JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCINCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE EFFECT OF USING FORM- FOCUSED INSTRUCTIONS ON EFL STUDENTS' NEW VOCABULARY ACHIEVEMENTS FROM READING TEXTS, THIRD YEAR MIZAN-TEPI UNIVERSITY STUDENTS' IN FOCUS

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF DEGREE OF MASTERS OF ARTS IN TEACHING ENGLISH AS A FORIGN LANGUAGE

BY: ASSAMENEW KETEMA

JIMMA, ETHIOPIA

JANUARY, 2021

THE EFFECT OF USING FORM- FOCUSED INSTRUCTIONS ON EFL STUDENTS' NEW VOCABULARY ACHIEVEMENTS FROM READING TEXTS, THIRD YEAR MIZAN-TEPI UNIVERSITY STUDENTS' IN FOCUS

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE FOR THE PARTIAL FULFILLMENT OF DEGREE OF MASTERS IN TEFL

BY: ASSAMENEW KETEMA

Principal Advisor: Dawit Tesfaye (Ass. Professor)

Co-advisor: Ashenafi Belay (PhD)

Declaration:

I, the undersigned student, hereby declare that, this senior essay was my original work, which has not be present for a degree in this/elsewhere university. All sources of materials used for this study will be fully acknowledged.

Name: _____

Signature: _____

Date: _____

Approval Sheet:

This thesis work would conduct under my supervision and fulfills all requirements of research standard of the program. I hereby approved the submission of this thesis/senior essay for examination.

Advisor name: _____

Signature: _____

Date: _____

Name of Co-advisor: _____

Signature: _____

Date: _____

Name of Examiner: _____

Signature: _____

Date: _____

Acknowledgments

Above all, I praise my Almighty God on His throne for his indescribable help from my birth till today. Next, I would like to express my heartfelt gratitude to my advisor Dawit Tesfaye (Ass. Professor) and co-advisor Ashenafi Belay (PhD) for their professional advice, thoughtful and constructive comments on almost every aspect of the study. Without their insightful suggestions, this thesis would not have evolved as it is. I am very much indebted to the kindness and patience they have shown me in the course of time.

In addition, I would like to acknowledge Mizan-Tepi University for providing me with the Golden opportunity to further my education.

I am also deeply grateful to MTU English department head Dr. Siyum, English instructors and students who participated in this research work. I thank them for their patience and co-operation.

Moreover, my deepest gratitude goes to Tewodros Zeleke (PhD) for his support up to the end of my thesis and Kebede Kassa (Ass. Professor from Wolaita Sodo University for his involvement on preparing and commenting the questionniar. Furthermore, I am very indebted to evangelists who were always ready to help me through their prayer.

Last but not least, I am also very much grateful to Mr. Girma (instructors at Mizan Tepi University) who were always ready to give me their warm-hearted encouragement, friendship and support.

Table of contents

List of Table

List of Abbreviations

CLT- Communicative language teaching

DCT- Dual coding theory

FFI – Form-Focused Instruction

FFA Form-Focused Activity

FonF – Focus on Form

FonFS – Focus on Forms

ILH – Involvement load Hypothesis

ESL – English as a second language

EFL – English as a foreign language

ZPD- Zone of Proximal Development

L1 – First language

L2 – Second language

Abstract

Foreign language teachers have always tried to find the best and most effective ways to teach new vocabulary to learners of foreign languages. This study focused on using form focused instructions (FFI) to do that - it deals with learning vocabulary from reading texts by completing tasks on them. The experiment was conducted at Mizan-Tepi University. The reading texts the researcher used were accompanied by Focus on Form or integrated approach which illustrated both Focus on Meaning and Focus on Forms task to draw the students' attention to vocabulary items. The aim of the research was to find out whether different FonF tasks are equally effective in teaching vocabulary. The practical part of this thesis consists of conducting an experiment with students. In order to meet the aim of the research, a reading text was prepared and presented to the students, which accompanied by two exercises to check how well the students comprehend the text in general and after checking the answers to both of the exercises, an immediate post-test was conducted to find out their achievements shortly after learning the new words and the reliability of the test was checked by using cronbach's alpha. Lastly questionnaire was prepared after the analysis that aimed at gathering information regarding students' perception on new vocabulary achievements from reading texts. The results revealed that the two groups were homogenous at the beginning of the experiment regarding new vocabulary achievements from reading texts. This means that FFI does not have a significant effect on EFL learners' new vocabulary achievements from reading texts before intervention. The independent-sample t-test conducted after the intervention or experiment revealed that the new vocabulary achievement test was administered and the result of t-test confirmed hypothesis two as FFI have statistically significant differences between the experimental and control group on students' new vocabulary achievements reading after intervention and the experimental group took the perceptionstypequestionnaire.

<div align="center">**CHAPTER ONE**</div>

1. Introduction

This chapter introduced the study in different sections. First, it gives a background for the study that focused on the recent developments on second or foreign language learning and the conditions that led to the notion of student in learning vocabulary. After this, it explains the statement of the problem. Following this, the research questions all presented. It explained the objectives of the study. The research hypothesis is followed by significance of the study. Finally, delimitation of the study is followed by limitations of the study and proceeded to the next chapter.

1.1. Background of the study

Later advancements in moment and remote dialect acquisition highlight that non native speakers separated from linguistic use and elocution require a strong establishment of lexicon information to get to be successful users of English in any academic environment. In this way, in any case the degree of learners competence in linguistic use and articulation, without adequate lexicon information, they can not have successful communication. This is, often in expansive portion, since vocabulary caries more of meaning than the language structure does. In fact, linguistic mistakes result in ungrammatical articulations whereas the improper utilize of lexicon influences the communicative act. That is, lexicon is one of the linguistic component impacting the improvement of communicative competence and learners' dialect abilities as well (Brown, Waring, & Donkaewbua, 2008; Meara & Jones, 1990; Moir & Nation, 2002; Schmitt, 1998; Schmitt, Wun-Ching, & Garras, 2011).

The major part of lexicon information in moment or remote dialect learning has been recently recognized by the analysts within the field. In like manner, communication is currently the root of language teaching around the world in general and in Ethiopian universities in particular. Communicative Language Teaching (henceforth, CLT) has been the most popular approach to language teaching since the 1980's (Brown, 2001; Richards & Rodgers, 2006). In CLT, language is a system for expressing meaning (Brown, 2001), but the focus is on both the structural and functional aspects of language (Littlewood, 1981).

Linguistic knowledge, defined the knowledge of form and meaning of a language (Chomsky, 1981), and pragmatic knowledge, defined as the knowledge of the conditions and manner of appropriate use of a language in a particular context (Chomsky, 1981; Kasper, 1997; Kasper & Roever, 2005), are two vital components of communicative competence (Bachman, 1990), language functions are potential catalysts for effective language use. Because learners need much more than knowing how to listen, speak, read, and write (Widdowson, 1984) to communicate, both linguistic knowledge and pragmatic knowledge (Bruner, 1983) are vital for language learning/teaching in general, and foreign language learning/teaching in particular, as communication is actively sought (Brown, 2001; Richards & Rodgers, 2006).

Hence, creating linguistic information isn't essentially satisfactory for creating communicative competence (Ariffin, 2004), as grammatical correctness is not always a condition for pragmatic appropriateness. Combining both types of knowledge (Kasper, 2001) is needed as learners develop their inter-language pragmatics (Huang, 2010) through cultural awareness, explicit pragmatic instruction, socio-linguistically responsive curricula, and authentic language practice in and outside the foreign language classroom.

Explicit formal instruction, joined with meaningful practice, lends itself readily to developing learners' accuracy and fluency, which are both at the essence of form-focused instruction (FFI). FFI is defined as any pedagogical effort (planned or incidental, implicit or explicit) which draws the learner's attention to language forms within the communicative language-teaching lesson (Long, 1991; 2000; Spada, 1997). FFI activities are essentially consciousness-raising, as learners are made aware of language forms to facilitate both learning and retrieving such forms, especially in spontaneous language production (Schmidt, 1990).

Albeit similarly structure-oriented, FFI is different from traditional grammar translation based instruction (Long, 1991). The latter focuses on discrete decontextualized forms whereas FFI directs the learner's attention to forms in a lesson that integrates the study of form and meaning. As FFI becomes a potential solution to existing communicative problems among a particular group of learners, they are exposed to activities that potentially direct their attention to target language forms, which they notice during learning (Fotos & Nassaji, 2011).

Noticing is believed to be a catalyst for language learning. Although whether it is conscious (Schmidt, 1990; 2001) or unconscious (McLaughlin, 1987; Sharwood Smith, 1981) is a matter of debate, noticing is best defined as a process of attending to the linguistic features of the input.

FFI is also grounded in cognitive psychology, as focused explicit instruction is believed to facilitate learning and later retrieval (Sanatullova-Allison, 2014; Spada & Lightbown, 2008). Rehearsal, defined as the learner's conscious effort to memorize new language forms, is another catalyst for the storage and retention of learned knowledge (Dahlen & Caldwell-Harris, 2013).

Research (e.g., Williams, 1999; Yu, 2011) suggests that noticing works best when accompanied with rehearsal, as consciously noticed knowledge is stored in the long-term memory. During rehearsal, cognitive processes connect the information in the short-term memory with previously stored information in the long-term memory and construct them in the learners' schemata (Williams, 1999), a process in which drills may play a key role (Ellis, 2002).

Robinson (1995) views noticing as both what is detected by learners and what is activated through the allocation of attentional resources, a view which combines the concepts of noticing and rehearsal which involves the learners' conscious effort to memorize the noticed forms through, among others, silent repetition of a word/phases/ sentence or reading the sentences a few times to help commit the linguistic feature to short-term memory (Zhang, 2012).

Incorporating FFI in a communicative classroom potentially develops students' accuracy (Nassaji, 1999), as learning outcomes become more durable than in implicit instruction (Norris & Ortega, 2001). FFI may take various forms: planned (proactive) and incidental (reactive) FFI are used per the learners' needs. In incidental FFI, teachers do not select the target forms in advance but the attention to them arises during a communicative instructional period. On the other hand, planned FFI requires teachers to decide on the forms prior to the instructional episode (Brown, 2001; Ellis, 2001; Nassaji, 1999).

Different educational scholars have valued a varied range of approaches to learning languages and particularly to learning vocabulary and grammar. Broadly speaking - here are scholars who claim that extensive reading is sufficient and both grammar and vocabulary can be acquired through content-based or meaning oriented tasks (Ehsanzadeh 2012, Webb 2007, Laufer and Hulstijn 2001) , and there are researchers , who believe that the individual elements of language

should be given special attention to (Tomita and Spada 2013; Valeo 2013). Although the first approach is briefly introduced, the present study is based on a belief that it is useful to explicitly teach vocabulary (a claim that will be supported by several studies).

Thus, the terms in this study are Form-Focused Instruction (FFI) and Focus on Form (FonF), the definitions of these terms would also be introduced. Long (1991) was the first scholar, to define FFI as "…drawing students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication"(long 1991,p. 45-6); this implies that learning a language depends on the way learners use it authentically for purposeful communication. When at first one of the characteristics of FonF was that the attention to the elements of language depends on incident in language learning situation, then now, as Ellis (2001) also brings out, the researchers have abandoned the incidental aspect and the only part that has been left from the definition is that attention must be drawn to the word while the general task is content-based or meaning-oriented learning. The incidental aspect of FonF has been abandoned mainly because it is hard to research something that was not planned in the first place. At first the main purpose of FFI was drawing attention to grammatical aspects, but since the birth of this term, the principles of FFI have repeatedly been successfully used to deal with vocabulary as well. For example de la Fuente, (2006), Azari, Abdullah, Heng, Hoon (2012), Elgün-Gündüz Akcan Bayyurt (2014), Jahangard (2010), Lessard-Clouston (2011), Laufer (2005), Laufer and Girsai (2008), Laufer (2009) and Tajeddin and Daraee, (2013), have all studied the effects of FFI on learning vocabulary. The term "form" does not only mean the grammatical form, it "is intended to include phonological, lexical, pragmatic and pragma linguistic aspects of language" (Ellis 2001,p. 2).

