The Effect of Using Typographical Input Enhancement Based on Form Focused Instruction Acquisition of EFL Grammatical Competence

By
RashaAwad Mohamed AbuShosha
English Teacher

Prof. FatmaSadeq Mohamad
Professor of Curricula and
instruction Faculty of
Education,
Benha University

Dr. RandaKharboush
Professor of Curricula and
instruction Faculty of
Education,
Benha University

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Abstract

The current study aimed at developing some EFL grammatical competence skills for second-year secondary school students through the use of Typographical input Enhancement based on Form Focused Instruction. Participants in the present study were (80) 2nd-year secondary school students at Nasr AbdElghafore School, Menouf, Al-Menoufia Governorate during the second term of the school year 2020–2021, were assigned into two groups: experimental (40) and control (40). Study Instruments were an EFL pre- post-grammatical competence skills test and a rubric for scoring it. Findings of the study showed the effect of Typographical input Enhancement based on Form Focused Instruction in developing EFL grammatical competence skills.

Keywords: Typographical Input Enhancement - Form Focused Instruction – Grammatical Competence

Introduction

Grammatical competence refers to the learners' capacity to construct sentences or utterances based on rules. This skill is mostly concerned with precision. Grammatical competence encompasses vocabulary, lexical items, morphology, phonology, syntax, and semantics, which are all intertwined with communicative competence. Grammatical competence is seen as a component of communicative competence. It contains fundamental elements of communication ability such as sentence patterns and kinds, component structure, morphological inflections, and lexical resources (Fodor, 2010).According to Eskildsen (2011), grammatical competence has been emphasized in the language classroom. Grammatical competence helps pupils accomplish the stated linguistic competency goals. Grammatical competence is seen as a tough challenge for EFL learners.

On the one hand, advances in language performance demonstrate learners' capacity to employ language forms gained during form-focused practice or to use metalinguistic information taught during grammar courses to check their output. When learners generate language under time constraints or conflicting demands on their attention, they may disclose that their grammatical knowledge is defective, and they still require some form of treatment to help them internalize the grammar (Nahid, Ghalaee, and Sani, 2015).

On the other hand, teachers still cannot apply appropriate methods and techniques in teaching grammar to students in the classroom. They do not encourage students to discover grammatical rules by themselves, and they never give any chances to students to solve their problems with grammatical rules by themselves. To be successful in teaching grammar, teachers must use effective tools to facilitate the learning process (Rezaei, &Hosseinpur, 2011). Researchers have also shown that while they seek to utilize English for real-life communication, learners have deficits in both language structures (e.g., Al-Qeyam, Bataineh, &Smadi, 2016) and functions (Baleghizadeh, 2017). It demonstrates that grammar learning is a complex process that requires suitable teaching approaches.

The most successful technique must include an emphasis on form and meaning; the fundamental challenge with grammar training has been how to focus on grammar in a meaningful context rather than typical form-based content. Long, 1983 developed the Form Focus Instruction approach based on this concept. He developed Form Attention

Instruction not just to preserve the benefits of CLT, such as communicative language usage and the supply of intelligible information, but also to compensate for its lack of focus on students' low accuracy (Doughty & Long, 2011).

The psycholinguistic and cognitive rationale for Form Focused Instruction is practical and effective in English teaching and learning in improving students' accuracy as well as fluency in contexts, and it should be used in English teaching and learning to improve students' accuracy as well as fluency in contexts. Form Focused Instruction (FFI) incorporates tasks such as processing instruction, textual enhancement, and linguistic or grammar-problem solving activities that "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Rafieyan, Sharafi-Nejad, &Eng, 2014). Form Focused Instruction was created to assist students to detect the gaps in all linguistic components of a foreign language, negotiating its forms, and rectifying their output (Spada, 2011&Petchprasert, 2012).

