

Title: The Influence of Pretask Instructions and Planning on Incidental Focus on Form

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Project Summary

Focus on form is a classroom approach defined as a brief, spontaneous shift of attention to form by teachers or other learners when learners have difficulty comprehending or producing a message in a communicative context (Long, 1991; Long & Robinson, 1998). This study examines the role of pretask planning in promoting focus on form during learner-learner interaction. Pretask planning is believed to reduce learners’ cognitive processing load and free up their attentional resources, thereby allowing them to attend to both meaning and form (Crookes, 1998; Ortega, 1999; Skehan, 1998). However, most of the previous pretask planning studies have confounded pretask instructions and planning, making the findings difficult to interpret. Also, few studies have explored whether pretask instructions and planning raise learners’ awareness of their interlanguage “holes” (Swain, 1998). Therefore, this study investigates whether pretask planning and pretask instructions affect learners’ focus on form during planning and learner-learner

interaction. This research will provide pedagogical implications for English as a foreign language (EFL) grammar instruction by investigating ways to help the learners form links between grammatical knowledge and the communicative use of that knowledge.