

1. **Title:** Planned and Incidental FFI help college students in grammar classes
2. **Context:**
 - a. Level: First- year students of college (beginner)
 - b. Class size: 1 class with 22 students (1 male and 21 females) 90 minutes.
 - c. Textbook: All in One
3. **Goal:** Students can enjoy conversation in English for 5 minutes (Performance test)
 - : Students can write essays in English with 200 words (Performance test)
 - : Students can raise awareness of using various grammar forms in communication.

4. Literature Review

Focus on Form

Long (1988, 1991) categorized two different focus on form instructions. Traditional grammar teaching is *focus on forms* instruction where L2 learners focus on just forms, and do grammar practice without understanding the meaning of the sentences. On the contrary, *focus on form* is different approach in grammar teaching where they can focus on meaning before focusing on form. Therefore, it is communicative approach and effective for L2 learners in order to improve grammar competence. Especially, the target students who have done grammar-drill study to pass the college exam should make use of their potential grammar knowledge in real communication.

In addition, Ellis (2006) stated “*focus on form* entails a focus on meaning with attention to form arising out of the communicative activity” (p. 100). This focus activity is *planned* focus-on-form instruction (FFI) provides input and output simultaneously while focusing meaning of target grammar on the form so that they can notice the grammar structure naturally. On the other hand, *incidental* focus-on-form instruction (FFI) is different from *planned* FFI. Taking consideration of grammar learning in communicative way, planned FFI and structured input and structured output have same approach in focusing meaning of target grammar form and lead L2 learners to notice its grammar form and structure. Based on the theory, planned FFI can work for these target students to use the form in order to start communication in the class. The amount of time of communication can have students notice the relations between the form and meaning gradually, and the communicative language learning might influence on their working memory for their future.

Lee & Van Patten (2003) explain structured output is a special type of form-focused activity that is communicative in nature. Precisely, production of the foreign language involves the process that operate at certain point. These processes include *access*

(retrieval of correct forms), *monitoring* (editing one's a speech when one realizes "something wrong"), and *production strategies* (stringing forms and words together to make sentences) and are affected by a variety of factors. According to Terrell (1986, 1991), output and focus on form have concept of access. Language involves two processes or abilities: 1) the ability to express a particular meaning via a particular form or structure) the ability to string forms and structures together in appropriate way (cited in Lee & Van Patten 2003, p. 169). Similarly, Lee and Van Patten (2003) explained two major characteristics of structured output activities.

1. They involve the exchange of previously unknown information.

2. They require learners to access a particular form or structure in order to express meaning.

In short, the structure output activities are effective to implement FFI to improve L2 learners' communicative competence.

Moreover, the evaluation should be necessary for both students and teachers to know their development in learning and teaching. For the purpose, *incidental focus on form* is the best way to evaluate students' development of communicative competence. *Incidental* focus on form attends to form in the not-predetermined context of communicative activity, rather learner needs linguistic to accord its activity (Ellis, 2006). In other words, L2 learners can choose linguistic data to negotiate meaning under un-rehearsed contexts in incidental FFI. In this approach, a wide variety of grammatical structures is likely to be considered to choose in communication. Therefore, planned and incidental FFI are ideal instructions in the class room.

5. What I did

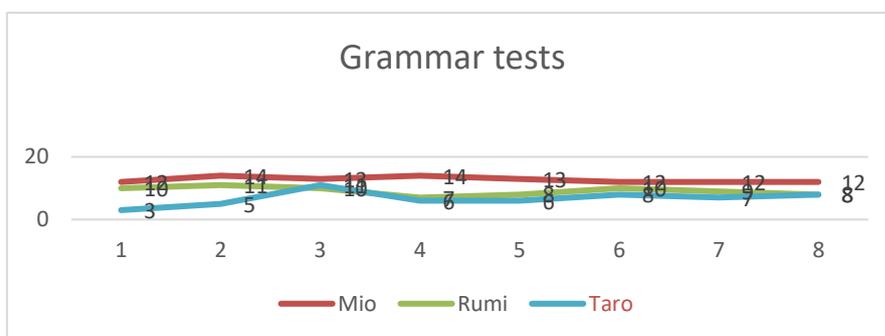
First, I explained my approaches which are focus on form instructions(FFI) , performance tests to assess students' improvement in this grammar classes. It means that students need spend grammar study at their home, and must engage communicative activity to use the target grammar form in each class. In addition, students wrote their language learning history(LLH) in English and Japanese to support their unknown phrases and words.