Four theories underpin the broad foundation of Form Focus Instruction. The first theory is Long's Interaction Hypothesis (1983), which states that oral communication increases L2 comprehension and production, and hence language development, but that the requirement for these processes is the negotiation of meaning between participants to fix communication issues. The second hypothesis is based on Krashen's (1981) Input Hypothesis, which is analogous to first language acquisition. Then, Swain's Output Hypothesis (1985) was considered. She showed that not only is clear input required, but so is comprehensible output (Swain, 1985). Schmidt's Noticing Hypothesis (1990; 1995) said that if the information is not observed, it cannot contribute to learning. (Ellis, 2016)

Without explicitly teaching about language, Form Focused Instruction offers learners an input-rich, communicative classroom environment. Form Focused Instruction is an instruction that draws learners' attention to form while keeping their primary emphasis on message content. Furthermore, it delivers a variety of feedback that has a favorable impact on students in EFL courses (Farrokhi, &Talabari, 2017).

Collins (2012) proposes three methods for developing communicative capacity through the form emphasis style of EFL

grammar training. First, direct EFL grammar teaching may enhance learners' awareness of a form that they have not observed while reading or hearing it, so that learners may learn to detect the forms in the future. Grammatical knowledge may also be used as a memory aid, assisting EFL learners in remembering how to construct a certain form until they can do it naturally. Third, EFL grammar teaching may be used to "flood" learners with instances of a rare form, providing them with more extensive experience with a form that they may not encounter in ordinary speech.

Form Focused Instruction can create activities that can encourage students to enjoy learning grammar because in implementing form-focused instruction activities teachers can provide cooperative learning activities which can make students closer and encourage them to discuss the problems of grammatical rules with other students in the teaching and learning process. In studying grammar, the students do not only focus on form, but also they have to focus on language form. Form-focused instruction can also push the learners beyond communicatively effective language toward target-like second language ability; it can also speed up natural acquisition processes, and by including the pedagogical interventions in communicative activities, the learners can overcome any difficulties in SLA (White, 2015).

For developing grammatical competence, there are several Form Focus Instruction strategies available, such as dictogloss, discovery-type, and Typographical input Enhancement. The researcher chose Typographical input Enhancement in this study to improve grammatical competence. Typographical input enhancement is essentially the use of typefaces to draw participants' attention while without distracting them from their activity. Typographical input augmentation may be understood from a concentrate-on-form standpoint, in which the primary focus is on meaning, but the learner's attention is pulled to particular linguistic aspects (Farrokhi, Rahimpour, &Papi, 2015).

Typographic input augmentation, according to Gutiérrez, Serrano, and Garca (2019), is one technique to assist learners to detect essential aspects in the input by making those features more prominent through frequency and/or improvement. The instructor can affect the learners' sensitivity to input by changing input: something that the learner was previously not sensitive to and didn't notice may become obvious through input augmentation. Instead, then increasing the learner's input

sensitivity, the input is made more visible to meet the learner's (lower) degree of input sensitivity. They grouped typographical input improvement into three broad categories. These three approaches are:

- Highlighting linguistic qualities (Typographical input Enhancement);
- offering elaborated input; and
- supplying modified input

Typographical input enhancement (also known as visual input enhancement or textual enhancement) is a technique for manipulating the appearance of targeted forms in input by using various typographic methods such as underlining, bolding, facing, italicizing, highlighting, upper case, larger fonts, color coding, or a combination of these methods. It is an efficient method for increasing the perceptual prominence of specific grammatical forms of the text for them to be noticed. In general, typographical input improvement entails arranging activities so that the goal characteristic is (1) frequent and/or (2) prominent in the input delivered (Sohbati, et.al. 2021).

According to Hazrativand (2012), typographical input enhancement seeks to attract learners' attention to problematic features of the input to boost their learning. Typographic input enhancement is an external attention-drawing strategy in which attention is generated by external means, such as emphasizing particular forms, but attention to form in output is induced by learners' internal requirements throughout the production process.

According to Boers et al. (2017), the shape must be foregrounded in some way for learners to identify their attention to it. The effect of typographical input enhancement has traditionally been tested using a reading task in which participants read a given text including numerous occurrences of distinct typographically enhanced grammatical forms and answer reading comprehension check-up questions. They were then assessed to see if their exposure to the typographically enhanced input in the reading passage affected their learning of the form and their learning increase as compared to that of the comparison group.