Various studies have been utilized universally on FFI and especially (FonFS) on linguistic rules, from this viewpoints the analyst draws that it's conceivable to bargain with FFI on vocabularies as well, (Long 1991, Spada et al., 2014, Spada and Lightbown, 2008), and indeed at slightest one investigate approximately learning elocution with these strategies (Abe 2011). And broadly there are few considers the analyst utilized; in line with this, Dessei (1988), Tesfaye (1990), Alemu (1994) and Berhane (1998) attempted to conduct their research on vocabulary teaching. However these researchers attempted to look in to vocabulary teaching in EFL classrooms. There have too diverse elucidation of the term FFI. For example Ellis (2001,p. 1) has characterized FFI as "any

arranged or incidental actions that's aiming to actuate dialect learners to pay consideration to linguistic shapes". FFI can also be partitioned into two: Focus on Form (FonF) and Focus on FormS (FonFS). Long and Robinson, (1998) first clarify Focus on Meaning (FonM), which implies that no consideration is paid to the shape utilized to communicate a message, the instruction is committed to communication as it were. Having clarified FonM they bring out the taking after distinctions to the two categories of FFI: 1) FonFS is characterized by educating the shapes instead the messages they passion (e.g., the language structure-translation strategy and 2) FonF is the adjust between a FonFS and a FonM: it comprises of a move of consideration to linguistic code highlights by the instructor" (Long and Robinson, 1998).

There have been thinks about that bargain with diverse task sorts (Content-based, FonF and FonFS) that go with perusing writing (Tajeddin and Daraee 2013; Abdolmanafi 2012). There has not, be that as it may, been any inquire about that bargains with as it were FFI and more absolutely with diverse assignments that can be all categorized as FonF.

The address is which FonF exercises that go with perusing writing are the most excellent ones for the understudies to keep in mind target words from the writing. The members within the educating experiment with FonF exercises were university students and the researcher was their English teacher. In arranging to supply a foundation to classroom exploration the analyst would within the taking after touch upon distinctive approaches to learning unused lexicon in common, at that point survey the writing concerning the ponders that have been conducted on utilizing diverse FFI strategies, both FonF and FonFS, for educating language structure and other angles of dialects. The analyst concentrated on inquires about that bargains with lexicon, to begin with utilizing FFI strategies in common and at that point FonF strategies.

Clearly as the researcher's perceptions within the classroom, university students in Mizan- tepi had diverse issues in learning vocabulary. One among the foremost significant issues which pulled in the analyst was the impact understudies confronted in accomplishing vocabularies in EFL classes.

1.2.   Statement of the Problem

For many years, vocabulary learning and teaching has not been given due attention. Today, the importance of vocabulary for language teaching is admitted by all second language theorists and practitioners. Although it was believed that vocabulary could be taught only in isolated word lists for a long time, nowadays there are lots of ways to teach vocabulary. The most common idea among them is the crucial importance of vocabulary in communication and in language teaching; it is believed that the more words we know, the more fluently we can communicate (Schmitt 2000, Coady & Hucking 2000, Richards & Renandya, 2002).

In spite of the fact, as Carter (1988) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching contexts. Because of the effect of structuralism and the Chomsky's School of linguistics, which did not regard vocabulary as an area to focus on, the issue of vocabulary remained ignored (Carter &.McCarthy, 1988).

Though, after many decades of being neglected methodologists and linguists have increasingly been turning their attention to vocabulary and stressing on its importance in language teaching and reassessing some of the ways/ strategies in which it is taught (Read,2000; Decaricco, 2001 ;Barcroft, 2004). Moreover, lexical competence is currently acknowledged to be a core component of communicative competence by many vocabulary specialists, which provides much of the basis for how well learners speak, listen, read and write (Coady & Huckin, 1997; Richards & Renandya, 2002). The movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009).

Ample has been said about the discrimination of vocabulary teaching in EFL class. There are several researches conducted in the areas of listening, speaking, reading, writing and vocabulary teaching on each without considering their interdependence effect on teaching language. But little attention is given to what extent using form focused instructions affect EFL students' new vocabulary achievements from introduction to literary theory and criticism course texts at Mizan-Tepi University.

Even though the practice of using form-focused instruction is assumed to be practiced at Mizan-Tepi University, to the best of researcher's knowledge there is no systematically collected evidence on Mizan-Tepi University which shows how much using form-focused new vocabulary learning activity is being practically practiced to EFL students. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on practice of new vocabulary learning from reading texts at university level is important.

Hence, there are few local studies on vocabulary teaching strategy in the Ethiopian context, little attention was given to what extent language teachers' practiced of different vocabulary teaching strategies in general. In line with this, Dessei (1988), Tesfaye (1990), Alemu (1994) and Berhane (1998) attempted to conduct their research on vocabulary teaching. Though these researchers attempted to look in to vocabulary teaching in EFL classrooms, none of them attempted to look at the effect of using form-focused activities on EFL new vocabulary learning from reading texts at university level. And to the knowledge of the researcher, there has not been any research carried out or any other published articles in Ethiopian context on the effect of using form-focused activity on EFL new vocabulary learning from reading texts. For example, Tesfaye (1990) and Dessei(1988) conducted research on " an evaluation of the effectiveness of current vocabulary teaching method." The study concluded that the training has brought significant difference in the performance of students where the experimental groups have benefited.

Similarly, Berhane(1998) conducted on "an exploration of vocabulary teaching in primary schools." His findings show that pictures, picture cards, blackboard drawings and real objects are more frequented and effective techniques of vocabulary teaching in grades one and two. And Alemu (1994) conducted on "teachers' attitude towards awareness raising approach to vocabulary teaching."

Apart from the above local studies the researcher reviewed an international article which was conducted by Mariann Aava which was published in (2015), on the effects of focus on form activities in EFL classroom; and reveled the different ways how attention can be drawn to the vocabulary items, including giving glosses, explaining the words to the students, giving translations, highlighting the words and asking the students to look the word up in the dictionary themselves. And his findings show that teachers could modify their attitudes in a fairly short period of time.

Thus, the purpose of this study was, therefore, to investigate the extent on the effect of using form-focused instruction on English Language students new vocabulary achievements from reading texts with reference to third year students at Mizan-Tepi university and would recommend some possible ways of overcoming related problems.

Hence, the current study differ from the above studies in its overall aspects of vocabulary teaching in Ethiopian context; it focuses on investigating the effect of using form focused instruction on EFL students' new vocabulary achievements from reading texts; find out any significant improvements EFL students' new vocabulary achievement after reading the designed texts in introduction to literary theory and criticism class, and explore additional information regarding the effect of form focused instructions on EFL students' new vocabulary achievement. At universities, the extent to which teachers get involved their students in every opportunity through which they could be exposed to different vocabulary learning had paid more attention as compared to high schools. This contributed the researcher to get relevant information from the expected respondents.

Therefore, the researcher understood that the most important component of any language was vocabulary. This was because vocabularies enable learner's to communicate effectively and grasp the essential concepts of different texts that they may face.

Understanding the current communicative approach to vocabulary learning at Ethiopian universities in general and Mizan-Tepi University in particular to fill the existing research gap, the researcher was initiated to conduct a research on investigating the extent on the effect of using form-focused instruction on EFL students' new vocabulary learning from reading texts and to answer the following research questions.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of this study was to investigate the effect of using form- focused instructions on EFL students' vocabulary achievements.

1.3.2 Specific objectives

Specifically, this study will attempt to:

1. Pinpoint the effect of using form- focused instructions on EFL students' new vocabulary achievements.

2. Find out whether or not using form-focused instruction changes students' perception of vocabulary learning.

1.4 Research Questions

1. What is the effect of using form-focused instruction on students' achievements of new vocabulary from reading texts?

2. What is the effect of using form-focused instruction on students' perception of vocabulary learning

1.5 Research Hypotheses

According to the above mentioned research questions, the following hypothesis were proposed:

Alternative Hypothesis (Ha1): Form-focused instructions have a significant effect on EFL learners' new vocabulary achievements.

Alternative Hypothesis (Ha2): using Form Focused Instruction have direct relationship with students perceptions on learning new vocabularies.

Null Hypothesis (Ho): Using form-focused instructions have no any relationship with EFL learners' of new vocabulary achievements and their perception.

1.6 Significance of the Study

It is obvious that conducting a research has multi- dimensional benefits to the students, teachers as well as for professionals' further study. The findings of the present study is expected to give valuable information for teachers to serve as the feedback which contributes to improve the way of acquiring new vocabularies and give awareness about effects of form focused instructions in learning new vocabulary items. In addition it helps students to learn new vocabulary so that it would help them in their study of other subjects. It also help students to raise their awareness that

they could use to meet their specific needs of learning new vocabulary and it familiarize students to learn the concept and context of word forms and created ways in which the learner interacts and actively used the words meaning.

1.7 Delimitation of the Study

The study was delimited in both the number of populations that would involve and in its area of investigation. The populations for the study were third year second semester EFL students' in 2012 academic year and the students drawn from Mizan-Tepi University which was in the south western parts of the country and the sample of the study delimited to 43. The design of the study would be delimited to quasi-experimental and employed quantitative techniques. Therefore, the study confined to third year EFL university students. And the objective of the study delimited to effects of using form-focused instructions on EFL students' new vocabulary learning and it did not exclusively explore all effects of vocabulary learning, but it was concerned with the most common effect of vocabulary learning learners' faced.

1.8 Limitation of the Study

This was an experimental study that only included a small number of small number of English as a foreign language participants. A larger sample from different universities would definitely yield more generalizable findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not serve definitely the case of all universities throughout the country and the study does not offer any conclusive findings about new vocabulary achieving strategies and also the findings may not be widespread.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

This chapter describes the theoretical framework of the study, reviews the literature on this topic and discusses the conceptual framework of the study. The chapter starts with the discussion of the approaches to language teaching within which approaches FonFs and FonF are also explained. Then form-focused instruction explained, here the isolated and integrated form-focused instructions are presented in the form-focused activities, focus on form in vocabulary learning were presented in respectively. Following this, theories employed for the study before the new chapter begins.

2.1 Approaches to language teaching

2.1.1 Focus-on-Forms

In this teaching method of grammar, it is believed that separate linguistic units like words, grammar points, collocations...etc., are taught distinctively. The specific features are chosen and inserted in syllabus and they are taught in a systematic way. In fact, there is an intensive, teacher-centered application of the grammar features (Ellis, Basturkmen & Loewen, 2002). It just follows structural and syntactic components and teaches them one by one. The teacher presents grammar rules distinctly and explicitly, makes the students memorize short dialogues repeat some models in order to clarify one pre- selected item at a time (Long, 1991). Sheen (2002, p. 304) points out that in this type, the focus is on understanding of the grammar and it is given in multiple ways, one of which is expressing the differences between foreign language and L2. The exercises are to strengthen the grammar points and they could be given in either communicative or non-communicative activities. It also promotes the correct use of language (Sheen, 2002,pp. 303-305).

On the other hand, Long (2000) detects several major drawbacks of this type. He states that there is no identification of the communicative needs of the learners. The learning styles and the preferences of the learners are not prioritized. Then, dialogues to teach the grammar points are non-natural and do not correspond to natural way of conversation. Finally, it is a behaviorist model ignores learning processes and thus, it was discredited long ago. The next problem is that

it leaves the learners out of the syllabus design and so they do not actively decide their needs. Moreover, although there are efforts of teachers and many textbook writers, the lessons end up with boredom and students lose their motivation and attention (Long, 2000, pp. 181-182).