At the beginning the courses, they seemed confused because of their former learning style to struggle grammar practices in their high schools. However, they understood their learning objectives to use various and correct grammar forms in their communication (speaking and writing).

In the classes, planned FFI, Conversation Strategies(CS) training, conversation, flash-writing, peer-editing, and class-evaluation (as formative assessment) were conducted. Once in five classes, performance tests (speaking and writing) were held to give feedback to students. Gradually, they came to like the timed-conversation, flash-writing and performance tests. In the first semester, performance tests had completed three times, and in the second semester, the tests had done three times. Two times questionnaire (for all 22 students) and one time interview (with 3 deep-data students) had completed to analyze their emotion, development and others.

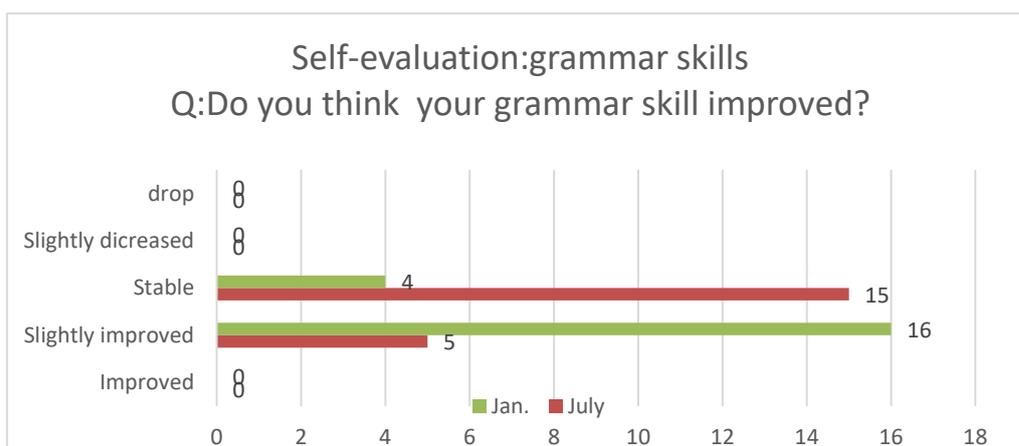
6. Results

Table 1.



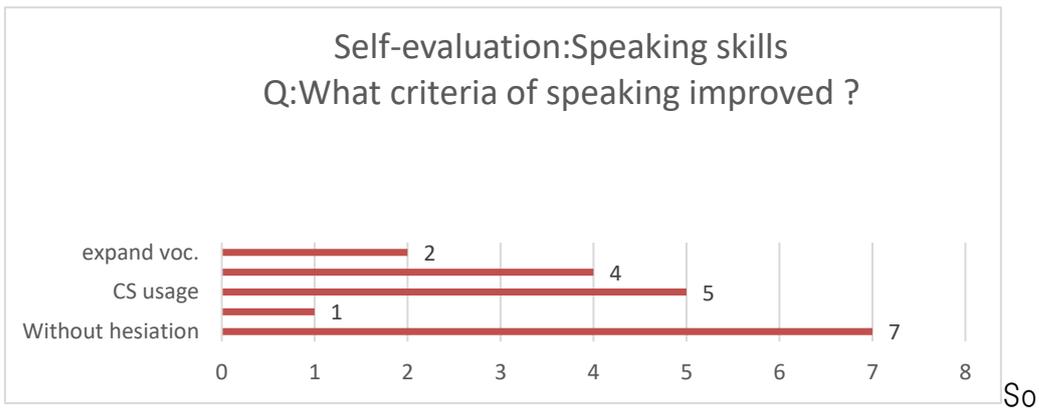
Source: three deep-data students' tests results (May,June,July,Sep,Oct,Nov,Dec,Jan) 2018-9

Table.2



Source: surveys were conducted in July and Jan. 20 students answered.