The Problem of the Study:

In the spite of the importance of EFL grammatical competence, there is a lack of EFL grammatical competence skills among second-year secondary school students (Abdulrahman, (2014) & Kamal, (2014) & El-

Shafei, (2015). &Yousra, (2018), Abdel -Gawad (2019). This lack revealed itself through analyzing some second-year secondary school students' in NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government grammatical competence in the pilot study (n=30) conducted by the researcher, showing the low level in students' grammatical competence.

Thus, there is a need for an effective teaching strategy for developing grammatical competence among second-year secondary school students. So, the present study attempts to investigate the effect of using Typographical input Enhancement Based on Typographical input Enhancement Based on Form Focused Instruction on developing grammatical competence.

Questions of the Study:

To face this problem, the present study will attempt to answer the following questions:

1. What are the EFL grammatical competenceskills for secondary school students?
2. What are the features of a Typographical input Enhancement Based on Form Focused Instruction program for developing EFL grammatical competence among second-year secondary school students?
3. What is the effectiveness of a program based on Typographical input Enhancement Based on Form Focused Instruction to develop EFL grammatical competence among second-year secondary school students?

Hypotheses of the Study:

In the light of the review of literature and related studies, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.
2. There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration.

Delimitations of the Study:

The present study will be delimited to the following:

1. **Sample Delimitations** forty students of second-year secondary school students as students are neither old nor young to apply the program of Typographical input Enhancement Based on Form Focused Instruction .

2. **Treatment Delimitations**: measuring the effect of a program based on Typographical input Enhancement Based on Form Focused Instruction in developing EFL grammatical competence among second-year secondary school students.

3. **Place Delimitations:**NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government

4. **Time Delimitations:** the second term of the school year 2021-2022

Significance of the Study

The Significance of the study lies inwhat it offers to the following groups:

1. **To Second Year Secondary School Students:**

- Developing their EFL grammatical competence.

2. **EFL Teachers:**

● Drawing their attention to the importance of Typographical input Enhancement Based on Form Focused Instruction program for developing their students' EFL grammatical competence.

● Providing practical procedures for implementing the Typographical input Enhancement Based on Form Focused Instruction for developing their students' EFL grammatical competence.

3. **Curriculum Designers:**

● Drawing their attention to the effectiveness of F Typographical input Enhancement Based on Form Focused Instruction for developing EFL grammatical competence.

Procedures of the Study

The present study will go through the following steps to answer the questions the study:

1. **Identifying the EFL Grammatical Competencerequired for Second year Secondary School Studentsthrough:**
   ● Reviewing the literature and previous studies related to EFLgrammatical competence.
   ● Preparing the second form of the checklist.
   ● Submitting the second form of the checklist to a jury of specialists in Curricula and methods of teaching EFL.
   ● Preparing the final form of the checklist.

2. **Identifying the feature of Typographical input Enhancement Based on Form Focused Instruction program:**
   ● Reviewing the literature and previous studies related to Typographical input Enhancement Based on Form Focusedinstruction.
   ● Identifying the features of Typographical input Enhancement Based on Form Focused Instruction program.
   ● Preparing the Typographical input Enhancement Based on Form Focused Instruction program objectives, content,applications, techniques, activities and evaluation.
   ● Identifying the procedures that will be followed during implementingTypographical input Enhancement Based on Form Focused Instruction program.

3. **Identifying the effectiveness of Typographical input Enhancement Based on Form Focused Instruction program on developing EFL grammatical competence**
   ● Preparing for the test.
   ● Conducting a pilot study for validity and reliability purposes.
   ● Applying the EFL grammatical competence test to the experimental
      and control groups of second year secondary school students (pre- test) before teaching to identify the current level of EFL grammatical competence.
   ● Teaching the experimental group using a Typographical input Enhancement Based on Form Focused Instruction program.
   ● Applying the EFL grammatical competence post-test to the sample after the teaching.
4. **Collecting data and conducting statistical analysis of the study.**
5. **Analyzing and interpreting the data of the Study.**
6. **Presenting Conclusions, Recommendations andSuggestions for Further Research.**

The Methods of the Study
Participants of the Study

Participants in the present study were (80) 2nd year secondary school students at Nasr AbdElghafore School, Menouf, Al – Menofia Governorate during the second term of the school year 2020 – 2021. They were assigned into two groups: experimental (40) and control (40).

