

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

Type of grant application: Doctoral Dissertation Grant

Topic of TIRF priority: 2005-2006 (“effective grammar instruction”)

Names, affiliations, and contact information of applicant and supervisor:

*Applicant*

Sujung Park, University of Illinois at Urbana-Champaign

*Supervisor*

Kim McDonough

Assistant Professor

English Department

Northern Arizona University

*Selected bibliography*

- Crookes, G. (1988). *Planning, monitoring, and second language development: A review*. (Technical Report No. 4). Honolulu: University of Hawai'i, Center for Second Language Classroom Research.
- Ellis, R. (1987). Interlanguage variability in narrative discourse: Style shifting in the use of the past tense. *Studies in Second Language Acquisition*, 9(1), 1-20.
- Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language Learning*, 51, supplement 1, 1-46.
- Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom. *ELT Journal*, 52(4), 301-307.
- Foster, P., & Skehan, P. (1999). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research*, 3(3), 215-247.
- Hulstijn, J., & Hulstijn, W. (1984). Grammatical errors as a function of processing constraints and explicit knowledge. *Language Learning*, 34(1), 23-43.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. De Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Philadelphia: John Benjamins.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). London: Academic Press.
- Mackey, A., Oliver, R., & Leeman, J. (2003). Interactional input and the incorporation of feedback: An exploration of NS-NNS and NNS-NNS adult and child dyads. *Language Learning*, 53(1), 35-66.

- Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition*, 21(1), 108-148.
- Pienemann, J. (1984). Psychological constraints on the teachability of languages. *Studies in Second Language Acquisition*, 6(2), 186-214.
- Pienemann, J. (1989). Is language teachable? *Applied Linguistics*, 10(1), 52-79.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 17-46.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning* (pp. 1-63). Honolulu: University of Hawai'i Press.
- Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 3-32). Cambridge: Cambridge University Press.
- Schmidt, R., & Frota, S. (1986) Developing basic conversational ability in a second language. In R. Day (Ed.), *Talking to learn* (pp. 237-326). Rowley, MA: Newbury House.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119-158.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Rowley, MA: Newbury House.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144).
- Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 64-81). Cambridge: Cambridge University Press.
- Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*, 16(3), 370-391.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320-337.
- Williams, J. (1999). Learner-generated attention to form. *Language Learning*, 51, supplement 1, 303-346.
- Williams, J. (2001). The effectiveness of spontaneous attention to form. *System*, 29, 325-340.