching and learning is held by applying Grammar–Translation Method where learners are encouraged to memorize lists of vocabulary and rules of grammar used in target language and Audio-lingual Method in which they do a lot of practice and repeat sentence or utterance from simple to complex (Ellis, 1997, p. 79).

All in all, the renewed form-focused instruction which covers both form of language including grammar and phonology as well as function focused instructions can be alternative

instructional procedures in the second language classroom teaching. This renewable focus on form can be implemented in various ways such as learners working in a small group or in pairs on a problem solving task, then teacher circulating among small groups working on problem solving task and noticing learners performance finally providing feedback and correction. Moreover, there is not any strict instruction for a certain level and purpose of learning but the instruction should be flexible to the students' goal, context and level and number.

CONCLUSION

The classroom implication on focus on forms the pedagogic approach was formerly implemented as a possible option of teaching approach of language. This instruction is focused on the structure of the language and less attention to meaning and function of language. Meanwhile, the form-focused instruction was applied in the teaching language with the complimentary of how language function properly and meaningful. The procedures of instructions are now developed to provide attention to both language structures and language functions. In conjunction to the areas of pedagogy, the approach of form focus instruction has been elaborated recently. Formerly, form focus instruction was mainly applied in the language classroom practices which directs the language learners to have performance in a communicative task. Later this approach of instruction was implemented by including both interactive and non-interactive approaches of language teaching before and after a performance task. The main point of form focus instructions is meaning task instructions which provide clear context of the language task. This indicates that form focus instructions are inherent with task-based language teaching approach. In the dimension of psycholinguistics, form focus instructions can especially conducted with the consideration of task selection. It can be useful to look at the functions of selective attention and cognitive comparison in the environment of second and foreign language teaching and learning practices as they take place when the language learners proceed the language in their working memories. The limitation of the capability of the learners' working memory can be the obstacle for focusing on the tasks during communication, therefore without any task selection it is hard for the language learners to focus on and learn. Meanwhile, in the discourse dimension, form focus instructions can be applied in a number of pre-emptive and reactive strategies. It affects the language learners' language production and learning. The planning in pre-task and the repetition of task may determine the learners' orientation of language performance and language complexity used in communicative tasks.

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