

# Does Focus on Form (FonF) as Input Enhancement Promote Production for Foreign Language Learners?

Matti Phillips Khoshaba ( Al – Bazi )

*This quasi-experiment tests the notion of focusing on forms (FonFs) as input enhancement for learning. The teacher, who is the researcher, taught three classes (A) (B) and (C).*

*In teaching his experimental group (A), the researcher focused on the forms of the verb as subject-verb agreement. He used various techniques such as colored chalk, graphs, charts, slowing down pronunciation, textual saliency, and forcing practice as a style of input enhancement. He gave students a chance to ask or comment during his class explanations of person, gender, and number of the verbs as they popped up in their listening or reading texts. He tested all students twice: one time before the treatment as a pretest, and another time after the treatment as a posttest to assess the difference in their production of language. On the second test, students in the experimental group (A) did slightly better than the other two controlled groups (B & C) by scoring higher grades in translating 20 sentences from English into Arabic. But the difference that they achieved was not significant when an ANCOVA was computed.*

## Literature Review

It is commonplace to think that learning a second language is hard to do. Therefore, some teachers, researchers, and learners believe that learning any second language requires some focal attention to its forms and structures as a whole. **Schmidt (1995) stated that “a focus on form appears to be necessary and desirable, especially provided within a communicative context” (p. 3).** Lightbown (1991) confirms that learners of a new language often need to focus on the form of certain features or items of the language because they (certain features, forms, and items) are beneficial for increasing their ability to develop their target language. Whether oral or written, if the feature or the item is noticed and turned into intake (*comprehensible material processed into understanding*) it can be automated or controlled (*processed into acquisition or learning for production*) through the use of the target language as engagement or output for communication ( Dekeyser, 1998; Hulstijn, 1990).

Schmidt (1995) argues that if the feature is not noticed, it is left unlearned. Noticing, therefore, is a necessary step of awareness before learning. **Kim (1995) states that “noticing is a necessary and sufficient condition for converting input to intake” (p. 66).** Sharwood Smith (1991) also considers noticing as “input enhancement” to focus on and to perceive knowledge implicitly for communication, whether it is spoken or written. For all those explicit or implicit knowledge or awareness reasons mentioned in literature, the present tense form of the Arabic language (as a complex structure) is put for study and is taught as a form be focused on to be noticed or enhanced for language involvement of activities and drills as production inside and outside classrooms.

The length of the period from the time of introducing a new complex structure (present tense form) for acquisition to the time of proficiency for communication is not the concern of this study. Moreover, this study makes no difference in whether the process for proficiency of language requires automation (cognition) or control (as monitor). But it is important for this study to observe students’ practice between the time of introducing a language feature to the class and the time they get language proficiency to use in the class activities for engagement or communication. **Meeks (1999) supported his notion with what “Cambourne (1997) argues that “students need many opportunities to approximate their learning before we hold them for mastery or ‘grade’ them (p.4).** The length of this time of practice for communication or mastery is determined by various factors such as the difficulty of the feature, item, grammar point, or structure, and the experience of the learner with learning other languages, as well as the goals and expectations set by the learners themselves (Shook, 1994; Meeks, 1999). For this reason, we cannot neglect the factor of practicing the features as a necessary part of the input enhancement for noticing and acquiring.

By practicing the forms of the language, students may realize their ability to produce the particular form or item with the same proficiency as the teacher or a native speaker does (Schmidt, 1995).

This realization also helps learners notice their mistakes and to correct or avoid making them (Gass, 1998; Hulstijn, 1990; Hulstijn and Hulstijn, 1994; Schmidt & Forta 1986; Swain & Lapkin, 1995). It may also lead them to change their understanding of rules that they have mistakenly formed in their minds about the new language (VanPatten, 1991; Schmidt, 1995). For example, learners of the Arabic language at the very early days of learning do not distinguish the difference between the two phonemes /h/ and /H/ even when they are given in context with two different words and two different meanings. They use the soft /h/ for both /h/ and /H/, i.e., (*had da da* = threatened ) and (*Had da da*= located ). Though their Arabic written shapes are different, *h* versus *H*, they pronounce them the same over a long period of time until they realize that they are not producing the two sounds with the same proficiency as native speakers do. For this reason students' notes and writings in class need to be rechecked by the teacher every now and then and to be explained repeatedly to attract their attention for focus to learn and work on for practice. The reason for students' confusion might be that the concept of the hard /H/ does not exist in their first language, English. Thus, it takes learners a longer time to realize the fact that they are making linguistic mistakes.