Instruments of the Study and Material

1. The EFL grammatical competence skills checklist required for second year   secondary school students.
2. An EFL grammatical competence pre-post-test to measure grammatical competence of the experimental groups before and after the treatment and a scoring rubric for scoring the test.
3. Program based on Typographical input Enhancement Based on Form Focused Instruction.

The EFL Grammatical Competence Skills Checklist

The aim of the EFL grammatical competence skills checklist was to determine the EFL grammatical competence skills that were suitable and required to second year secondary school students. The checklist included twenty sub- skills. The EFL grammatical competence skills checklist was submitted to jury members of EFL specialists in curricula and methods of teaching English (n = 9) and English language supervisors (n= 5)**.** The jury members showed that the EFL grammatical competence skills checklist is valid.

A Pre – Post EFL Grammatical Competence Test

Two equivalent forms of the EFL grammatical competence test were prepared. Each one consisted of main items for measuring EFL grammatical competence skills. The test covered nine main skills. The total number of items was 38. The initial version of the EFL grammatical competence skills tests (pre –post) was submitted to a panel of jury members of EFL specialists in faculties of education (n = 9) and experts in the field of teaching and supervisors (n = 5) . All of the jury members accepted the test as it was.

A program based on Typographical input Enhancement Based on Form Focused Instruction

The program was designed to develop EFL grammatical competence skills among secondary school students. The program was implemented in the second semester of the academic year 2020/ 2021. It lasted for 5 weeks. It started from 8 / 2/ 2020 to 15 / 3 / 2021. The time of each session was 50 minutes. The program was implemented using six phases in cyclical instruction. These six phases are:

1. Lead-in (introduction to the task; inspire students 'interests) Initiation stage

2. Pre-task (input of the related information about the topic and task)

3. Task cycle or (The Interdependent stage, Independent stage, or Processing stage) (Negotiation of meaning or content; planning the task; oral presentation and justification)

4. Language form focus (Independent internalization stage, Rehearsal stage, Practice stage) (introduction of language forms based on learners-initiated meanings; students' negotiation of form together and practice)

5. Reflection (Performance stage, Interactive stage) (students' reflection about their performance during the task; development of students' interlanguage system)

6. Consolidation (homework) (Final internalization stage)

Findings of the Study

The findings of the present study are presented in the light of the hypotheses of the study. Statistical Package for Social Sciences (SPSS), version 25 was used for analyzing the data.

Findings of the First Hypothesis

The first hypothesis of the present study stated that " There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance in the Grammatical Competence post administration between the experimental group and the control group.
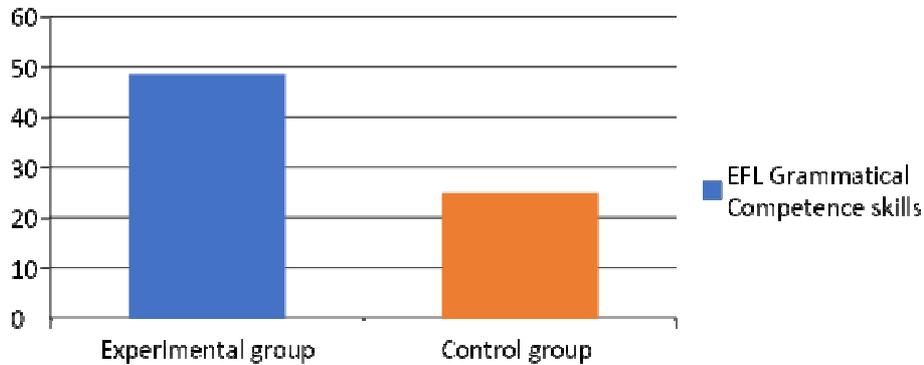
Table (1)