Table 3.



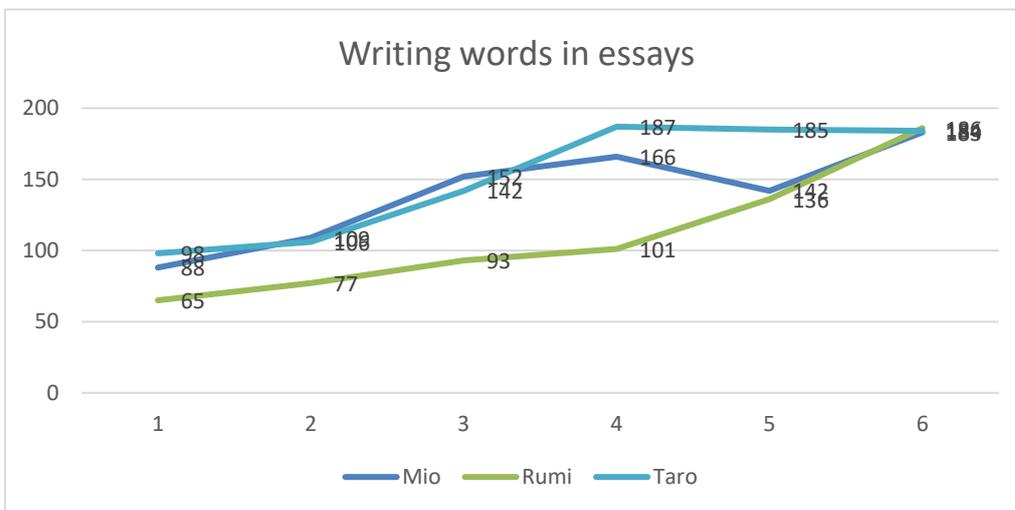
Source: survey was conducted in Jan. 20 students answered

Table 4. Result of conversation usage in the speaking test

	Repeating	Rejoinder	Filler	Follow-up Q
○	12	19	6	22
×	10	3	16	0

Source: January performance test results

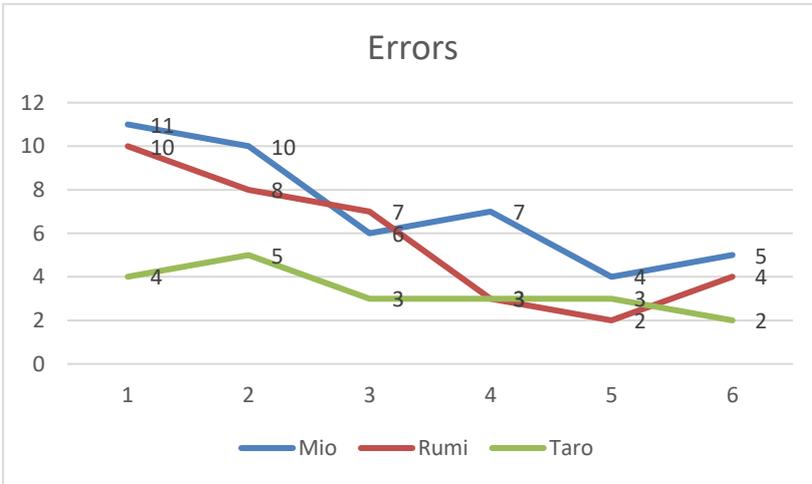
Table 5. Fluency in writing



Source: test results of 3 deep-data students from May –Jan (2018-9)