2.1.2 Focus-on-form

In this type, lessons are designed to meet the communicative needs of the learners, and at the same time, the students' attention is drawn on some particular linguistic items. The main idea here is that students learn the language in a communicative environment and the main focus is on communication. But at the same time the linguistic items come out incidentally in the texts given and then the students are asked to extract the grammar points from there (Long, 1991, pp. 45). It can also be defined as particular type of form focused instruction and it deals with a linguistic form in a context where's communicative activity is prioritized (Ellis, Basturkmen and Loewen, 2002, pp. 419). Another definition states that focus-on-form is an attempt to balance meaning and form in a learning context where meaning has primary focus (Grim, 2005, pp. 13). Some characteristics of this type are as follows: There is not passive learning and interaction between students is of primary importance. There is also observable behavior of the learners. Using language communicatively has prior importance and linguistic elements emerge as peripheral points. It is broad-based and there may emerge different forms rather than one single chunk of grammar.

Focus-on-form was classified into two sub-categories according to how it is dealt in learning environment. Although it is handled as incidental and planned focus-on-form, both of them take place in communicative environment.

Incidental focus-on-form: the linguistic forms are not pre-determined and they emerge spontaneously during the lessons because the performance or the need of the learners determines what will be at issue. In this case, there is certainly extensive selection of forms because any of them may emerge at a time. In that sense, tasks are unfocused and general samples of language are dealt without any careful planning.

Planned focus-on-form: the communicative activities are specifically designed so as to involve pre-determined linguistic forms. The focused linguistic forms come out in parallel with what is planned previously. In contrast to the former, there is intensive selection of forms.

As declared above, FFI has mostly been researched concerning grammar. For example Abdolmanafi (2012) compared the effects of different types of instruction on learning relative clauses. He compared three groups that were each given a different type of treatment - focus-on forms, FonM and FonF. The results showed that there was an improvement in all three groups but the FonF treatment group outperformed the other two. Spada et al. (2014) bring out that in general there are no big differences to whether the teacher chooses to FonF or to focus-on forms while teaching grammar aspects. They did, however, conclude that the students who received isolated FFI (FonFS) had a certain advantage in the grammar test that was conducted after the treatment, while the students who received Integrated FFI (FonF) had an advantage on oral production task. From that it can be concluded that both of the approaches have their benefits and it depends on the aim of the teacher which one to choose. Although probably the best option would be to use them both to give as versatile skills and knowledge to the students as possible.

2.2 Form-Focused Instruction

This is the second possible ways to explain the effectiveness of FFI which was developed as a reaction to the previous one by using Schmidt's (1995) noticing hypothesis. It is a concept which states that learners cannot learn the grammatical features of a language unless they notice them. Although noticing alone does not mean that learners automatically acquire the language, the hypothesis suggests that noticing is the essential starting point for language acquisition. There is debate over whether learners must consciously notice something, or whether the noticing can be subconscious to some degree. "Form" refers to the grammatical and phonological features of language. It does not only refer to the form in traditional sense, in that, how to construct past tense in a language but also refers to the use of given structure. So both meaning and structure are included in the range of the term "form" (Ellis, 2001,pp. 13). This instruction type is a broad term for the instructional activities that could be planned or incidental and is offered to the students to focus on the linguistic form. It includes the traditional structure teaching and the communicative approaches at the same time. It is commonly used in the modern course books, the form is given in the activities where meaning focus is primarily intended (Ellis, 2001). Yang

and Lyster (2010) emphasize that form-focused instruction has a huge difference from grammar translation methods in a way that the forms that are intended to be given are conveyed through communicative interaction and meaning-based tasks.

Apart from grammar, FFI can be used for teaching pronunciation. Abe (2011) compared the improvement of students' pronunciation after comparing students, who were given FFI, to students, who did not get the treatment. It was found in this study that the subjects who received FFI improved their pronunciation significantly more compared to those who did not receive the treatment.

2.2.1 Isolated from-focused instruction

It means teaching a distinctive language feature with special focus separately from the communicative activities. It could be taught either before or after the communicative activity. The underlying idea here is that there are some difficult structures in the target language which require special attention because it is not easy to convey what it means through communication. In that case, the activity is isolated from any communicative aims and given distinctively. It is believed that some features are almost unlikely for the students to acquire through communicative activities and thus, isolated form-focused instruction is applied for the learners to grasp the form and meaning at the same time (Spada & Lightbown, 2008, pp. 186)

2.2.2 Integrated form-focused instruction

Language forms or features integrate with communicative and content-based activities. The difference from the former one is that the language forms is not isolated from other activities and given in a mixed way and it is given with previously planned steps or it can pop up incidentally during lesson and interaction with others. The structure is mingled with communicative activities and the teacher can give a hand using corrective feedback. The form and function is emphasized at the same time but with minimum teacher interruption (Gündüz, Akcan & Bayyurt, 2012). But it should be stated that the primary focus is always on meaning and incase students in need of feedback and explanation of some grammar topics, then they are offered Help by the teachers in order for the learners to grasp the meaning more effectively and learn it more accurately especially through communicative interaction (Spada & Lightbown, 2008).

There have always been long-lasting discussions about teaching grammar in foreign language education. It can be stated that every approach that emerged in the field of foreign language teaching heard a word to say about grammar teaching. While some totally reject teaching grammar, some others, especially the traditional approaches, put special emphasis on teaching grammar. Even, as it was stated above, communicative approaches were a kind of reaction to the traditional grammar teaching ones, so they totally ignored it. Later it was seen that teaching with pure communicative activities led to some drawbacks and experts of the field follow a middle way to mingle both of them. Certainly, the supporters of form focused instruction developed their own terminology.

2.3 Form-focused activities

By scholars looking into task-based learning, focus on form has often been maintained to be most rewarding if occurring naturally in meaning-centered discourse. Form has often been understood as grammatical form but this is only one of several meanings and form applies just as rightly to vocabulary (Ellis, Basturkmen & Loewen, 2001).

Several studies suggest that FonF is a possible prospect for vocabulary acquisition. Newton (2001) listed measures that could be adopted by teachers to help students manage new word encounters. He argues that collaboration in communicative settings is most gainful as they immediately allow students to use words in meaningful contexts. He declares that form is often the first negotiated aspect and meaning is consequently inferred from context and use. However, Newton stresses that teacher presence is vital for ensuring relevant input, teaching inference strategies, as well as to guide negotiations. Ellis et al. (2001) found that when focus on form occurred, vocabulary was most likely to be attended, both when FonF was teacher initiated (60%) and learner-initiated (66%). It was also found that preemptive learner-initiated FonF (form that is given attention, not as a result of a performance error but from a perceived gap in knowledge) was much more likely to result in uptake than other types of FonF. Similar results were found in Zhao and Bitchner (2007), who by analyzing interactional patterns in learner-learner communication and teacher-learner communication saw that students were equally capable of inducing form-focused activities as in teacher- fronted classrooms, but with the advantage of not hindering fluency in the process. Similar to the study by Shintani (2012), their study seem to indicate that students felt more comfortable negotiating meaning with each other,

and that their linguistic foci, foremost, were on vocabulary, corroborating the findings in Ellis et al. (2001). However, Zhao and Bitchner did not investigate the results of student initiated FonF in terms of vocabulary acquisition, and therefore their results, foremost, describe the social behavior of students and indicate that learners' social competence might be enough for FonF to occur incidentally within a task.

This might, however, prove a crucial aspect for actual classroom practice. Shintani (2013) showed that FonF, occurring in an input-based task with beginner learners, was more effective in terms of incidental learning of adjectives for free production than the FonFs group. Additionally, FonF proved to be equally effective for learners to acquire nouns as the other group. Even though the FonFs group had the opportunity to produce target items more times than the FonF group, no difference in productive vocabulary was shown in the post-test. This was thought to be a result from meeting target vocabulary in context and negotiating its meaning. In other words, learners in the FonF group had a communicative need to understand and produce the target vocabulary.

Keating (2008) asserted that tasks that incorporate a focus on form is significantly better for word retention, and this was indicated to be related to the task involvement load as suggested by Laufer and Hustijn (2001). However, Keating's study also showed that students engrossed in reading tasks without FonF still produced good scores in the comprehension test. These findings suggest that students were attentive to meaning rather than to word form in such a task. These results were further emphasized by the low comprehension scores that were found in the reading group were FonF was included. This echoes the assumptions made by Webb (2005), that different tasks may be adequate for different types of word knowledge, and relays Miller's (1999) suggestion that word knowledge is highly dependent on context.

Although positive results have been found supporting FonF as a natural part of TBLT, other studies points in favour of decontextualized form focus. In a study by Laufer (2006) incidental and intentional vocabulary learning were investigated using FonF and FonFs induced activities. In the first phase of the study, incidental learning was scrutinized. The FonFs group received teacher-fronted instructions on target words prior to using them in exercises. After completion, the teacher and the rest of the group discussed learners' answers and clarifications were given. Participants in the FonF group read and answered questions. The opportunity to look up words in

a lexicon was given, but none of the participants in the experiment did. In the following phase, both groups were told to memorize a wordlist in 15 minutes. Results from the following vocabulary tests showed that the FonFs condition lead to more vocabulary acquisition in the first phase. Results covering the second phase revealed that both groups were equally successful recalling target vocabulary. These findings are understood to be a natural consequence of the fact that the second task essentially was a FonFs activity, and therefore learners' vocabulary gains speak in favour of such an approach. From a task-based standpoint Laufer's (2006) study could be criticized as for not comparing focus on forms activities to FonF prompted in truly communicative settings.

Moreover, none of the participants chose to use the supplied lexicon, which also indicates that they were not as dedicated to acquire the target vocabulary as the other group. This could be a similar effect as that found in Keating's study (2008). Nonetheless, findings still indicate FonFs activities to be sufficient for effective vocabulary learning. Analogously, de la Fuente (2006) suggests that FonFs is rewarding for learners' productive vocabularies. In contrast to Laufer's (2006), perhaps fallible FonF group, de la Fuente's study indicates that FonFs activities can be incorporated into communicative, production-based tasks. She argues that FFI after meaning has been negotiated is more successful as this allowed students the attentional space that is needed for learning morphology and phonology. In her words "[t]his focus-on-forms component allows for noticing of such aspects, and it seems to be more effective when meaning acquisition has taken place" (p. 287). The group that had teacher-initiated FFI outperformed the two other groups, where form was student-initiated and incidental. Although adopting a task-based framework, her study abandons the assumption usually considered fundamental in task-based language teaching, namely, that form is focused as a consequence of meaning being negotiated (Long, 1996).

In a study by Laufer and Rozovski-Roitblat (2011), two aspects were measured: task design and word occurrence. When target words were encountered the same amount of times in both groups, FonFs lead to better retention scores. When the FonF group met the target words six to seven times, it generated the same results as for the FonFs group where words were encountered once in text and in three to four times in exercises. From these findings a withdrawal from a communicative method of vocabulary teaching is recommended. They write that "Since FonFs

appears to be particularly effective for recall; we suggest that the non-communicative, partly decontextualized characteristics of FonFs are crucial for learners' future performance of authentic language tasks" (p. 401). Their study contrasts findings that indorse communication as a vital part of vocabulary acquisition (see de la Fuente, 2002, 2006; Ellis & He 1999; Newton, 1995, 2013; Shintani, 2012, 2013; Zhao & Bitchner, 2007). Nevertheless, Laufer and Rozovski-Roitblat argue that when the number of word encounters is the same in both a FonF and a FonFs set-up, the latter is more time efficient as a method for vocabulary learning. However, it should be stated that their study did not use a proper communicative task as a comparison, but an input-based design, which meant that learners did not have the opportunity to negotiate meaning or form, but were only permitted to consult a dictionary to infer meaning. It is not clear if the involvement load was the same in both groups, which might have had an effect on the study's outcome.