This time between practicing and realizing the differences between their adeptness for the language and that of a native speaker differs from one learner to the next. Some students realize such a difference within a couple of days and produce it correctly. This may be due to the goals and expectations set by learners or given by teachers as tasks to practice the language. It may take some weeks, months, or even longer to realize the differences between the two phonemes, or the differences between what they produce and that of native speakers. It is necessary to emphasize that time for practice is needed as part of the process. Students should make countless attempts to produce what they have learned for mastery with speed and no errors (Meeks, 1999; Dekeyser, 1998).

Sharwood Smith (1991) believes that if the focus is initiated by the learners, the process will certainly bring about (and perhaps increase) learning of extra metalinguistic knowledge (*the overall knowledge about the target language and its mechanism concepts whether micro or macro*) for proficiency. But, if the input enhancement is initiated by the teacher, it may or may not lead to understanding and learning as expected for proficiency (Jourdenais, Ota, Stauffer, Boyson & Doughty, 1995).

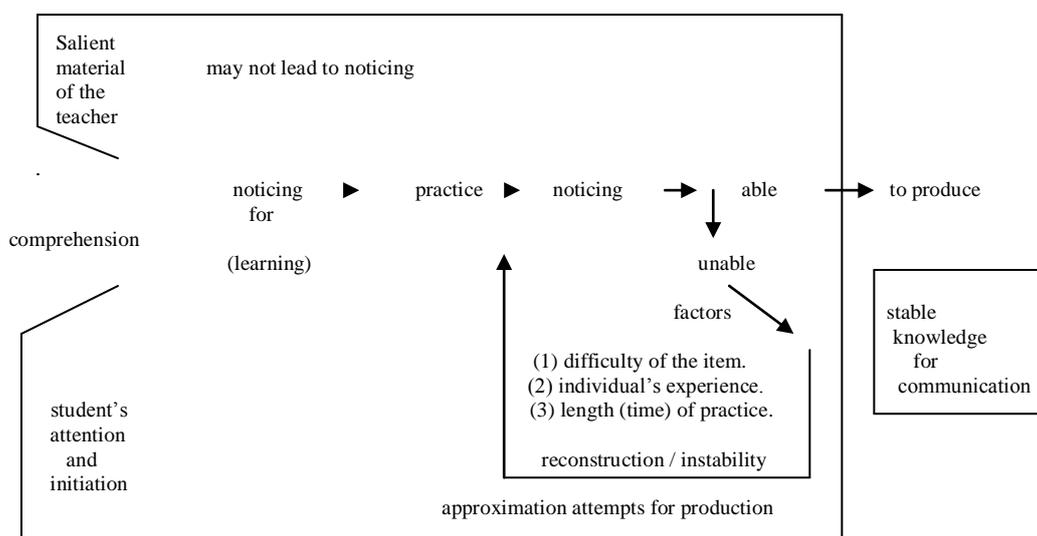
Schmidt (1993) suggests that the salient materials (the unique colored affixes, boldface verbs, italicized words, careful pronunciation) initiated by teachers attract (or trigger) the attention of learners to focus on the form (FonF) as a step for noticing. When the FonF style of teaching is repeated over a long period of time, the amount of learning increases. **“The more one attends, the more one learns” (Schmidt, 1995, p. 13) and “ more noticing leads to more learning” (Jourdenais, Stauffer, Boyson & Doughty, 1995, p. 187).** Likewise, Lightbown (1993) suggests that a pedagogical focus on advanced forms can have some long-term effects, even though results may not be immediately noticeable.