Skill	Group	N	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	48.60	1.34	54.298	78	0.00	0.97	Significant & educationally important
	Control	40	24.90	2.42					

Findings of t-test of the EFL Grammatical Competence skills post administration for the experimental and the control group

Table (1) indicates that the mean scores of the study participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than the participants mean scores of the control group, where t-value is (54.298) and is significant at the (0.01) level. the value of ETA square (η^2)) were calculated as its value (ETA square) was 0.97. ETA square value which was significant to the height effect and educational importance and the practical significance exceeded the results in the psychological researches which were 0.14. And in the light of this, it can be said that 97% of the variations between the scores of students in the Grammatical competence skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using Program Based on Form Focus

Instruction for improving and developing Grammatical competence skills. Consequently, the first hypothesis was confirmed.

Findings of the second Hypothesis

The second hypothesis indicated that "There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance between pre-post administrations of the experimental group.
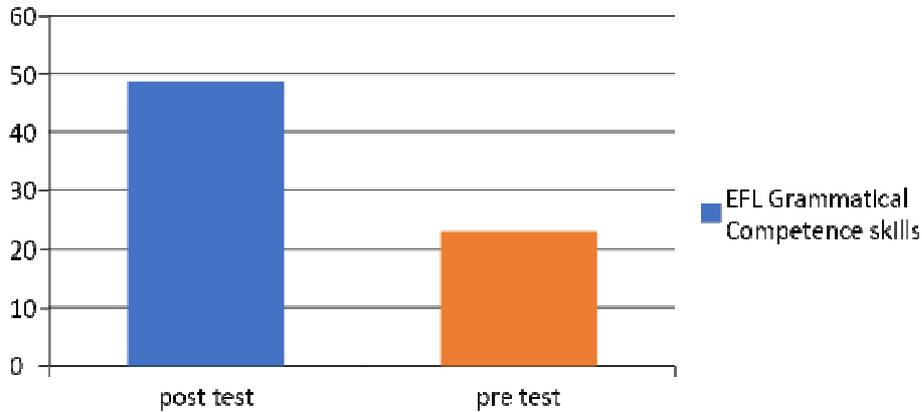
Table (2)

Skill	Group	N	Application	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	Post	48.60	1.34	60.518	39	0.00	0.99	Significant & educationally important
			pre	22.83	2.68					

Findings of t-test of the EFL Grammatical Competence pre-post administrations of the experimental group

Table (2) indicates that the mean score of the study of participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than in the pre administration of EFL grammatical competence skills test, t-value is (**60.518**) which is significant at the (0.01) level.

The value of ETA square (η^2) were calculated as its value (ETA square) was 0.99. In the light of this, it can be said that 99% of the variations between the scores of pre - post administrations in the grammatical competence skills could be due to using Program Based on Form Focus Instruction for improving and developing grammatical competence skills. Consequently, the third hypothesis was confirmed.

Discussion of Results:

The statistical analysis presented earlier in this chapter resulted in asserting all the hypotheses of the study. It also resulted in proving the accomplishment of the present study's main aim, which was to develop necessary grammatical competence skills for 2nd-year secondary students through the implementation of Typographical input Enhancement Based on Form Focused Instruction. This result was consistent with the findings of the studies of (Kellem&Halvorsen, 2018), Assaf, et al. (2012), Karbalaei, et al. (2013), Asadi, et al. (2014), Ansarin, et al. (2015), Ellis, (2016), Alraddadi, (2017), Kang, et al. (2018), Celik, (2019).

By noticing and discovering the features of their input, students can improve their grammatical competence. Also, discovery activities of Typographical input Enhancement Based on Form Focused Instruction seem to be helpful for deep processing in all language skills, assisting students in grasping learning strategies and enable learners to realize the functions of language forms and contribute to developing cognitive skills such as connecting, generalizing, and hypothesizing reading strategies.

In lessons where the overriding focus is on meaning or communication, focusing on form draws learners' attention to linguistic elements as they arise incidentally to consciously gain explicit information. Typographical input Enhancement Based on Form Focused Instruction, in foreign language education, is concerned with the differences between implicit and explicit knowledge, and how these might interact.