2.4 Focus on Form in vocabulary learning

The effect of FFI on vocabulary has been researched, for example, by de la Fuente (2006). Her primary concern was finding out how focus-on forms treatment influences vocabulary acquisition in task-based instruction. She found that the treatment did not have an immediate effect on short-term vocabulary retrieval, however, there were notable gains in long-term vocabulary learning – the group that had received focus-on forms instruction remembered considerably more words one week after the lesson than the group receiving FonF instruction.

Several other studies have been conducted on focus-on-form instruction in relation to learning vocabulary. Laufer (2006) used a reading task for the integrated form-on-form condition, and students (high school learners in Israel) could use a dictionary or consult with their teacher about 12 English target words. In an earlier paper Laufer (2005) explains why using dictionaries can be considered a focus-on-form task: "When students learn to use the dictionary, the purpose of a look-up task is to examine the word entry for the appropriate meaning, grammatical specifications and examples of use. When they learn to infer a word's meaning, the word is not the tool for understanding the text, but the surrounding text context is the tool for understanding the word. In another words, in the two cases, getting at the right word or its meaning is the task in its own right." Thus, using a dictionary is a method of learning and analyzing a new word in relation to the context.

The focus-on-form method that Laufer (2006) used was as follows: the participants read the text and answered five comprehension questions on it. It was necessary to understand the target words to answer the questions. For the isolated focus-on forms task, students just received a list of the 12 target words with their translations and explanations in English, which they had to study. The results showed that after this treatment the FonFS group outperformed the FonF group. After the students were given an additional 15 minutes to intentionally learn the words, the results did not differ noticeably. That means that during the same amount of time the FonF group was able to read a text, answer comprehension questions and study the words and the FonFS group just focused on the words, but the result in retaining the words was the same. Therefore it can be reasoned that in FonF group more skills were developed (reading comprehension, vocabulary, making conclusions on the words based on text) and although FonFS students did initially learn more words, the tasks were presumably less interesting or likeable to the students – an assumption that is supported in a study by Elgün-Gündüz (et al. 2012). The "likeability" is therefore one of the reasons why FonF could be regarded "better" than FonFS – according to some studies the results are better for FonF, according to other studies they are the same, but with a FonF approach students gain more in terms of developing different skills and they probably enjoy it more.

The aforementioned reasoning is supported by the study that Elgün-Gümdüz (et al 2012) conducted to compare the effects of isolated FFI (FonFS) and integrated FFI (FonF) in Turkish primary school students learning English. They focused on vocabulary, grammar, and writing development of foreign language learners. They also investigated students' attitudes towards integrated and isolated FFI. Findings suggested that the students receiving integrated FFI performed better than students receiving isolated FFI in all measures. That means that the results were different from Laufer (2006), in favour of FonF instruction. In addition, in Elgün-Gündüz's (et.al 2012) study, the students expressed a clear preference for integrated FFI (or FonF).

Another way of teaching new vocabulary items is by giving the learners the meaning of the words in L1. Asiyaban and Bagheri (2012) used FonFS approach with Iranian learners of English to find out if translating words is beneficial: one group was given the L1 equivalents of the words that they were supposed to learn and the other group was given the L2 definitions in the target language, both approaches are also brought out by Nation (2005) as useful ways of giving

the necessary attention to target words. After four sessions the learners were given a test on "free active" vocabulary, the results revealed that those students, whose instruction was through L1 translation performed better on the test than the ones that just received the definitions in L2. Jahangard (2010) studied the effect of translation through FonFS as well – by giving the learners decontextualized paired-associate translations and also through FonF, by giving the learners the whole translated text for cross-linguistic comparing. As mentioned before, he found that the learners acquired a large portion of the vocabulary through these methods (his students had one week to intentionally learn the vocabulary items), plus there was a high correlation between the results and End of Course Achievement tests. Nation (2005), Sonbul and Schmitt (2010) and Thornbury (2004) bring out giving the L1 translations as a useful and fast way of drawing the learners' attention to a certain word and giving the meanings in order to spend less time on teaching one word.

Laufer and Girsai (2008) also deal with learning vocabulary through reading texts accompanied by different tasks. They compared Meaning-Focused Instruction (MFI), non-contrastive FFI and CAT (contrastive analysis and translation). By non-contrastive FFI they meant that no parallels were brought out with the L1 and they regarded CAT as a form of FFI, as the attention was drawn to the vocabulary items and the researchers drew the students' attention to not only the translation of the words themselves but discussed how the words should be translated in the specific context and also looked at collocations. They found that the CAT group outperformed the others significantly, while the MFI students had the lowest scores in vocabulary retention.

In addition, FonF approach is using glosses. A gloss is a note in a piece of writing that explains a difficult word, phrase, or idea, so it brings attention to the words. Azari et al. (2012) conducted a research on the effects of glosses on vocabulary gain and retention and found that participants who had glosses with their reading texts had outperformed the subjects in the control (no gloss) group in vocabulary gain and vocabulary retention five weeks after the treatment. The texts were accompanied by glosses in the participants' mother tongue, glosses in the target language or glosses in both mother tongue and target language. The results showed that the students who had both L1 and L2 glosses gained the most, the group who had glosses in L1 were the second best, the students who had glosses in L2 had the third-best results and the students who had no glosses, practically did not learn any new vocabulary at all. The authors bring out that one of the

possible explanation is Schmidt's (1995) Noticing Hypothesis which states that in order to learn any aspect of a language, is to notice the element in a language (that applies to grammatical elements as well as vocabulary, pronunciation etc.).

Tajeddin and Daraee (2013) conducted a research that attempted to find out if there is any difference in acquiring vocabulary through FFI tasks and non-FFI tasks. To draw the students' (pre-intermediate Iranian students at a language Centre, target language English) attention to the vocabulary items, the target words and their definitions and synonyms were provided and the learners had to match each word with its corresponding meaning. They found in their study that although reading for meaning appears to result in vocabulary acquisition, such reading, if supplemented with vocabulary exercises which focus on features of input, can produce greater gains for the target words. They also found that tasks with higher involvement load, namely, Message-Oriented tasks and FFI tasks, can produce better retention results than comprehension question tasks. Furthermore, FFI tasks produce better retention results than comprehension question results. She concluded that the effectiveness of FFI tasks runs counter to the belief that vocabulary should be mostly gained from only reading, as Ehsanzadeh 2012 and Webb 2007 suggest.

Another researcher who has focused on form in the meaning of vocabulary items, Maghsoudi (2008). In this study Iranian university students were asked to read texts in English which include 12 target words. The test subjects were allowed to use pre-assigned dictionaries to look up the words. He discovered that the students who used monolingual (English to English) dictionaries to check the retention of words Magshoudi used two types of form oriented tasks (although he called the tasks form-oriented, by the description of the tasks it can be said that they could also be called FFI tasks). In the first task, which Magshoudi (2008) called form-oriented task the learners had to select the meaning of underlined words from four options, which were high frequency words (for example" In line 3, the word *arduous* means a)kind b)strict c)hard d)observable") in the second type of task a synonym or paraphrase of the practiced word was provided and the learners had to select its corresponding word form from four options, which consisted of the correct target word and three distracters selected from the twelve target words (for example "Which word means to waste? a) itinerary b) arduous c) saunter d) squander"). He

did not study how the type of tasks influences the results but only how the dictionary used affected the task.

Therefore many researchers have brought out the usefulness of paying special attention to vocabulary items while dealing with a text when the main focus is on the meaning of the whole text and understanding the text in general (Laufer and Yano 2001, Ellis 2001, Valeo 2013, Tajjedin and Daraee 2013, Spada and Lightbown 2008, Maghsoudi 2008, Lessard-Clouston 2011, Laufer 2005, Laufer 2009, Laufer and Girsai 2008, Jahangard 2010, Ellis et al. 2002, Elgün-Gündüz et al. 2014, Azari et al. 2012). Different researchers also bring out different ways of drawing the students' attention to the words. While some researchers (Spada and Lightbown 2008, Elgün-Gündüz et al. 2014) bring out giving brief explanations and feedback, others (Azari et al. 2012) have used glosses in both L1 and L2, others (Laufer 2005, Maghsoudi 2008) bring out the usefulness of students looking the words up themselves and some (Sonbul and Schmitt 2010, Laufer and Girsai 2008) give the students translations. All of the teachers/researchers give additional information and explanations to students after they have finished their exercises to ensure that the students have understood the word in a correct way.

Several of the studies discussed above deal with FFI. Some of them also deal with comparing the effects that FonF exercises have on learning new vocabulary to the effects of FonFS exercises. There are, however, no studies that deal exclusively with different kinds of FonF activities. That leads us to the aim of this thesis, which was to find out if some FonF exercises prove to help student remember more lexical items than the others.

2.5 Theories employed for this study

The following theories would guide research analysis: (a) Social constructivism/socio-cultural theories; (b) schema/psycholinguistic theories; (c) dual-coding theory; and (d) motivation theory. The researcher selected these because they were identified by the International Literacy Association as having exerted substantial influence over reading research and had been utilized by previous content analyses. So, from the above given theories the researcher selected schema or psycholinguistic theory and motivation theory for the present study. Below, information about the selected theories will be provided.

2.5.1 Schema and Psycholinguistic Theories

Schema theory refers to the cognitive and conceptual structure and representation of knowledge. Schemas can be thought of as mental filing cabinets that allow individuals to process, encode, organize, and retrieve information. Comprehension results from the activation of schemas, which provide a framework for explaining objects and events within a text. Similarly, psycholinguistic theory proposes that readers do not rely exclusively on textual clues to make meaning, but instead make predictions as they read. A readers' background knowledge interacts with conceptual abilities and processing strategies to produce comprehension. Both schema and psycholinguistic theories demonstrate the active role of learners when constructing meaning and *Educ. Sci.* 2018, *8*, 180 6 of 22 play a role in vocabulary instruction when students are asked to connect new words to synonyms and antonyms, analyze the morphological features of words, create concept maps, graphic organizers, and semantic maps, and when using prior knowledge to determine word meanings.

2.5.2 Motivation Theory

Motivation theory, as it pertains to literacy, posits that readers become engaged with a text when it aligns with their goals, desires, and objectives within a particular social milieu. Students become intrinsically driven to read when they are curious about the topic of the book or the author, believe in their reading abilities (self-efficacy), are given autonomy in choice of reading material, or are provided with texts of interest. Motivation also can increase through extrinsic means, such as achieving learning goals based on competition or the desire for external rewards or praise. Vocabulary practices based on motivation theory include the development of word consciousness to enhance student interest, the use of word-learning games, and technology-based activities.

Chapter Three

3. Research Design and Methodology

Introduction

This chapter focused on the research methodology adopted in the study. The chapter first described details on research design following this, it discussed the study population along with the samples and the sampling techniques next, and explanations were provided concerning the data gathering instruments which included pre and post tests and questionnaire. Then the chapter looked at the procedure of data collection and described data analysis this followed by discussions on validity and reliability issues. Then pilot study was presented. Finally, it deals with ethical considerations and ends with a brief conclusion. As indicated in the first chapter, this study aimed to address the effects of using form-focused instruction on EFL students on new vocabulary achievements from reading texts at MTU in order to pinpoint the best practice. In connection with its main aim, the study attempted to answer the main research question: "does using form-focused instruction affect EFL students' achievements of new vocabulary from reading texts?" Therefore, the following sub-sections focused on topics and procedures that were deemed important to address this research question.

