



Types of form-focused instruction – a theoretical outline

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The last three decades brought an upsurge in interest in the field of form-focused instruction. Numerous studies, whose motivation was theoretical and pedagogical, were designed to evaluate the effectiveness of FFI in classroom environment (Ellis 1997, Pawlak 2006). The reason why FFI has aroused such a great deal of interest may be elucidated by the fact that it

(...)is an area of inquiry, which is well-suited to bridge, or at least narrow the gap between SLA theory and research on the one hand and language pedagogy on the other, as it brings together the concerns of researchers and teachers. (Ellis 1997, 1998, 2001; quoted in Pawlak 2006: 61)

The aim of this presentation is to discuss the notion of FFI and the terms closely related to it. The author will try to provide a brief description of three types of FFI and make a distinction between those that place emphasis solely on form and those that stress meaning. Diverse instructional options connected with each type will also be discussed.

References:

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- Ellis, R. 1998. 'Teaching and research: Options in grammar teaching.' *TESOL Quarterly* 32. 39-60.
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- Pawlak, M. 2006. *The Place of Form-Focused Instruction in the Foreign Language Classroom*. Kalisz-Poznań: Wydawnictwo WPA UAM.