

Title of Project:

Designing and testing effective grammar-focused communicative tasks

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Summary Statement:

This study will study the effectiveness of grammar-focused communicative tasks. Data will be collected in two contexts, (a) adult learners (ESL) in the U.S., and (b) adult learners (EFL) in Japan. Results will be based on a quantitative comparison of pre-test and post-test scores, as well as a qualitative examination of the perspectives of learners in relation to the usefulness of the task materials. In each class, an explicit presentation of grammar will be provided in a teacher-fronted fashion. This will be followed by either (a) tailor-made grammar-focused communicative tasks involving contexts for corrective feedback to occur, or (b) traditional production practice activities. Data will be collected through tests, uptake sheets filled out during class, stimulated recall interviews with the teachers and their students, and questionnaires. The findings will address the effectiveness and feasibility of tailor-made communicative tasks with opportunities for corrective feedback for the learning of grammar. The goal of the study is to provide information about whether and how teachers can integrate traditional grammar instruction with theoretically and pedagogically sound communicative tasks involving opportunities for corrective feedback into their classes.

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