VanPatten (1991) adds the idea of having a relationship between the form and the meaning as a step for processing the input as an intake for learning (acquisition). It can be said that if the teacher provides the form and gives a chance for learners to negotiate the meaning, the chance for learning will be enhanced, if enough time is given for students to negotiate and find out the relationship between the form (s) and the meaning (s). This realization of the form in relation to its meaning brings about understanding and/or noticing for learning. I think in this study the attention to form and attention to meaning are inseparable since the forms are explicitly broken down to the smallest units for students to notice their meanings. The teacher, as a facilitator, can focus on form and at the same time find ways to allow students to work on their own and discover the relation between the form and the meaning using gestures, pictures, or other enhanced cues or clues for understanding, learning, and/or producing. **“When there is interaction of attention to form with attention to meaning, noticing is becoming critical for successful second language acquisition (SLA)” Tomlin & Villa, 1994, P. 185).** Schmidt (1990), on his part, claimed that noticing requires comprehension and awareness of input. From the points of view of the learning process this attention to meaning and noticing (such as linking forms of verbs with meanings ) is probably not yet ready for production, and needs practice to notice and recheck the individual's ability to produce them smoothly and with less effort and time (Shook, 1994; McLaughlin, 1978). Therefore, various activities, drills, exercises, and conversations are needed for class engagement, as production and communication.

In conclusion a teacher's salient material, whether written, oral, or integrated may bring about *noticing for learning* as a first step. Practicing the forms of verbs may bring about another *noticing* for being able or being unable to produce them for communication as a second step. The inability to produce the feature by learners will lead them back to notice (*mentally realize*) for learning and reconstruct the knowledge built in their mind as a recycled process in increments until the stable ability to produce the forms for communication occurs (see Figure 1). This process of recycling and reconstructing in the shape

of countless attempts by learners to achieve mastery over something they have newly learned is accurately described by Meeks (1999) as “a substantial effort-even a struggle-on the part of the learner” (pp. 6-7). The newly acquired knowledge -as Dekeyser (1998) suggests- needs an amount of practice to be learned with speed and reduction of errors.

Figure 1.  
Noticing for learning and noticing for mastery (production) communication



### The focus on form (FonF) treatment style

Focus on form (FonF) style is important for teaching linguistic forms and, in this study, our present tense form of the Arabic verb contains various (meaningful) parts together: gender, person, number, time, and the meaning of the verb from the combination of those parts all together. The present tense form of the verb in Arabic is considered difficult because it has person, gender, number, built-in as prefixes and suffixes known as discontinuous morphemes (see Figure 3). It may be necessary for the teacher to draw clear steps to seek the learners' attention to focus, to notice, to learn, and to produce the forms.

The teacher of this study carefully presents the verbs as three letter roots on the blackboard, and then gives a chance for students in the experimental group (A) to add prefixes as shown in examples 1 & 2 (see Figure 2) or prefixes and suffixes of the discontinuous morphemes as in examples 5 & 6 (see Figure 3) for different meanings.

The main point of the presentation was to draw students' attention to the three letters of the root (see Figures 2 & 3) and to give them chance to add the bound morphemes needed for the conjugation by themselves rather than having it done by the teacher. In general, the additions to the three letters were written in colored chalk so that letters would, as enhanced material, draw students' attention and initiate noticing for learning.

Figure 2

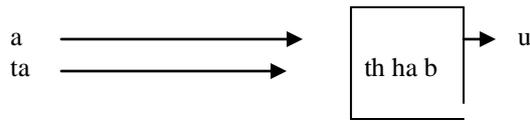
- |                                      |                          |
|--------------------------------------|--------------------------|
| 1. <u>I</u> go                       | ( <u>?a</u> thhab- u)    |
| 2. <u>You</u> go (singular feminine) | ( <u>ta</u> thhab- eena) |
| 3. <u>She</u> goes                   | ( <u>ta</u> thhab- u)    |
| 4. <u>He</u> goes.                   | ( <u>ya</u> thhab- u)    |

a = (1)

?ath ha bu

ta = ( you) M. singular

tath ha bu



**confusion :**

ta = (you)  
masculine singular

ta = she  
3<sup>rd</sup> person feminine singular

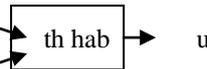
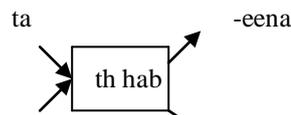


Figure 3

5. You go (singular feminine)



6. You go (plural masculine)

The discontinuous morpheme

Notice the two different long vowels:

( prefixes + suffixes ) as discontinuous morphemes

ta	---	beena
ta	---	buuna

Another technique used to draw students' attention was slowing down in pronouncing the syllables of the verb form. In order to explain and relate the form to the meaning, he looked at a female student, and asked her, *ila ay na tath-ha-beena gadan?* (Where are you going tomorrow?) (female singular gender). The verb *tath-ha-beena* was pronounced and addressed in a way that made students access the smallest meaningful units already explained as suffixes or prefixes on the blackboard. This careful presentation of the verbs as examples, will give students a chance to notice the smallest units added to the root for meaning, a focus that boosts up the processing level (Kim, 1995).