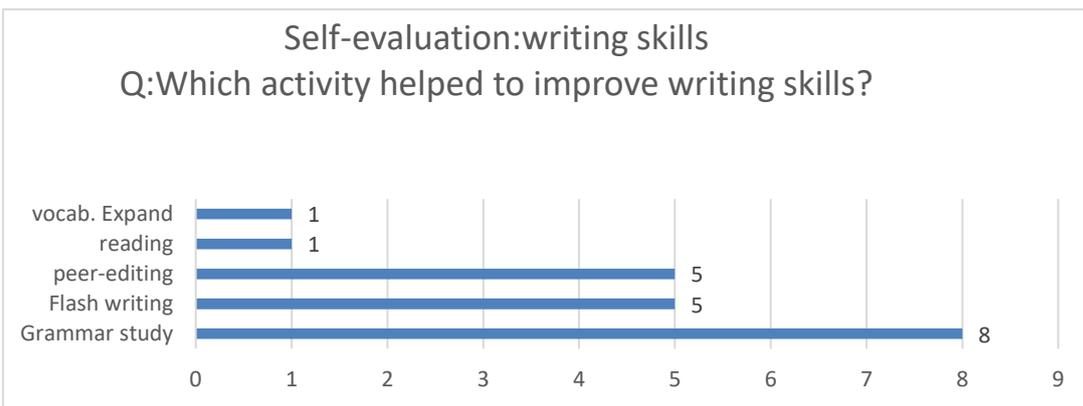
Essay topic (My hero, Vacation, My favorite, My treasure, This is Me!, If,,,,,,)

Table 6. Accuracy in writing



Source: test results of 3 deep-data students from May–Jan (2018-9)

Table 7.



Source: survey was conducted in Jan. 20 students answered

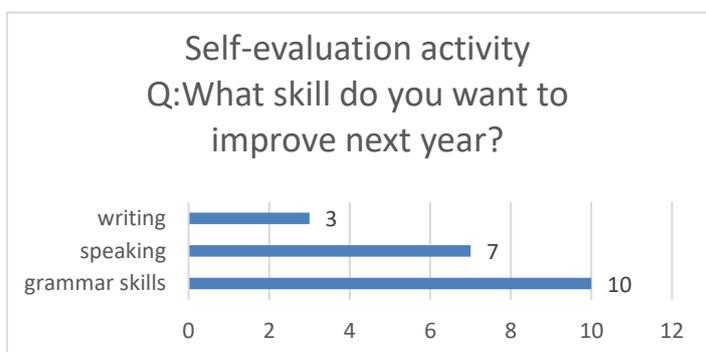
Table 8. Students' comment about class activities

S1	Grammar study at home is burden, but it is important for me to improve the skills.
S2	This class is special for me, because I have never got bored.
S3	Conversation strategies are useful, so I performed well in PUT.

S4	Writing performance test is too much for me, because I am taking writing class now.
S5	I am sorry for not spending much time for grammar self-study, but I will do during the break to regain the skills.
S6	My former belief toward grammar study has been totally changed thanks to FFI.

Source: Students comments from survey sheets (Jan, 2019)

Table 9.



Source: survey was conducted in Jan. 20 students answered

7.Future Issue

During two semesters, all students engaged in the class room activities especially, FFI. Therefore, they performed well in both speaking and writing tests and got satisfaction to use grammar forms in communication. This part could be satisfied with the AR objectives. However, measuring their grammar skills should be innovated for next academic year. As most students were able to use the target grammar forms due to the previous practices, the new topic or test can be useful to know their incidental grammar usage much deeper. Whether memorization or incidental proficiency of grammar influences students' communicative competences? It could be my next research question in 2019.

Appendix.

