Lecture 10

Extracts: Difference between Focus-on-Form and Focus-on-Forms

Reference:

Ellis, D. (1993). The Structural Syllabus and Second Language Acquisition. *TESOL Quarterly*, 27 (1), (pp. 91-113).

Rubric:

Analyse the following extracts after reading the article mentioned above.

Extract 1:

The key issue—and it is here that we run up against the learnability question—is whether we can manipulate the process by which a learner moves from Type A to Type D knowledge. Two positions can be distinguished—a noninterface and an interface position. According to the former, it is impossible to lead learners from Type A to Type D knowledge through practicing declarative explicit knowledge.

Extract 2:

1.Grammar instruction results in faster learning and in higher levels of L2 grammatical accuracy.

2.Grammar instruction directed at a grammatical feature that learners are not ready to acquire as implicit knowledge does not succeed.

3.Grammar instruction directed at a grammatical feature that learners are ready to acquire as implicit knowledge is successful.

Reference:

Ellis, R. (2003).Designing a Task-Based Syllabus. *RELC*, 34 (1), (pp. 64-81).

Extract 3:

Tasks have been used in two rather different ways in language pedagogy. In task-supported language teaching focused tasks have been incorporated into traditional language-based approaches to teaching. For example, 'PPP' (present-practice-produce) makes use of focused tasks in the final stage of a sequence of learning activities that begins with the presentation of a pre-selected linguistic form followed by controlled practice. Here learners are made aware of the linguistic focus and the task serves to provide opportunities for learners to use the pre-selected language item in free production. In such an approach, then, focused tasks serve as a methodological device for implementing a structural syllabus.