The teacher also considered immediate practice of these forms as part of the input enhancement. First, he "forced" his students to construct short sentences of their own to manipulate these forms into their speaking as practice. Second, they had to report the verbs that his or her classmates had said before him or her to enhance practicing the subject-verb agreement of different subjects. The memory game, for forcing his students to use the forms, was part of the FonF style for immediate practicing.

The three-letter root and the bound morphemes of the conjugation of all persons were given to the students in charts and a handout which the students could use for further study on their own (see Appendix C).

Salient textual material was also given to students. Passages given to the students had their verbs written in boldface letters to draw students' attention as salient input for enhancement. You can in appendix D- compare an enhanced sample of a passage given to the experimental group in boldface letters and the un-enhanced passage that the other two groups (B & C) have in their books. The following chart (Figure 4) sums up all the attempts of the teacher to make his students notice the forms that he focuses on in his three-week teaching treatment.

Figure 4.  
Salient material as input enhancement

1. Colored chalk and the board.
2. Opportunity for students to participate during the explanation to discover the additions for person, gender, and number. (Relating meaning to form).
3. Slow down pronunciation for imitation and production.
4. Forcing practice through memory game (recalling information given by other colleagues).
5. Salient textual material as short passages for reading.
6. Handout of diagrams and charts for further study at home or later in the course.

### **Retrospective Protocols**

In order to check if the students in group (A) had noticed these salient techniques used by the teacher, a retrospective protocol was conducted immediately after they took their posttest. The teacher asked students to comment in a sheet of paper on any of those 6 points of the enhanced material used (see Figure 4). The summary of what the students of group (A) had written on the 6 points of the enhanced material is in appendix E.

### **The Research Question**

The goal of this study was to see if focusing on the agreement of the subject to the verbs in the present tense would bring about significant effects in promoting students' ability to produce the language in meaningful sentences, when compared to students' ability without this focusing on form (FonF) technique in teaching other groups of students. This technique involved various activities and forms as input enhancement (see Figure 4), and immediate practice was part of the treatment.

### **Participants**

Twenty eight students- randomly put in three classes (A, B, and C) -participated in this test. Students of the three groups were in their 9th week of an Arabic basic course, and they had not been acquainted systematically to the verbs in the present tense form, except in a few dialogues where four to five verbs have been occasionally taught.

### **The tests**

To measure the production of students as a result of the treatment (focusing on form as an agreement of the subject with its verb), these students took two tests: a pretest and a posttest.

The pretest was conducted before the treatment, when students were in their ninth week of learning Arabic.

After the third week of the treatment, a posttest was given to all of them. Though the sentences were not the same, the test assessed the same points (see Figure 5).

In both tests, the sentences contained a variety of verbs to be conjugated for different persons. There were two sentences for the first person singular (I), and one for (we) as plural to test neutral cases of the language. Three sentences tested the second person (you) as singular masculine and three as (you) singular feminine. Most sentences tested the third person. Ten sentences tested both (he) and (she). One sentence tested (they) as masculine plural (see Appendices A and B).

For grading both tests, each correct verb form received 5 points, and the total grades of the twenty sentences were calculated for the final result of the examinees.

Figure 5  
The points of the test

person	Number of sentences
<b>1st:</b>	
I neutral	2
We neutral	1
<b>2nd:</b>	
You singular masculine	3
You singular feminine	3
<b>3d:</b>	
he	5
she	5
they masculine	1

### Rating Reliability

In order to check the reliability of both tests, eleven of the corrected sheets were randomly selected and given to another teacher to correct. The correlation between the raters in the pretest was  $r^2=0.9885$ , and the posttest ( $r^2=0.74715$ ). One of the raters of the pretest was the researcher himself. For the posttest, two other raters corrected the answers. The second correlation of eleven randomly selected papers seems to be a bit lower than the first because of different interpretations of the comprehensible messages of the sentences related to the verb conjugations. One of the raters considered comprehensible messages right answers regardless of some missing dots of the letters. He believed that not all dots make the word unreadable, and he said, for example, that (he sleeps- ya-naamu) would still be readable if the second letter's dot (for nuun) is missed, and the writer has missed it perhaps because of the speed and not because of his ignorance. Nevertheless, the reliability of the scoring was high.