Lesson Plan. IF (もしも、、、)

1. Procedure

Day1 :★Group learning Target grammar: (Adjective Clauses)

★F on F activity(Planned) Target grammar: (Subjunctive mood)

★F on F activity(Incidental) Flash writing (1st round)

★ Conversation (1st 2 min. 2nd 3 min. 3rd 4 min)

Day2: ★Group learning Target grammar (Adverbial Clauses)

★CSs training (Follow-up questions)

★F on F activity (Planned) Target grammar (Subjunctive mood part 2)

★F on F activity(Incidental) Flash writing (2nd round)

★ Conversation (1st 3min. 2nd 4min. 3rd 5min)

Day3: ★Group learning Target grammar (Subjunctive mood part 3)

★ Communication Strategies teaching: Confirmation (Do you know what I mean?)

★F on F activity (Planned) Target grammar (Subjunctive mood)

★F on F activity(Incidental) Flash writing (3rd round)

★ Conversation 3min/4min/5= 3times

Day 4 Performance test

★Performance tests (Speaking and writing)= F on F (incidental)

★Survey (summative assessment)

Rubric

 Writing test rubric : If Name ()

あてはまるところに☑を入れよう

内容 (Contents)	仮定をした内容2つを掘り下げて考え、エッセイに書く (10ポイント)	1つ書いた (8ポイント)	書いたが内容がとぼしい (6ポイント)		
目標文法 (Grammar) ① 仮定法A ② 仮定法B ③ 仮定法C ④ ()	5つすべて使った (10ポイント)	4つ (8ポイント)	3つ (6ポイント)	2つ (4ポイント)	1つ (2ポイント)
文字数(180) words	180 words (5ポイント)	160-179 words (4ポイント)	140-159 words (3ポイント)	120-139words (2p)	100-119words 以下 (1P)
正確さ (Accuracy)	エラーが2ついない (5P)	3ついない (4P)	4ついない (3P)	5つ (2P)	6つ以上 (1P)

目標文法を使うために努力したことはなんですか？

() 達成度 %

Peer assessment

Editors' name()

内容 (Contents)	仮定をした内容2つを掘り下げて考え、エッセイに書く (10ポイント)	1つ書いた (8ポイント)	書いたが内容がとぼしい (6ポイント)		
目標文法 仮定法A 仮定法B 仮定法C	5つすべて使った (10ポイント)	4つ (8ポイント)	3つ (6ポイント)	2つ (4ポイント)	1つ (2ポイント)
文字数(180) words	180 words (5ポイント)	160-179 words (4ポイント)	140-159 words (3ポイント)	120-139words (2p)	100-119words (1P)
正確さ (Accuracy)	エラーが2ついない (5P)	3ついない (4P)	4ついない (3P)	5つ (2P)	

Speaking test rubric : If

あてはまる場所に☑を入れよう

内容	仮定をした内容2つを相	1つ話した			
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(Contents)	手と意見交換した (10ポイント)	(8ポイント)			
目標文法 (Grammar) ⑤ 仮定法 2.()	2つすべて使った (10ポイント)	2つ (8ポイント)	1つ (6ポイント)		
流暢さ Fluency	4分間なめらかに話した (5ポイント)	途切れるが話した (4ポイント)	POSE が 10秒以上 (3ポイント)	日本語を使っ てしまった (2 p)	
Conversation Strategies 会話を楽しむコツ	6種類すべて使った (5 P)	4種類使った (4 P)	3種類使用 (3 P)	2種類 (2 P)	1種類 (1 P)

相手に効果的な質問するために努力したことはなんですか？

() 達成度 %

Peer assessment

Evaluators' name()

内容 (Contents)	仮定をした内容2つを相手と意見交換した (10ポイント)	1つ話した (8ポイント)			
目標文法 (Grammar) (仮定法)	3つすべて使った (10ポイント)	2つ (8ポイント)	1つ (6ポイント)		
流暢さ Fluency	4分間なめらかに話した (5ポイント)	途切れるが話した (4ポイント)	POSE が 10秒以上 (3ポイント)	日本語を使っ てしまった (2 p)	
Conversation Strategies 会話を楽しむコツ	6種類すべて使った (5 P)	4種類使った (4 P)	3種類使用 (3 P)	2種類 (2 P)	1種類 (1 P)