3.1 Research Design

In this research, quasi- experimental design and were used non-equivalent groups: these groups were actually experimental and control groups. In the experimental group, the researcher gave a pre- test intervention then post-test. Meanwhile in the control group, the researcher only gave a pre-test and post-test without any treatment.

McMillan and Schumacher (2010) point out that non-equivalent group of comparison group design were very prevalent and useful in education. Because it is often impossible to randomly assign subjects. The researcher used intact, already established groups of subjects, gave a pre-test, administer the intervention condition to one group, and gave the post-test.

3.2 Study Sample

The researcher decided to choose third year university English major students for his subjects; because it was believed that at these level students had a typical experience with regard to

24

vocabulary in English language, because they developed experiences of vocabularies from their previous academic courses. Hence, they could better appreciate the role of new vocabulary learning, and the researcher didn't come across a study conducted on vocabulary in Ethiopian Universities and at this level; therefore, feel that the study filled a gap.

3.3 Sample size and Sampling Technique

The research conducted at Mizan Tepi University. The subjects of the study, therefore, were third year English major undergraduate students in the academic year of 2020. Forty three students were selected purposively as the research sample in which each group consisted of twenty-two and twenty-one students respectively, which were selected by using randomization. Here, randomization was used to select the target respondents as control and experimental. The undergraduate students involved in this research were English major students and the research was carried out during English course which is introduction to literary theory and criticism. The course was selected because the expected course deals with more of texts to read and criticize. In order to see the different result of the students' from the reading achievements after giving intervention and test- retest, it would be more effective and efficient because the total number of the sample is not too big. The researcher therefore took one class students which were already grouped to two classes for each group because of the global pandemic that is experimental and control group. Here, the extraneous variables were controlled by using random sampling that ensure equal variables for the groups.

3.4 Data Collection Instruments

Quantitative data gathering procedure was employed, because it denoted the systematic empirical investigation of social phenomenon by means of mathematical and statistical techniques (Given, 2008). It involved collecting data in numerical form and analyzed by statistical methods (Mackey &Gass, 2011). The strategies and instruments for data collection could include experiments, tests and questionnaire. Tests were used to collect data for the study. The tests were pre- and post-tests, administered to both groups before and after experiment.

3.4 .1 Pre and Post Tests

The pre-test, was prepared on selected new vocabulary items. It was made to appear in two formats, multiple choice and matching formats. These formats were believed appropriate because

they would increase the chance for test takers to recall the meaning of the target word fairly easily (Harley et al. 1990). In the case of multiple-choice format, for each target word a carrier sentence was constructed providing clues to its meaning. Students used the clues to choose the "appropriate" answer from the alternative given. Here, students match new vocabulary items with their definitions.

The pre-test and post-test thus prepared were shown to colleagues and university instructors for comments on face and content validity and comprehensiveness and piloted before it was put to use. The marking systems were also shown to the same for criticism. The comment made was used to improve both the test as well as the marking scheme. It would be then administered and scored. After the researcher analyzed items for difficulty (items that were answered by less than 30 percent of the students were considered difficult) would be used to prepare the study materials. A description of the marking scheme was also made and compared with suggested answers which were given by those who would look at the test. The comments made were used to improve both the test as well as the marking scheme.

3.4.2 Questionnaire

Apart from the tests, a questionnaire was also prepared for experimental group students. The purpose of the questionnaire to elicit additional data which could be used to validate the findings of the test, and thereby increase the validity of the conclusion. The items in the questionnaire were made to focus on the attention given to new vocabulary learning and how much knowledge of words influence their performance in other subjects; the next deals with learners' productive vocabulary problems and the attention given to productive vocabulary learning; following them, the researcher compared the effectiveness of the vocabulary teaching and learning techniques of the module and techniques used in the study in facilitating production; the other, eliciting information on students' view of how knowledge of new vocabulary was achieved and learners' used vocabulary learning strategies and dealing with learner independence. Lastly, the close-ended questions were intended to cross-check the authenticity of the responses and elicited additional information.

3.5 Data Collection Procedures

The new vocabulary items that were used in this study were taken from the reading passages which were prepared by the researcher by considering the curriculum prepared by ministry of education. A pre-experiment test was then prepared on selected new vocabulary items from the selected reading texts and administered to both control and experimental groups. The pre-experimental test was intended to accomplish two principal purposes. The first was to find out if any of the new vocabulary items were already familiar to subjects. Items that are familiar, was determined after item analysis, were rejected. The second was to see if there was a significant difference in the language background of learners. Immediately after the pre- test, experimental group was taught the selected new vocabulary items for a period of three weeks, two periods in a week (for twenty minutes in one period) or one handred twenty miniutes, by expecting learners to achieve approximately "-----52-60 new words according to the analyists spesification. Here, for the experimental group students, the module was prepared on the following listed vocabulary learning strategies to provide learners the over all knowledge of vocabulary were: gap filling, sentence complition and giving meanings from the dictionnaries as well as the pre-test questions were done with the expected respondants before giving the post tests for both groups.

Both control and experimental group students were taught by the regular classroom lecturers. The control group taught through techniques of the module; the experimental group taught through techniques selected by the study. Teaching both control and experimental groups by the researcher, was not preferred for the following reasons. One was to avoid experimenter bias. The other was to ensure treatment reliability. That was, the researcher would have the opportunity to check whether treatment conditions, were according to the researchers specifications. The researcher did this through regular observation of the results achieved from the lessons. The number of items taught in each class period on average, every period was reasonable for the level in view of what researchers in the area have recommended regarding the number of items which could be taught in a class. Gairns and Redman (1986) suggests "… 6-8 vocabulary items are reasonable input for advanced students in a sixty minutes lesson." So, in the present study the researcher draws from the above scholars' suggestion "---- 8-10 vocabulary items would be reasonable inputs for advanced students in twenty minutes lesson.

3.6 Data Analysis

As it was mentioned in chapter one, the objective of this study was to investigate the effects of using form-focused instruction on third year EFL students new vocabulary achievements in order to find out whether using form-focused instructions would affect students new vocabulary learning from reading texts. Therefore, for this purpose data would be gathered. The data gathered were through pre-test and post-test was analyzed using the following procedure. For the aim of the study the data from pre and post-tests were interpreted and analyzed quantitatively.

3.7 Validity and Reliability

Pertaining to follow a high degree of content validity, the researcher administered tests in relation to measure the students' reading achievements. In order to know whether the topic about reading test given would be valid, the researcher formulated the reading test by considering the English curriculum and English instructional materials used by the university. In order to know the results of reading test in pre-test and post-test, the researcher used Cronbach's Alpha to assess students' reading achievements in both experimental and control group.

3.8 Pilot Study

 The pilot study was carried out with objective of checking whether or not the items of pre-test, post-test and the questionnaires were easily comprehendible by the respondents and enabled the researcher to gather the required information. Therefore the researcher used the pilot study and measured the appropriateness of items in the tests and questionnaires for the respondents and enabled to gather the required information. In other words, before the administration of the tests and questionnaire to the respondents and collection of the actual data, for the pilot study, ten students who shared the same characteristics as the respondents were chosen from civics department and which was found in Mizan Tepi University.   The pilot study helped to assure the appropriateness of items in the pre-post tests and questionnaires for the respondents and check how much such items would be easily comprehendible by the respondents.

3.9 Ethical Consideration

It was a researcher's responsibility to protect the interest of its participants and avoid unintended negative effects toward the participants both during and following the actual study. The researcher would obey to ethical guide lines and ensured that the interest of EFL students, the

participants of the study could not be harmed as the result of participating in this study. So the researcher emphasized gaining informed consent, maintaining confidentiality of the participants, and sharing results with the interested participants. During the actual study the researcher kept the interest of EFL students, gaining informed consent, maintained the participants' confidentiality and shared results with the interested participants.

Chapter Four

4.   Results and Discussion

4.1.   Analysis of Data Obtained through Pre-test and post- test

The aim of this study was to investigate the effect of using form- focused instructions on EFL students' new vocabulary achievements from reading texts. The 1[st]specific objective of the research was to pinpoint the effect of using form- focused instructions on EFL students' new vocabulary achievements from reading texts. To this end pre- and post-reading skill tests were used as data gathering instruments. Students' new vocabulary achievements in the pre- and post-tests were computed using independent and paired samples t-test. The effect size of the intervention was calculated as follows. Results of t-test verified hypothesis one as shown in table below.

Ha1: Form-focused instructions have a significant effect on EFL learners' new vocabulary achievements from reading texts before intervention.

Table 1: Independent t-test for student's new vocabulary achievements from reading texts before intervention (Pre-Test)

Pretest		Mean	SD	T	Df	Sig (2-tailed)
Control group	21	5.5714	2.92526	.205	41	.839
Experimental group	22	5.3636	3.67158			

Sig.p<0.05*

Table 1 shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the reading texts pre-test in overall new vocabulary achievements according to general scoring, p-value (0.839) is not statistically significant at 5% level of significance. Therefore, the two groups are homogenous at the beginning of the experiment regarding new vocabulary achievements from reading texts. This means that a form-

focused instruction does not have a significant effect on EFL learners' new vocabulary achievements from reading texts before intervention.

After intervention done, the new vocabulary achievements test was administered and results of the t-test confirmed hypothesis two as shown in Table (2).

Ha2: Form-focused instructions have a significant effect on EFL learners' new vocabulary achievements from reading texts after intervention.

Table 2: Independent t-test for student's new vocabulary achievements from reading texts after intervention

Post-test	N	Mean	SD	Mean difference	T	Df	Sig(2-tailed)
Control group	21	7.61	2.991	1.986	-6.547	41	.000*
Experimental group	22	13.68	3.076				

*indicates significance difference (p-value < 0.05)

As shown in Table 2, the p- value (0.000) for new vocabulary achievements was statistically significant at 5% level of significance. This indicates that there are statistically significant differences between the experimental group and the control group on the new vocabulary achievements post-test in overall reading performance in favor of the experimental group. This result form-focused instruction has a significant effect on EFL learners' new vocabulary achievements from reading texts after intervention.

The t-test for paired samples aims at comparing the mean scores of the experimental group on the reading pre-post-test in overall vocabulary achievement with respect to holistic scoring. Results of t-test verified hypothesis three as shown in table 3..

Ha3 – Form-focused instructions have a significant effect on EFL learners' new vocabulary achievements from reading texts between the mean score of the pre-test and post-test results of the experimental group and control group

Table 3: Paired samples test within group progress

Group	Test	N	Mean	SD	Mean difference	T	Df	Sig.
Control group	Pre	21	5.57	2.925	-.32342	-2.477	20	.202
	Post	21	7.62	2.99126				
Experimental	Pre	22	5.36	3.67158	-8.31	9.49	.21	.000
	Post	22	13.68	3.07658				

The result from the control group indicated that the mean scores at the two points of measurement (Mean pre=5.57, Mean post= 7.62) was not significantly different (t =-2.477, df = 20, p = 0.202). This supported that student's vocabulary achievement of the control group remained unchanged after intervention. On the contrary, the mean scores that the experimental obtained at the two points of measurement (Mean pre = 5.36, Mean post= 13.68,MD=8.31) was significantly different (t = -9.49, df = 21, p = .000). Students' new vocabulary achievement in the experiment group increased after the experiment. This indicates that a form-focused instruction has an effect on EFL learners' new vocabulary achievements from reading texts. This clearly shows learners who learn through form-focused instruction teaching have a positive effect on EFL learners' new vocabulary achievements from reading texts.