### Analysis of the results

According to the results of the pretest, students scored approximately the same. The means of the three groups ( A ), ( B ), and ( C ) were respectively 65.55, 55.55, 65.5 . If we exclude two students, one in (A) and another in (C) who scored higher than the others, the average of the three sections would be more or less the same (see Figure 6).

Figure 6  
Pretest Scores

Class	N	Mean	Mode	Median	SD
A	9	65.55	70	70	24.8048
B	9	55.55	60	50	27.07559
C	10	65.5	65	65	15.35525

The results of the posttest means were 72.222 for section ( A ), 58.75 for B, and 62.777 for ( C ). Group (A) scored 10 points higher than the average in group ( C ) and 14 points higher than group (B) (see Figure 7).

Figure 7  
Posttest Scores

class	N	Means	Mode	Median	SD
A	9	72.22	90	75	21.54098
B	8	58.75	55	70	18.46812
C	8	62.777	75	75	27.61336

The mean, median and mode of class A were higher than the other two groups B & C, and these students were able (as grades) to score higher as they had more ability to produce the right forms according to the person implied in the form of the verb. However, ANCOVA analysis was applied to measure the differences between the subjects, it resulted with a P value =.697 (see Figure 8). These results indicate that there are no significant differences between the groups and between individuals of the groups in their language production as measured by the posttest (see Figure 8).

### Univariate Analysis of Variance

The students' number in each group

Group	N
1.00	8
2.00	8
3.00	9

Figure 8  
Tests of between subjects effects  
Dependent variable : POS

source	type III sum of squares	df	means square	F	sig.
<b>Corrected Model</b>	6216.651a	4	1554.163	4.743	.007
<b>Intercept</b>	651.058	1	651.058	1.987	.173
<b>PR</b>	2903.910	1	2903.910	8.863	.007
<b>Group</b>	<b>475.692</b>	<b>3</b>	<b>158.564</b>	<b>.484</b>	<b>.697</b>
<b>Error</b>	6880.465	21	327.641	327.641	
<b>Total</b>	128875.000	26			
<b>corrected total</b>	13097.115	25			

### Discussion and conclusion

This study, in reality, showed that teaching through input enhancement by focusing on forms has no significant effect on students' production (see Figure 8). The result does not make the researcher ignore the effects of this style of teaching. In fact, there was a slight difference in the production of group ( A ) but, there was no statistical significance when analyzed by ANCOVA.

If we compare the production of the controlled groups ( B ) & ( C ) on both tests, pretest and posttest, we find out that group ( B ) did better on their posttest. This improvement in their production is an indication that learning occurs even though there was no intentional plan designed by the teacher to focus on forms of the verbs. Some linguists attribute this type of learning to what is known as "incidental

learning” which might have taken place implicitly, cognitively, naturally or in any other term you could name (Sharwood Smith, 1991).

From my empirical experience as a teacher, I can say that the aforementioned learning that occurred in the controlled group might have taken place because of students’ initiations to link forms to meanings. Students of both groups ( B ) & ( C ) usually asked questions about the forms of the verbs and asked the teacher to write on the blackboard and to explain the additions to the roots. Concerned about their performance formative weekly or monthly tests, their teacher wrote and explained explicitly for them the root of the verbs and the affixes. They had what they asked for explained on the blackboard. Once the controlled group experienced this self-initiated focusing on forms, they-like the students in the experimental group- received the salient material with its own effects. In their protocols students in group (A) highlighted this type of salient presentation material with “board and chalk”. They described it as “very helpful and makes it easier to understand”. “It really simplifies the structure,” states one of the students in his protocol.