4.1. Recommendations:

In the light of the present study results, the researcher suggested the following recommendations: -

1. Teachers should know the importance of Typographical input Enhancement Based on Form Focused Instruction in developing students' grammatical competence skills.
2. Teachers should start with meaningful texts, highlight the target grammar, proceed to a more controlled communicative activity, and then move on to freer language production. This latter can role-play, presentations, reporting, and storytelling. Many course books are designed in this way, and teachers may also gather a lot of ideas from the internet.
3. Educators should learn grammatical competence skills with real-life content and/ or familiar themes in the classroom.

4.2. Suggestions for Further Research

Based on the findings of the present study, the following implications for further research were suggested:

1. Further research is needed to explore the effect of a study using other techniques of Form Focused Instruction (FFI) for EFL grammatical competence.
2. Further research is needed to investigate the effectiveness of Typographical input Enhancement Based on Form Focused Instruction on developing other language skills reading, listening, writing, and grammatical competence at different educational levels.
3. Designing a program for developing grammatical competence skills for secondary students based on other innovative strategies.

Conclusion

Based on the results of the study, it can be concluded that the study participants' EFL grammatical competence were developed as a result of using Typographical input Enhancement Based on Form Focused Instruction. This means that using Typographical input Enhancement Based on Form Focused Instruction proved to be an effective technique for teaching grammatical competence.

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أثر استخدام تحسين المدخلات المطبعية القائمة على التعليم المتمركز حول التراكيب ذو المعني في تنمية الكفاءةِ النحْوية في اللغةِ الإنجليزيةِ كلغة أجنبية

الخلاصة

هدفت الدراسة الحالية إلى تطوير بعض مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية لطلاب السنة الثانية من المرحلة الثانوية من خلال استخدام تحسين المدخلات المطبعية على أساس التعليمات المركزة على النموذج. . تمثلت عينة الدراسة في (٨٠) طالب وطالبة في الصف الثاني الثانوي بمدرسة نصر عبد الغفور بمحافظة منوف بمحافظة المنوفية خلال الفصل الثاني من العام الدراسي ٢٠٢٠-٢٠٢١ ، تم تقسيمهم إلى مجموعتين تجريبية (٤٠) والضابطة (٤٠). تضمنت أدوات الدراسة اختبار قبلي وبعدي لمهارات الكفاءة النحوية ومقياس التصحيح. أظهرت نتائج الدراسة أن تأثير تحسين المدخلات المطبعية بناءً على التعليمات المركزة على النموذج كان فعالاً في تطوير مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تحسين المدخلات المطبعية – التعليمِ المتمركز حول التراكيب ذو المعني– الكفاءةِ النحْويةِ

The Effect of Using Typographical Input Enhancement Based on Form Focused Instruction Acquisition of EFL Grammatical Competence

By
RashaAwad Mohamed AbuShosha
English Teacher

Prof. FatmaSadeq Mohamad
**Professor of Curricula and instruction Faculty of Education,
Benha University**

Dr. RandaKharboush
**Professor of Curricula and instruction Faculty of Education,
Benha University**

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Abstract

The current study aimed at developing some EFL grammatical competence skills for second-year secondary school students through the use of Typographical input Enhancement based on Form Focused Instruction. Participants in the present study were (80) 2nd-year secondary school students at Nasr AbdElghafore School, Menouf, Al-Menoufia Governorate during the second term of the school year 2020–2021, were assigned into two groups: experimental (40) and control (40). Study Instruments were an EFL pre- post-grammatical competence skills test and a rubric for scoring it. Findings of the study showed the effect of Typographical input Enhancement based on Form Focused Instruction in developing EFL grammatical competence skills.