The 2nd specific objective of the research was to find out whether or not using form-focused instruction changes students' perception of vocabulary learning on EFL before and after the intervention. The results of the perception pre-scale and post-test for experimental group were compared to find whether there were statistically significant differences. The t-test for paired samples aims at comparing the mean scores of the experimental group on the perception of pre-post-scale. Results of t-test proved to be consistent with hypothesis five as shown in Table (4).

Ha3–Using Form Focused Instruction have direct relationship with students perceptions on learning new vocabularies.

Table 4: T-test results of the perception pre-post-test for the experimental group (Questionnaire)

	Test	N	Mean	SD	Mean difference	T	Df	Sig.
Experimental	Pre	22	52.4400	5.58331	16.480	-11.681	21	.000
	Post	22	68.9200	7.04107				

Table 4 shows that there were statistically significant differences between the mean scores of the experimental group on the perception pre-post-scale infavour of the vocabulary test, p-value (0.000) are statistically significant at 5% level of significance. Therefore, the pre and post score in the experimental group are heterogeneous regarding perception scores. This means that the pre and post score in the experimental group is different. Further, the results of the means of the experimental group' scores on the perception post score-test indicate that using form focused instruction have direct relationship with students perceptions on learning new vocabularies.

Reliability

Reliability of the instrument was enhanced through a pilot study conducted from selected respondents. For the pilot study the research taken 10% of the sample size. A Score above 0.7 will be accepted. The results of pilot study are as the following tabulation form;

Pre-test

No of Items	Cronbach's Alpha	Remark
Section A 20	.851	Reliable
Section B 20	-798	Reliable
total 40	- 829	Reliable

The per-test that given to measure the level effect of using form- focused instructions on English major students' new vocabulary achievements data have very highly valid result of correlation coefficient with .829 It is acceptable and valid value.

Post-test

No of Items	Cronbach's Alpha	Remark
Section A 20	.862	Reliable
Section A 20	-845	Reliable
total 40	**-832**	Reliable

Source: (Post-test Survey, 2020).

The post-test that given to measure the level effect of using form- focused instructions on English major students' new vocabulary achievements data have highly valid result of correlation coefficient with .832 It is acceptable and valid value.

Reliability is the extent to which a test, assessment, or data collection instrument or procedure measures consistently. It refers to the extent to which trial tests of a method with representative factory employee populations fairly and consistently assess the expected traits. Test-retest reliability is the degree to which scores are consistent over time. In both tables Cronbach's alpha is above the cut of point of 0.7 which means the Reliability of both pre-test and post-test results are reliable because of the results in both test are above the cut of point of 0.7.The same test is administrated on two occasions to the same individuals under the same conditions. This yields two scores for each person and the correlation between these two sets of scores is the test-retest reliability coefficient.

4.2.   Major findings of the study

❖ The independent and paired-sample T-test computed before the experiment showed that the experimental and control group had similar reading performance to general scoring, P-value (0.839) is not statistically significant at 5% level of significance. Therefore, the

two groups are homogenous at the beginning of the experiment regarding new vocabulary achievements from reading texts. This means that FFI does not have a significant effect on EFL learners' new vocabulary achievements from reading texts before intervention. The independent-sample t-test conducted after the intervention or experiment revealed that the new vocabulary achievement test was administered and the result of t-test confirmed hypothesis two as FFI have a significant effect on students' new vocabulary achievements from reading texts after intervention.

❖ The P-value (0.000) for new vocabulary achievement was statistically significant at 5% level of significance. This indicates that there are statistically significant difference between the experimental group and control group on the new vocabulary achievement post-test in overall writing performance in favor of experimental group. This result shows form-focused instruction has a significant effect on EFL learners' new vocabulary achievements from reading texts after intervention.

❖ The t-test for paired samples aims at comparing the mean scores of the experiment group on the writing pre-post-test in overall vocabulary achievement with respect to holistic scoring.

❖ The results from the control group indicated that the mean scores at the two point of measurement (Mean pre=5.57, Mean post=7.62) was not significantly different (t=-2.477, df=20, p=0.202). This supported that students' vocabulary achievement of the control group remained unchanged after intervention. On the contrary, the mean scores that the experimental group obtained at the two points of measurement (Mean pre=5.36, Mean post=13.68, MD=8.31) was significantly different at (t=-9.49, df=21, p=0.000). Students' new vocabulary achievement in the experiment group increased after the experiment. This indicates that a form-focused instruction has an effect on EFL learners' new vocabulary achievements from reading texts. This clearly shows learners who learn through form-focused instruction teaching have a positive effect on EFL learners' new vocabulary achievements from reading texts.

❖ The 2nd specific objective of the research was to find out whether or not using form-focused instruction changes students' perception of vocabulary learning on EFL before

and after the intervention. The results of the perception pre-scale and post-test for experimental group were compared to find whether there were statistically significant differences. The t-test for paired samples aims at comparing the mean scores of the experimental group on the perception of pre-post-scale.

❖ Results of t-test proved to be consistent with hypothesis five as shown that there were statistically significant differences between the mean scores of the experimental group on the perception pre-post-scale infavour of the vocabulary test, p-value (0.000) are statistically significant at 5% level of significance. The pre and post score in the experimental group is different. Further, the results of the means of the experimental group' scores on the perception post score-test indicate that using form focused instruction have direct relationship with students perceptions on learning new vocabularies.

Chapter Five

5. Summary, Conclusions and Recommendations

This chapter presents summary, conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to pinpoint the effect of using form- focused instructions on EFL students' new vocabulary achievements from reading texts. Therefore, to arrive at the whole purposes of the study, two types of data gathering methods (pre-test and post test or test re-test and questionnaire) were used. Thus, the data were gathered through these instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following summary, conclusions and recommendations are forwarded by the researcher.

5.1. Summary

5.1.1. Procedures of the Study

❖ It is extensively discussed in the literature that teaching students focus on form strategies of reading helps them improve their vocabulary skills. Though, studies have recently shown open to doubt findings with regard to its effects to help learners achieve their vocabulary skills. To be precise, some studies found that using FFI significantly improves students' reading skills whereas other studies have shown that it does not significantly improves students' reading skills.

❖ As far as the present researcher's knowledge is concerned, so far, no piece of local study has been conducted at any level of learning in order to investigate the effects of FonF strategies on students new vocabulary achievements from reading has significant effect on their reading skills. As a result, identifying the effects of FFI on students' new vocabulary achievements is the main objective of this study, and there must be issues to be met as important aspects of FFI. For this purpose, the following specific objectives were coined:

　I.　Pinpoint the effects of using form focused instructions on EFL students' new vocabulary achievements from reading.

　II.　Find out whether or not using form focused instruction changes students' perception of vocabulary learning.

❖ Thus, this scheme is mainly an experimental study. And the following main procedures were employed to conduct the study.

❖ Teaching materials on reading skill was prepared for experimental group by considering the curriculum used by local Universities for conducting FonF strategies on new vocabulary achievements. Thus, considering the curriculum has many-sided benefits. The teaching material was prepared by choosing integrated approach and explicit approaches to attain the benefit of each.

❖ Pre and Post-test were prepared by the researcher to measure the students' new vocabulary skills to include relevant reading texts, organize the reading texts appropriately, use appropriate vocabulary and over all reading performances. The pre-test, was prepared on selected new vocabulary items. It was made to appear in two formats, multiple choice and matching formats. These formats were believed appropriate because they would increase the chance for test takers to recall the meaning of the target word fairly easily (Harley et al. 1990).

❖ The pre-test and post-test thus prepared were shown to colleagues and university instructors for comments on face and content validity and comprehensiveness and piloted before it was put to use. The marking systems were also shown to the same for criticism. The comment made was used to improve both the test as well as the marking scheme. It would be then administered and scored. After the researcher analyzed items for difficulty (items that were answered by less than 30 percent of the students were considered difficult) would be used to prepare the study materials. A description of the marking scheme was also made and compared with suggested answers which were given by those who would look at the test. The comments made were used to improve both the test as well as the marking scheme.

❖ Twenty questionnaire items were modified by considering the students' English language ability to make the questionnaires easy to understand. The questionnaires were intended to collect data on the experimental group students' perception on using FFI in achieving new vocabularies.(See Appendices 2 for the questionnaires.)

❖ Cronbach's Alpha was computed to check the reliability of the items of the questionnaires. The computation showed that the items were reliable at above 0.000).

❖ Mizan Tepi University was chosen for the study (read the justifications of the selection from Delimitation of the Study). Among the departments of the University, civics was chosen randomly for the pilot and the main study. Then, the students were made to take the pre-test in convenient classrooms/environment. The exam paper of each student was then collected by the researcher to mark the exam papers and was marked. Therefore the average scores were taken. Without naming experimental and control, equal number of students (10 for the pilot study from civics and 43 for the main study all English major) were put into two groups randomly and then Independent-Samples T Test was computed to see if the two groups had similar performance in achieving new vocabularies and overall reading performance. Then, the groups were named experimental and control randomly as the calculation showed that they had similar performance in pre test, and they were different in their post test result because of intervention given for experimental group.

❖ At the end of the intervention, a test was conducted to the experimental and control groups. The post-test was intended to measure their reading performance on new vocabulary achievements after the test.

❖ Paired-Samples T Test was conducted to compare the pre and post-test mean scores of the students in the experimental and control group with regard to their use of FFI on new vocabulary achievements from reading. The Independent-Samples T Test was computed to examine if there is a statistically significant difference between the experimental and the control groups to improve their belief about taking on more responsibility for their own learning of reading. Paired-Samples T Test was also computed to compare the pre and post-training mean scores of the experimental and the control groups to see if they significantly improved their belief about this after the intervention.

5.2. Conclusions

Based on the major findings of the study, the following conclusions are drawn.

✓ There were no statistically significant differences between the mean scores of the control and experimental groups on the reading texts pre-test in overall new vocabulary achievements according to general scoring. Therefore, the two groups are homogenous at the beginning of the experiment regarding new vocabulary achievements from reading texts.. From this, that a form-focused instruction does not have a significant effect on EFL learners' new vocabulary achievements from reading texts before intervention.

- ✓ The experimental students who receive intervention on using form-focused instruction in achieving new vocabularies from reading texts significantly outperform than students who do not receive intervention on using form-focused instruction in achieving new vocabulary from reading texts with regard to their prior knowledge, understanding the text appropriately, and using appropriate vocabulary learning strategy. This is because, first giving pre-test helps students learn the role of FFI to improve their vocabulary knowledge from what they read, thus practice using FonF activities when they carryout reading.

- ✓ Secondly, as inreached with lots of vocabularies by applying FFI which significantly improve students' belief about taking on responsibilities for their own learning of vocabulary, students, improve their reading skills since they strive to achieve new vocabularies from reading texts. Moreover, students' like practicing to achieve new vocabulary from reading texts through FonF exercise. Thus, they benefit from the instructional approach to significantly improve their knowledge of achieving new vocabularies by using FonF strategies appropriately as well as taking on more responsibility for this own learning of new vocabularies from the reading texts.

- ✓ Using form-focused instruction in achieving new vocabularies from reading texts significantly improves their use of words, since it increases their awareness about the role of FonF strategies in improving their new vocabulary achievements from reading texts.

- ✓ Students' who receive intervention on the effects of using FFI on new vocabulary achievements significantly outperform students' who do not receive the intervention on new vocabulary from reading texts to achieve new vocabularies and taking responsibility for their own learning of vocabularies. This is because using FFI gives more opportunity for students to practice autonomous learning.

- ✓ Students' perception on using Form-Focused Instruction on new vocabulary achievements from reading texts have direct relationship with students' new vocabulary learning.