It might also be true that some students in groups B & C had photocopied the conjugation charts of the verbs to help them study, memorize or learn and practice them outside the classroom. Practice is necessary to be thought of in class activities. The teacher, therefore, put emphasis on practice to a point that he forced his learners to produce those verbs or similar ones immediately after their presentation in the classroom. He called it the game of memory. But if students in the controlled groups B & C were able to get the salient material to practice on their own, the results will be very promising since they were practicing the forms of the language for production and were doing so willingly either alone or with a friend. “I have seen [skateboarders] willing to attempt this maneuver countless times because they have set a goal or expectation for themselves (Meeks, 1999,p. 3). One student, in his protocol, describes practice as “innovative and it turns learning into participation”. Another one states that it is “a very useful tool. It is effective since it defines what the student is to think about.”

As a teacher who taught English for 23 years overseas, I feel that learners of a foreign language have a lot of anxiety to understand the forms of the foreign language related to their meanings. Thus, learners often collect handouts, or vocabulary lists, or books to make the process of understanding for learning possible with less effort and time and, sometimes, independently and without any help from any teacher. This is why some people take the initiative and buy books on their own to help them learn a foreign language. Concerning this study, one student explained the use of the charts as the means that “reinforces the point being made in the class” and ‘shows what changes and what remains constant of the verb during conjugations”. Perhaps, students in group B & C had received these handouts or charts from their classmates in group A as salient material to be used for practice on their own outside the classroom.

I have also noticed that when students do not know how to link the form to meaning, they whisper to each other to see if somebody else knows how to do it, or they rush to their dictionaries to look it up. Some directly ask the teacher to provide them with the meaning. They watch to see a solution for it. For example, when the verb (Yaq Di = he spends) was introduced, I noticed one of the students in group B murmur to the one next to him. Then after a few seconds he raised his voice and asked me if he could use it for (spending money). I answered ‘no’, and at his request, I gave him the other verb (YaS rif -ul- maa la = he spends money). He took notes for both verbs. At the same time, other students listened carefully ( watching in attention and focusing) to the question, and they took notes too while nodding their heads for a new difficulty as the English verb has two new Arabic ‘splits’ in their mind.

Dozens of similar questions are raised in the foreign language teaching classes per day. In fact, students want to know if they can use those expressions as they do in their first language (as English, for example, in the real world for communication), a collaborative interaction between the teacher and his students to solve their problems. This can be true when enough time is devoted for students to negotiate with the teacher or themselves, if they are trained from the very beginning to do so inside the classroom.

Pedagogical talking, focusing on form (FonF) style gives learners a chance to negotiate with their teacher or peers about other linguistic features for learning and communication (Sharwood Smith, 1991). This type of atmosphere in groups B & C might have let students initiate focusing on their own by asking questions and turning teacher’s materials into a salient one for learning the forms and set goals to go outside the classroom and practice them with others. In the protocols, one student in group A describes the atmosphere of the class as ‘extremely productive since you feel more relaxed and live conducive environment,’ and ‘it also makes correction set in my mind,’ said another.

## **Conclusion**

The study proved that there were no significant differences between the students of the three groups A, B, and C. This does not lead me to say that focusing on forms has no effect on students’ language learning for production since the group which was taught by the FonF style . Group A did slightly better than

groups B & C within a short time of three weeks. The failure in showing the significant differences may be due to four factors:

One, the number of students involved in the study was very small. The study needs bigger groups to account for the individual differences. A larger group of students may measure more precisely the little progress the learners can achieve over a short period of time of three weeks of teaching.

Two, the time of the treatment (duration) was too short to decide the progress that occurred because of focusing on forms. Students might need more time to promote their ability and hold them accountable and more responsible for their production. The reason might also be that learning these forms is equal over a short period of time with or without focusing. To show significant differences between the individuals, the process needs more time of focusing and/or attempts to practice as main points of the treatment for production (communication).

Three, the teacher practiced little control over the methods in teaching controlled groups. He, himself, was forced to explain explicitly the forms of the verbs to the students in the controlled group so that he could make them understand and pass their course examination. He had also written forms of the verbs on the blackboard and explained them fully at the students' requests.

The other Arabic teachers of the team (including the researcher) might have also used techniques which function for noticing for production by, for example, correcting students' mistakes while using the target language as a practice for communication. This process of correcting students' mistakes functions as another method of input enhancement for focusing (a substitute for focusing) and then noticing for production (see Figure 1).

Despite the fact that this study shows no significant differences between the individuals of the groups, a slight difference was noticed in terms of mean. Therefore, I recommend that a further investigation be conducted with a larger scale and in a larger population.

