

The Encouraging Level of Corrective Feedback Received During Planned vs Incidental Focus on Form Instruction

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Collaborative tasks provide the learners with the opportunities to use language, to focus on it and to correct it. This research is devoted to investigate how and to what extent the learners discuss grammar on their own initiative at the Sri Lankan university context under planned and unplanned (incidental) circumstances, and in which group compositions this happens best. The Planned Focus on Form (PFF) has been achieved through grammar consciousness raising activities as a mean to stimulate the learners to notice specific structures of grammar through discussion and to be more accurate while Incidental Focus on Form (IFF) has been achieved by allowing the learners to discuss the whole range of grammar naturally in the language being produced. The data gathered through the transcriptions of the student interactions prove that the focus on form that occurs in Sri Lankan university context is generally satisfactory. The results also indicate that the PFF is far more successful in achieving accuracy compared to the IFF. Further, the highest focus on form occurs in PFF homogenous low proficiency group structure.

Keywords: planned focus on form; incidental focus on form; language related episodes; grammar consciousness raising