5.3. Recommendations

The following recommendations are made based on the conclusions of the study

❖ Effects of form-focused instruction should be introduced in the context of vocabulary learning. Thus, students' could improve their new vocabulary from reading texts and take responsibility for their own new vocabulary achievements from the texts.

❖ Learners' should practice using form-focused instruction in achieving new vocabulary from the reading texts to help them successfully accomplish reading activities and develop autonomous learning.

❖ University reading exercises should be a bit challenging so that students will need to use FonF strategies to help them successfully achieve their new vocabulary.

❖ Studies can be conducted to examine the effects of using form-focused instruction on students new vocabulary achievements from reading texts, as a result, the findings may make teaching/learning material writers give due attention to include FonF by incorporating FonFS and FonM to make students significantly achieve the expected new vocabularies from reading texts.

References

Abdolmanafi, Seyed Jalal. 2012. Effects of Form-Focused Instruction on the learning of relative clauses. *The Journal of Language and Linguistic Studies*, 8: 1), 192-210.

Abe, Hideki. 2011. Effects of Form-Focused Instruction on the acquisition of weak forms by Japanese EFL learners. *ICPhS*, 17: 9, 184-187.

Alemu Hailu (1994). *High school Teachers' Attitude towards an Awareness Raising Approach to vocabulary teaching*. Addis Ababa: Addis Ababa University.

Asiyaban, Amir R. and Mohammad S. Bagheri. 2012. Does translation contribute to learners' free active vocabulary? *Pan-Pacific Association of Applied Linguistics*, 16: 1, 111-121.

Berhane Achame (1998). *An Exploration of Vocabulary Teaching in Primary Schools*. Addis Ababa : Addis   Ababa University.

Bygate, M. (2003). Effects of task repetition: Appraising the development of second language learners. In J. Willis and D. Willis (eds). Challenge and   Change in Language Teaching. Oxford: Heinemann de la Fuente, Maria J. 2006. Classroom L2 vocabulary acquisition: investigating the role of pedagogical   tasks and Form-Focused Instruction. *Language Teaching Research,* 10: 3 263–295.

Dessie Berhanu (1988). *An Evaluation of the Effectiveness of Modern Vocabulary Teaching Methods and the extent to which these are implemented in Freshman English Courses, Addis Ababa: Addis Ababa University.*

Ehsanzadeh, Seyed Jafar. 2012. *Depth versus Breadth of Lexical Repertoire: Assessing Their Roles in EFL Students' Incidental Vocabulary Acquisition. TESL Canada Journal, 29: 2, 24-41.*

Ellis, N.C. (2002). *Frequency Effects in Language Processing: A Review with Implications for Theories of   Implicit and Explicit Language Acquisition. Studies in Second Language Acquisition, 24, 143-188. *

Ellis, R. (2001). *Form-Focused Instruction and Second Language Teaching*. Oxford: Blackwell Publishers.

Ellis, R., Basturkmen, H., &Loewen, S. (2002). *Doing focus on form.System, 30, 420.*

https://doi.org/10.1016/S0346-251X (02)00047-7

Ellis, R., Basturkmen, H., &Loewen, S. (2001). *Preemptive focus on form in the ESL classroom. TESOL Quarterly, 35(3), 407-432. doi: 10.2307/3588029*

Gairns, R. amd S. Redman (1986).*Working with Words. Cambridge: Cambridge Universit Press.*

Given, L. M. (2008).*The Sage Encyclopedia of Qualitative Research Methods.California: Sage Publications, Inc.*

Harley, B. et.al (1990).*The Development of Second Language Proficiency. Cambridge: Cambridge University Press.*

Huang, Q. (2010). *Interlanguage Pragmatic Theory and its Implications for Foreign Language. Journal of Language Teaching and Research, 1(5), 682-684.*

Hulstijn, Jan H. and Batia Laufer. 2001. *Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. Language Learning, 51: 3, 539-558.*

Jahangard, Ali. 2010. *Form-Focused second language vocabulary learning as the predictor of EFL achievement: a case for translation in a longitudinal study. The Modern Journal of Applied Linguistics, 2: 1, 40-75.*

Kasper, G. (2001). *Four Perspectives on L2 Pragmatic Development. Applied Linguistics, 22(4), 502-530.*

Mariana Aava (2015). *The effect of Form Focused Activities in EFL Classroom. University of Tartu.*

Keating, G. D. (2008). *Task effectiveness and word learning in a second language: The involvement load hypothesis on trial. Language Teaching Research, 12(3), 365-386. doi: 10.1177/1362168808089922*

Laufer, Batia. 2005. *Focus on Form in Second Language Vocabulary Learning. EUROSLA Yearbook, 5: 1, 223–250.*

Laufer, Batia and Nany Girsai. 2008. *Form-Focused Instruction in Second Language Vocabulary Learning: A   Case for Contrastive Analysis and Translation. Applied Linguistics, 29: 4, 694–716.*

Laufer, Batia and Yasukata Yano. 2001. *Understanding unfamiliar words in a text: do L2 learners   understand how much they don't understand. Reading in a Foreign Language, 13: 2, 549-566.*

Laufer, B., & Hulstijn, J. (2001). *Incidental vocabulary acquisition in a second language: the construct of task-induced involvement. Applied Linguistics, 22(1), 1-26.doi: 10.1093/applin/22.1.1*

Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.

Long, M. (1991). *Focus-on-Form: A Design Feature in Language Methodology. In K. Debot, R. Ginsberg & C. Kramsch (Eds.), Foreign Language Research in Cross-Cultural Perspective (39-52). Amsterdam: John Benjamin.*

Long, M.H. (2000). *Focus on Form in Task-Based Language Teaching. In R.D. Lambert & E. Shohamy (Eds.), Language Policy and Pedagogy: Essays in Honor of A. Ronald Walton (179-192). Philadelphia (Pennsylvania): John Benjamin.*

Long, M. & Robinson, P. (1998). *Focus on Form: Theory, Research, and Practice. In C. Doughty and J.   Williams (Eds.), Focus on Form in Classroom Second Language Acquisition (15- 4). Cambridge: Cambridge University Press.*

Norris, J. & Ortega, L. (2001). *Does Type of Instruction Make a Difference? Substantive Findings from a   Metaphysical Review. In R. Ellis. (Ed.), Form-Focused Instruction and Second Language Teaching (157- 213). Oxford: Blackwell Publishers.*

Schmidt, R. (1990). *The Role of Consciousness in Second Language Learning. Applied Linguistics, 11(2), 129-   158. Retrieved 24 June 2015 from*<u>*http://nflrc.hawaii.edu/PDFs/* *SCHMIDT%20The%20role%20of%20consciousness%20in%20second%20language%2 0 learning.pdf.*</u>

Schmidt, R. (2001). *Attention. In P. Robinson (Ed.), Cognition and Second Language Instruction (3-32). Cambridge: Cambridge University Press.*

Skehan, P. (1989). *Individual differences in second-language learning. London: Edward Arnold.*

Skehan, P. (1989). *(1996). A cognitive approach to language learning. Oxford: OUP.*

Spada, N. & Lightbown, P.M. (2008). *Form-Focused Instruction: Isolated or Integrated? TESOL*
   Quarterly, 42(2), 181-207.

Spada, Nina, Jessop, Lorena, Tomita, Yasuko, Suzuki, Wataru and Valeo, Antonella. 2014. *Isolated and Integrated Form-Focused Instruction: Effects on different types of L2 knowledge. Language Teaching Research, 18: 4, 453– 473.*

Swain and Lapkin, (1998). *Interaction and second language learning; Two adolescent French immersion students working together. Modern Language Journal, 83, 320–337.*

Nation, I. S. P. (2005).*Teaching vocabulary.Asian EFL Journal.7: 3, 47-54.*

Newton, J. (2001). *Options for vocabulary learning through communication tasks. ELT Journal, 55(1), 30- 37. doi: 10.1093/elt/55.1.30*

Tajeddin, Zia and Dina Daraee. 2013. *Vocabulary acquisition through written input: effects of Form- Focused, message-oriented, and comprehension tasks. The Electronic journal of English as a second language, 16: 4, 1-19.*

Tesfaye Mahazentu (1990). An Evaluation of the Effectiveness of Current Techniques in Vocabulary Teaching to Grade four students. Addis Ababa: Addis AbabaUniversity.

Thornbury, Scott. 2004. *How to teach vocabulary.* Harlow : Longman.

Valeo, Antonella. 2013. *The Integration of Language and Content: Form-Focused Instruction in a Content- Based Language Program. The Canadian Journal of Applied Linguistics, 16: 1, 25-50.*

Webb, S. (2005). *Receptive and productive vocabulary learning: The effects of reading an writing on word Knowledge. Studies in Second Language Acquisition, 27(01), 33-52. doi: 10.1017/S0272263105050023*

Webb, Stuart. (2007). *The effects of repetition on vocabulary knowledge. Applied Linguistics, 28:1, 46-65.*

Weir, C. (1994).Communicative Language Testing. New York: Prentice Hall International.

Widdowson, H. (1984). *Teaching English as Communication*. Oxford: Oxford University Press.

Williams, J. (1999). *Memory, Attention, and Inductive Learning. Studies in Second Language Acquisition, 21(1), 1-48. Retrieved 16 May 2016 from* http://people.ds.cam.ac.uk/

jnw12/Williams_1999_Memory_attention_and_inductive%20learning.pdf.

Yu, X. (2011). *Memory Base of Language and its Implication for Second Language Learning. Journal of Communications Research, 3(2/3), 305-319.*

Dear learner,

This Pre-test and post-test is prepared in order to collect data for educational research in second or foreign language learning and teaching. It has two sections. The questions in the first section of this Pre-test and post-test contain choice item and the second section contain matching item activity presented in your English introduction to literary theory and criticism (Enla.308) course teaching material. So, your genuine response for each question has a great value in success of this study. As a result, you are kindly requested to provide response to each question.

Please, do not write your name on the expected pre and post tests. The information provided by you will be kept strictly confidential, and it will not be used to evaluate you in any means.

I am grateful for your collaboration.

<div align="center">Thank you very much!</div>

A Respectable Woman By Kate Chopin

Mrs. Baroda was a little provoked to learn that her husband expected his friend, Gouvernail, up to spend a week or two on the plantation.

They had entertained a good deal during the winter; much of the time had also been passed in New Orleans in various forms of mild **dissipation**. She was looking forward to a period of unbroken rest, now, and undisturbed **tete-a-tete** with her husband, when he informed her that Gouvernail was coming up to stay a week or two.

This was a man she had heard much of but never seen. He had been her husband's college friend; was now a journalist, and in no sense a society man or "a man about town," which were, perhaps, some of the reasons she had never met him. But she had unconsciously formed an image of him in her mind. She pictured him tall, slim, cynical; with eye-glasses, and his hands in his pockets; and she did not like him. Gouvernail was slim enough, but he wasn't very tall nor very cynical; neither did he wear eyeglasses nor carry his hands in his pockets. And she rather liked him when he first presented himself.

But why she liked him she could not explain satisfactorily to herself when she partly attempted to do so. She could discover in him none of those brilliant and promising traits which Gaston, her husband, had often assured her that he possessed. On the contrary, he sat rather mute and receptive before her chatty eagerness to make him feel at home and in face of Gaston's frank and wordy hospitality. His manner was as courteous toward her as the most exacting woman could require; but he made no direct appeal to her approval or even esteem.

Once settled at the plantation he seemed to like to sit upon the wide portico in the shade of one of the big **Corinthian** pillars, smoking his cigar lazily and listening attentively to Gaston's experience as a sugar planter.