In conclusion, this study showed no significant differences among the individuals with regard to (producing meaningful sentences). Yet, students, as we mentioned earlier, appreciated many points of the enhancement material to help them understand, learn, and practice language inside the classroom in a more 'conducive environment'.

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## Appendix E

### Retrospective Protocols

Quotes from the Students' comments:

#### **1. Colored Chalk**

Colored chalk helps to visualize spelling, simplify the structure, very helpful, & charts makes it much easier to understand, a big help, pictures from magazines helped to put the image of the object in my mind provides some help, better focus on roots, reinforce point being made, make my own associations with the verb and its meaning, shows what changes and what remains constant during conjugation, identifies the root, helpful in the building of useful vocabulary in the early learning stages.

#### **2. Forced Practice**

Forced practice corrects pronunciation, usage demonstrated. Helps greatly for irregular verbs, little impact on me, a creative technique, turns learning into participation, a tremendous tool, very useful and effective, it should be used more, allows retention, defines what the students is to think about, hands on way to learn,

#### **3 & 4. Salient (textual ) Written Material**

has Large impact, little impact, emphasize the important words, do not keep up, it is a quick reference for remembering, didn't notice, bring emphasis to handouts the words discussed, unnoticed, makes it easier to read, provided necessary emphasis.

#### **5&6. Intonation**

Intonation is extremely productive, think about my mistakes, more relaxed and & slowing conducive environment, gives opportunity to correct myself, makes down correction set in my mind, having vowels enunciated in various non-verbal sentence structures, understand the proper grammatical results, cues for put me back to track, calls attention, not noticed and I thought correction it the teacher's way of teaching, no effect, helpful to be able to correct myself, I am impressed that that is intentional technique.

## Appendix A

The first test for students' production of verbs.  
Answer in a separate sheet. Write your name and your class.

Translate from English into Arabic:  
Time:45 minutes

1. Layla, where do you live? ( a' e sh )
2. Ahmed, where do you study ?
3. His mother travels to Europe.
4. Her father eats a lot.
5. usama, what are you doing? ( Usama is aboy) ( a' m l )
6. Samira, what are you watching?
7. His daughter Zainab speaks French?
8. Her son, Samir, plays football. ( l a' b )
9. Huda, do you go to school or stay at home? ( stay : b q e )
10. Munir, do you sleep there?
11. Does Suha visit you(f.)?
12. Your(f.)friend(f.)studies at the library?
- 13.They (m.)help me.
- 14.She will return home.
15. I eat meat. ( Use a pronoun instead of 'meat' m.)

Make use of the three letters in brackets to construct your Arabic verb. Use the given preposition in your sentence.

16. He pays attention to his school. ( h t m )
17. the dog attacks him. ( h j m ) + ( a' la )
18. My sister cries. ( b k a )
19. I give you (m.) my book. ( a' T a )
20. We take a taxi to the hospital. ( r k b )

The Answers in Arabic language:

1. a y na tas ku nee na, ya lay la ?
2. ay na tad ru su ya a Hmad ?
3. tu saa firu um mu hu ila u rup pa .
4. ya ku lu abuu hu ka thee ran.
5. maa tha t a'mal ya us aa ma ?
6. maa tha tu sha hi deena , ya sa meera.
7. ta ta kal lamu ib na tu ha al fa ran siya .
8. yal a'a bu ibna ha sameer al ku ra ta.
9. hal tath ha bee na ila l madrasati am tab qeena fil bay ti?
10. hal tanaamu hunaaka ya muneer ?
11. hal ta zuu ruka suha?
12. tad rusu Sadeeqatuki fil madrasati.
13. yusaa a'iduu nanee.
14. sat ar jaa'u ilal bay ti.
15. aa ku la hu .
16. yah tam mu bi mad ra sa ti hi.
17. yah jimu a'a lay hi l kalbu.
18. tab kee ukh tee.
19. aa' T eeka kit aa bee.

20. nar kabu l taaksi il al mus tash fa.

