



Title of Project:

Form-focused Practice and Corrective Feedback in EFL Classrooms:
The Role of Analytical Ability and Working Memory

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Project Summary:

The proposed quasi-experimental study aims to investigate the effects of a six-week instructional treatment integrating form-focused practice, proactive form-focused instruction (FFI) techniques, with and without corrective feedback (CF), on 160 Japanese high school students' acquisition of two different linguistic targets (i.e., affirmative statements and question formation of past tense) in relation to their cognitive abilities (i.e., analytical ability and working memory). Although task-based language teaching (TBLT) and Japanese governmental policy have made strenuous efforts to create natural second language (L2) learning conditions by implementing communicative tasks into EFL classrooms, little attention has been paid to learning L2 grammar effectively within communicative contexts. To date, a great number of SLA studies revealed the positive effect of CF provision, a reactive FFI technique, in both laboratory and classroom settings (e.g., Lyster & Saito, 2010). However, a limited number of studies has investigated the impact of form-focused practice prior to communicative tasks, taking into account the moderating role of learners' individual difference factors (Lyster & Sato, 2013). Hence, this study will explore effective instructional techniques enabling learners to perform well in communicative tasks and develop L2 knowledge, in relation to individual cognitive abilities. The findings will contribute to our understanding of the specific roles played by form-focused practice and CF in enhancing students' L2 performance and development relative to individual differences. In this sense, this project will provide invaluable implications for SLA researchers and L2 teachers, indicating how to maximize L2 learning in classroom-based communicative contexts.