"This is what I call living," he would utter with deep satisfaction, as the air that swept across the sugar field caressed him with its warm and scented velvety touch. It pleased him also to get on familiar terms with the big dogs that came about him, rubbing themselves sociably against his legs. He did not care to fish, and displayed no eagerness to go out and kill grosbecs when Gaston proposed doing so. "You used to say he was a man of ideas," she retorted,

Gouvernail's personality puzzled Mrs. Baroda, but she liked him. Indeed, he was a lovable, inoffensive fellow. After a few days, when she could understand him no better than at first, she gave over being puzzled and remained piqued. In this mood she left her husband and her guest, for the most part, alone together. Then finding that Gouvernail took no manner of exception to her action, she imposed her society upon him, accompanying him in his idle strolls to the mill and walks along the **batture**. She persistently sought to penetrate the reserve in which he had unconsciously enveloped himself.

"When is he going--your friend?" she one day asked her husband. "For my part, he tires me frightfully." "Not for a week yet, dear. I can't understand; he gives you no trouble." "No. I should like him better if he did; if he were more like others, and I had to plan somewhat for his comfort and enjoyment."

Gaston took his wife's pretty face between his hands and looked tenderly and laughingly into her troubled eyes. They were making a bit of toilet sociably together in Mrs. Baroda's dressing-room. "You are full of surprises, ma belle," he said to her. "Even I can never count upon how you are

going to act under given conditions." He kissed her and turned to fasten his **cravat** before the mirror.

"Here you are," he went on, "taking poor Gouvernail seriously and making a commotion over him, the last thing he would desire or expect."   "Commotion!" she hotly resented. "Nonsense! How can you say such a thing? Commotion, indeed! But, you know, you said he was clever."

"So he is. But the poor fellow is run down by overwork now. That's why I asked him here to take a rest." unconciliated. "I expected him to be interesting, at least. I'm going to the city in the morning to have my spring gowns fitted. Let me know when Mr. Gouvernail is gone; I shall be at my Aunt Octavie's."

That night she went and sat alone upon a bench that stood beneath a live oak tree at the edge of the gravel walk.   She had never known her thoughts or her intentions to be so confused. She could gather nothing from them but the feeling of a distinct necessity to quit her home in the morning.

Mrs. Baroda heard footsteps crunching the gravel; but could discern in the darkness only the approaching red point of a lighted cigar. She knew it was Gouvernail, for her husband did not smoke. She hoped to remain unnoticed, but her white gown revealed her to him. He threw away his cigar and seated himself upon the bench beside her; without a suspicion that she might object to his presence.   "Your husband told me to bring this to you, Mrs. Baroda," he said, handing her a filmy, white scarf with which she sometimes enveloped her head and shoulders. She accepted the scarf from him with a murmur of thanks, and let it lie in her lap.

He made some commonplace observation upon the baneful effect of the night air at the season. Then as his gaze reached out into the darkness, he murmured, half to himself: "'Night of south winds--night of the large few stars! Still nodding night--'"   She made no reply to this **apostrophe** to the night, which, indeed, was not addressed to her.   Gouvernail was in no sense a diffident man, for he was not a self-conscious one. His periods of reserve were not constitutional, but the result of moods. Sitting there beside Mrs. Baroda, his silence melted for the time.

He talked freely and intimately in a low, hesitating drawl that was not unpleasant to hear. He talked of the old college days when he and Gaston had been a good deal to each other; of the days of keen and blind ambitions and large intentions. Now there was left with him, at least, a philosophic **acquiescence** to the existing order--only a desire to be permitted to exist, with now and then a little whiff of genuine life, such as he was breathing now.

Her physical being was for the moment **predominant**. She was not thinking of his words, only drinking in the tones of his voice. She wanted to reach out her hand in the darkness and touch him with the sensitive tips of her fingers upon the face or the lips. She wanted to draw close to him and whisper against his cheek--she did not care what--as she might have done if she had not been a respectable woman.

The stronger the impulse grew to bring herself near him, the further, in fact, did she draw away from him. As soon as she could do so without an appearance of too great rudeness, she rose and left him there alone.

Before she reached the house, Gouvernail had lighted a fresh cigar and ended his apostrophe to the night. Mrs. Baroda was greatly tempted that night to tell her husband--who was also her friend--of this folly that had seized her. But she did not yield to the temptation. Besides being a respectable woman she was a very sensible one; and she knew there are some battles in life which a human being must fight alone.

When Gaston arose in the morning, his wife had already departed. She had taken an early morning train to the city. She did not return till Gouvernail was gone from under her roof. There was some talk of having him back during the summer that followed. That is, Gaston greatly desired it; but this desire yielded to his wife's strenuous opposition.   However, before the year ended, she proposed, wholly from herself, to have Gouvernail visit them again. Her husband was surprised and delighted with the suggestion coming from her.

"I am glad, **chere amie**, to know that you have finally overcome your dislike for him; truly he did not deserve it."   "Oh," she told him, laughingly, after pressing a long, tender kiss upon his lips, "I have overcome everything! You will see. This time I shall be very nice to hi

A Respectable Woman | Reading Quiz

1. What is Mrs. Baroda's impression of Gouvernail after meeting him for the first time?

a. She likes him for some reason she can't explain. b. She likes him because he's talkative and charming. c. She does not like him because he's tall and cynical.

d. She does not like him because he's unsociable.

2. Which best describes Gouvernail's approach with Mrs. Baroda?

a. Gouvernail goes out of his way to impress her.

b. Gouvernail tease her, but only because he likes her.

c. Gouvernail teases her, but only because he likes her.

d. Gouvernail is polite but makes no effort to connect with her.

3. Which best describes Gouvernail's personality?

a. He is a youthful and ambitious artist. b. He thinks money is the solution to any problem.

c. He enjoys nature and the simple things in life. d. He suffered a loss and is trying to pick up the pieces.

4. Which technique is used in the following sentence?

"The air that swept across the sugar field caressed him with its warm and scented velvety touch."

a. Understatement b. Simile

c. Hyperbole   d. Personification

5. Which best describes Gaston's reaction to Mrs. Baroda's concerns about Governail?

a. He laughs at her and discounts her feelings. b. He challenges Governail to a duel.

c. He listens empathetically and helps her feel better. d. He becomes angry and viciously lashes out at her.

6. What does the reader learn about Mrs. Baroda when Governail opens up to her?

a. She is attracted to Governail. b. She and Governail have a secret past.

c. She is related to Governail.   d. She is afraid of Governail.

7. Which is the correct order of events?

a. Mrs. Baroda suggests that Governail visit; Governail visits the plantation; Mrs. Baroda goes to her aunt's

b. Governail visits the plantation; Mrs. Baroda goes to her aunt's; Mrs. Baroda invites her aunt to the plantation

c. Mrs. Baroda argues with Gaston; Mrs. Baroda goes to her aunt's; Mrs. Baroda suggests that Governail visit

d. Mrs. Baroda goes to her aunt's; Mrs. Baroda tells Gaston how she feels; Governail visits the plantation

8. Why Mrs. Baroda goes to her Aunt's?

a. She finds Governail irritating.   b. She is afraid of her feelings.

c. She doesn't like how Gaston acts around Governail. d. Her aunt is sick.

9. Which statement is false?

a. Governail seems to be unaware of Mrs. Baroda's feelings.

b. Gaston and Governail have been friends for a long time.

c. Mrs. Baroda becomes frustrated by her feelings for Governail.

d. Gaston suspects that his wife has feelings for Governail.

10. Based on how the story concludes, which would be most likely to occur next if the story were to continue?

a. Governail would visit the plantation and Mrs. Baroda would ignore him.

b. Governail would visit the plantation and Mrs. Baroda would make a move on him.

c. Governail would accept the invitation and Mrs. Baroda would go to her aunt's house.

d. Governail would decline the invitation and Gaston would challenge him to a duel.

Appendix 2

Vocabulary Matching Items

Match the words in bold from the text with their definitions.

Column A	Column B
1. **Dissipation**	A, most important or significant
2. **Batture**	B, a wide fabric band worn as a necktie Her mind only vaguely grasped what he was saying.
3. **Corinthian**	C, sudden dialog addressed to someone or something
4. **chere amie**	D, requiring great strain or effort
5. **tete-a-tete**	E, giving in or submitting to a force
6. **predominant**	F, a sea or riverbed that is raised or elevated
7. **acquiescence**	G, wasting money or health in pursuit of pleasure
8. **apostrophe**	H, Architecture reminiscent of Ancient Greece
9. **cravat**	I, dear friend in French.
10. **Strenuous**	J, face to-face; spending time privately with another

Appendix 3

Section II: Students' perceptions of the reading activities on achieving new vocabulary

For each of the following statements, Please answer by putting (√) in a box that matches your position most, according to the following scale: SA (strongly agree), A (agree), U (Undecided), D (disagree), SD (strongly disagree).

<table>
<tr><td colspan="2">Statement</td><td></td><td>SA</td><td>A</td><td>U</td><td>SDA</td><td>DA</td><td>Total</td></tr>
<tr><td rowspan="8">Valid</td><td rowspan="2">1 I believe the reading tasks in the course material enhance my new vocabulary achieving skills</td><td>F</td><td></td><td></td><td></td><td></td><td></td><td>22</td></tr>
<tr><td>%</td><td></td><td></td><td></td><td></td><td></td><td>100.0</td></tr>
<tr><td rowspan="2">2 The reading activities in the course material give more room for students to practice reading than instructor's discussion.</td><td>F</td><td></td><td></td><td></td><td></td><td></td><td>22</td></tr>
<tr><td>%</td><td></td><td></td><td></td><td></td><td></td><td>100.0</td></tr>
<tr><td rowspan="2">3 I think I need to know well about the language forms before I deal with the communicative activities in the course material.</td><td>F</td><td></td><td></td><td></td><td></td><td></td><td>22</td></tr>
<tr><td>%</td><td></td><td></td><td></td><td></td><td></td><td>100.0</td></tr>
<tr><td rowspan="2">4 In working with the reading activities in the course material, I am expected to focus on meaning than form of the language</td><td>F</td><td></td><td></td><td></td><td></td><td></td><td>22</td></tr>
<tr><td>%</td><td></td><td></td><td></td><td></td><td></td><td>100.0</td></tr>
</table>

5 The reading activities help me to plan for my new vocabulary achievement.	F							22
	%							100.0
6 The form focused instractions encourage instructor-centered discussions	F							22
	%							100.0
7 FFI enhances my interaction in the reading classes.	F							22
	%							100.0
8 FFI in the reading course material are appropriate to develop knowledge and skill of the achieving new vocabulary.	F							22
	%							100.0
9 The activities in the course material are beyond my level therefore the instructor should provide me other opportunities to improve my reading.	F							22
	%							100.0
10 Success in achieving new vocabularies from reading text is measured by both how it has been done and what has been done	F							22
	%							100.0
11 Success in learning reading depends on what the instructor does in the classroom.	F							22
	%							100.0

12 I think the activities in the course material promote independent learning.	F							22
	%							100.0
13 Having freedom to explore topics in class helps me think more about the reading activities.	F							22
	%							100.0
14 Having time to think about an activity helps me think more about my new vocabulary achievements.	F							22
	%							100.0
15 I do not know Most of the vocabularies in the course material thus I don't think I can add something new to my earlier knowledge of reading.	F							22
	%							100.0
16 The reading activities in the course material provide me room to decide on how to arrive at the outcomes of the task	F							22
	%							100.0
17 I am confused about what and how to do the activities in the course material.	F							22
	%							100.0
18 Knowledge of the rules of a language does not guarantee the ability to learn new language items.	F							22
	%							100.0

	19 I achieve best when I am taught as a whole class by my instructor.	F							22
		%							100.0
	20 I gained confidence in my ability to achieve new vocabulary because of the activities in the reading course material.	F							22
		%							100.0

Source :(Own Survey, 2020).