## Appendix B

### Posttest

~~As a proficient translator, read these English sentences and translate them into Arabic language.~~

1. Layal, where do you go for the weekend?
2. Ahmed, what do you eat for lunch?
3. His mother returns from Europe.
4. Her father drinks a lot.
5. Yousif, what do you read?
6. Samira, what do you usually play? (usually : a'aadatan )
7. His daughter Sanna knows Arabic.
8. Her son, Samir, likes soccer (football).
9. Huda, do you live in an apartment?
10. Matti, do you sleep?
11. Does your (f.) friend (f.) visit you (f.)?
12. Your(f.) friend (m.) studies at the university.
13. They (m.) help her.
14. She will leave now.
15. I drink milk. (Use pronoun (m.) for milk)
16. She pays attention to her students (m.).
17. the man attacks them (m.).
18. He cries.
19. We go by car to our school.
20. I give you my book.

The Answers in Arabic language:

1. ila ay na at th ha beena fi uT la ti l us buua' i ya layla ?
2. maa tha taa kul fil ga da, ya aHmad ?
3. tar jaa' um mu hu min uu rup pa.
4. ya shr abu abuu ha ka thee ran.
5. Maatha at q ra u ya you suf ?
6. matha tal a'a bee na a'aa da tan ya sameera?
7. taa' ri fu ib na tahu, sanna, al a'ra bi ya.
8. yuHibu ib nu ha sameer ku ratal qadami.
9. hal taa' ee shee na (at sku nee na) fi shiq qati huda.
10. hal tan naa m ya mati ?
11. hal Sa dee qa tu ki at zuu ruki?
12. hal Sa dee qu ki ya zuu ru ki?
13. yu saa a'iduu na ha.
14. sa tat ruku al aa na.
15. ash ra bu hu.
16. at h tammu bi Tullaa bi ha.
17. yah jimu a' a lay him al ra ju lu.
18. yab kee.
19. nath ha bu bil say yaa ra ti ila madra sa ti na.
20. ua' Tee ka ki taa bi.

## Appendix C

Conjugation of the verb (to watch) :

	<b>present</b>	<b>past</b>
(to watch)	<b>yu</b> + _ _ _ add prefixes	_ _ _ + <b>tu</b> add suffixes
<b>1st person:</b>  I watch We watch	<u>u</u> _shaa hi <u>du</u> <u>nu</u> _shaa hi <u>du</u>	shaa had <u>tu</u> shaa had <u>na</u>
<b>2nd person:</b>  He watches She watches They watch (m.)	<u>yu</u> _shaa hi <u>du</u> <u>tu</u> _haa hi <u>du</u> <u>yu</u> _haa hi <u>duunaa</u>	shaa had <u>a</u> shaa had <u>at</u> shaa had <u>u</u>
<b>3rd person:</b>  You M. singular. watch you F. singular. watch You (M.) plural watch	<u>tu</u> _shaa hi <u>du</u> <u>tu</u> _shaa hi <u>deena</u> <u>tu</u> _shaa hi <u>duuna</u>	shaa had <u>ta</u> shaa had <u>ti</u> shaa had <u>tum</u>

## **Appendix D**

### **A: Written Material:**

yaSilu isma'el ilal bayti a'adatan qabla ukhtihi Zainab. yatanaawalu Ta'aama l a'shaai. thumma yaqraau fi kitabil taareekhi waba'daha al kutubi l ukhra. wa yaktubu aHyaanan rasaail li aSdiqaaihi. Yas alu isma'el waalidatahu wa jadatahu in kaanat ta biHajaatin ila ayati musaa'adatin. thum ma yajli su bijanabi jad da tihi liyu shaahida l tilivizyuna.

### **B: Enhanced Written Material:**

yaSilu isma'el **ilal** bayti a'adatan qabla ukhtihi Zainab. **yatanaawalu** Ta'aama l a'shaai. thumma **yaqraau fi** kitabil tareekhi waba'daha al kutubi l ukhra. wa **yaktubu** aHyaanan rasa'il li aSdiqaaihi. **Yas alu** isma'el walidatahu wa jadatahu in kaanat ta biHajaatin ila ayati musaa'adatin. thum ma **yajli su** bijanabi jad da tihi **liyu shaahida** l tilivizyuna.

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#### **Author**

**Matti Phillips Khoshaba( Al – Bazi ) is an Associate Professor. Specialization : Teaching Foreign Languages (MATFL). He has published many books on Arabic, Assyrian and Kurdish Languages. 2011.**

**1821 Buckingham Drive  
Salinas, CA. 93906  
USA**

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