Keywords: Typographical Input Enhancement - Form Focused Instruction – Grammatical Competence

Introduction

Grammatical competence refers to the learners' capacity to construct sentences or utterances based on rules. This skill is mostly concerned with precision. Grammatical competence encompasses vocabulary, lexical items, morphology, phonology, syntax, and semantics, which are all intertwined with communicative competence. Grammatical competence is seen as a component of communicative competence. It contains fundamental elements of communication ability such as sentence patterns and kinds, component structure, morphological inflections, and lexical resources (Fodor, 2010).According to Eskildsen (2011), grammatical competence has been emphasized in the language classroom. Grammatical competence helps pupils accomplish the stated linguistic competency goals. Grammatical competence is seen as a tough challenge for EFL learners.

On the one hand, advances in language performance demonstrate learners' capacity to employ language forms gained during form-focused practice or to use metalinguistic information taught during grammar courses to check their output. When learners generate language under time constraints or conflicting demands on their attention, they may disclose that their grammatical knowledge is defective, and they still require some form of treatment to help them internalize the grammar (Nahid, Ghalaee, and Sani, 2015).

On the other hand, teachers still cannot apply appropriate methods and techniques in teaching grammar to students in the classroom. They do not encourage students to discover grammatical rules by themselves, and they never give any chances to students to solve their problems with grammatical rules by themselves. To be successful in teaching grammar, teachers must use effective tools to facilitate the learning process (Rezaei, &Hosseinpur, 2011). Researchers have also shown that while they seek to utilize English for real-life communication, learners have deficits in both language structures (e.g., Al-Qeyam, Bataineh, &Smadi, 2016) and functions (Baleghizadeh, 2017). It demonstrates that grammar learning is a complex process that requires suitable teaching approaches.

The most successful technique must include an emphasis on form and meaning; the fundamental challenge with grammar training has been how to focus on grammar in a meaningful context rather than typical form-based content. Long, 1983 developed the Form Focus Instruction approach based on this concept. He developed Form Attention

Instruction not just to preserve the benefits of CLT, such as communicative language usage and the supply of intelligible information, but also to compensate for its lack of focus on students' low accuracy (Doughty & Long, 2011).

The psycholinguistic and cognitive rationale for Form Focused Instruction is practical and effective in English teaching and learning in improving students' accuracy as well as fluency in contexts, and it should be used in English teaching and learning to improve students' accuracy as well as fluency in contexts. Form Focused Instruction (FFI) incorporates tasks such as processing instruction, textual enhancement, and linguistic or grammar-problem solving activities that "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Rafieyan, Sharafi-Nejad, &Eng, 2014). Form Focused Instruction was created to assist students to detect the gaps in all linguistic components of a foreign language, negotiating its forms, and rectifying their output (Spada, 2011&Petchprasert, 2012).

Four theories underpin the broad foundation of Form Focus Instruction. The first theory is Long's Interaction Hypothesis (1983), which states that oral communication increases L2 comprehension and production, and hence language development, but that the requirement for these processes is the negotiation of meaning between participants to fix communication issues. The second hypothesis is based on Krashen's (1981) Input Hypothesis, which is analogous to first language acquisition. Then, Swain's Output Hypothesis (1985) was considered. She showed that not only is clear input required, but so is comprehensible output (Swain, 1985). Schmidt's Noticing Hypothesis (1990; 1995) said that if the information is not observed, it cannot contribute to learning. (Ellis, 2016)

Without explicitly teaching about language, Form Focused Instruction offers learners an input-rich, communicative classroom environment. Form Focused Instruction is an instruction that draws learners' attention to form while keeping their primary emphasis on message content. Furthermore, it delivers a variety of feedback that has a favorable impact on students in EFL courses (Farrokhi, &Talabari, 2017).

Collins (2012) proposes three methods for developing communicative capacity through the form emphasis style of EFL

grammar training. First, direct EFL grammar teaching may enhance learners' awareness of a form that they have not observed while reading or hearing it, so that learners may learn to detect the forms in the future. Grammatical knowledge may also be used as a memory aid, assisting EFL learners in remembering how to construct a certain form until they can do it naturally. Third, EFL grammar teaching may be used to "flood" learners with instances of a rare form, providing them with more extensive experience with a form that they may not encounter in ordinary speech.

Form Focused Instruction can create activities that can encourage students to enjoy learning grammar because in implementing form-focused instruction activities teachers can provide cooperative learning activities which can make students closer and encourage them to discuss the problems of grammatical rules with other students in the teaching and learning process. In studying grammar, the students do not only focus on form, but also they have to focus on language form. Form-focused instruction can also push the learners beyond communicatively effective language toward target-like second language ability; it can also speed up natural acquisition processes, and by including the pedagogical interventions in communicative activities, the learners can overcome any difficulties in SLA (White, 2015).

For developing grammatical competence, there are several Form Focus Instruction strategies available, such as dictogloss, discovery-type, and Typographical input Enhancement. The researcher chose Typographical input Enhancement in this study to improve grammatical competence. Typographical input enhancement is essentially the use of typefaces to draw participants' attention while without distracting them from their activity. Typographical input augmentation may be understood from a concentrate-on-form standpoint, in which the primary focus is on meaning, but the learner's attention is pulled to particular linguistic aspects (Farrokhi, Rahimpour, &Papi, 2015).

Typographic input augmentation, according to Gutiérrez, Serrano, and Garca (2019), is one technique to assist learners to detect essential aspects in the input by making those features more prominent through frequency and/or improvement. The instructor can affect the learners' sensitivity to input by changing input: something that the learner was previously not sensitive to and didn't notice may become obvious through input augmentation. Instead, then increasing the learner's input

sensitivity, the input is made more visible to meet the learner's (lower) degree of input sensitivity. They grouped typographical input improvement into three broad categories. These three approaches are:

- Highlighting linguistic qualities (Typographical input Enhancement);
- offering elaborated input; and
- supplying modified input

Typographical input enhancement (also known as visual input enhancement or textual enhancement) is a technique for manipulating the appearance of targeted forms in input by using various typographic methods such as underlining, bolding, facing, italicizing, highlighting, upper case, larger fonts, color coding, or a combination of these methods. It is an efficient method for increasing the perceptual prominence of specific grammatical forms of the text for them to be noticed. In general, typographical input improvement entails arranging activities so that the goal characteristic is (1) frequent and/or (2) prominent in the input delivered (Sohbati, et.al. 2021).

According to Hazrativand (2012), typographical input enhancement seeks to attract learners' attention to problematic features of the input to boost their learning. Typographic input enhancement is an external attention-drawing strategy in which attention is generated by external means, such as emphasizing particular forms, but attention to form in output is induced by learners' internal requirements throughout the production process.

According to Boers et al. (2017), the shape must be foregrounded in some way for learners to identify their attention to it. The effect of typographical input enhancement has traditionally been tested using a reading task in which participants read a given text including numerous occurrences of distinct typographically enhanced grammatical forms and answer reading comprehension check-up questions. They were then assessed to see if their exposure to the typographically enhanced input in the reading passage affected their learning of the form and their learning increase as compared to that of the comparison group.

The Problem of the Study:

In the spite of the importance of EFL grammatical competence, there is a lack of EFL grammatical competence skills among second-year secondary school students (Abdulrahman, (2014) & Kamal, (2014) & El-

Shafei, (2015). &Yousra, (2018), Abdel -Gawad (2019). This lack revealed itself through analyzing some second-year secondary school students' in NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government grammatical competence in the pilot study (n=30) conducted by the researcher, showing the low level in students' grammatical competence.

Thus, there is a need for an effective teaching strategy for developing grammatical competence among second-year secondary school students. So, the present study attempts to investigate the effect of using Typographical input Enhancement Based on Typographical input Enhancement Based on Form Focused Instruction on developing grammatical competence.

Questions of the Study:

To face this problem, the present study will attempt to answer the following questions:

1. What are the EFL grammatical competenceskills for secondary school students?
2. What are the features of a Typographical input Enhancement Based on Form Focused Instruction program for developing EFL grammatical competence among second-year secondary school students?
3. What is the effectiveness of a program based on Typographical input Enhancement Based on Form Focused Instruction to develop EFL grammatical competence among second-year secondary school students?

Hypotheses of the Study:

In the light of the review of literature and related studies, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.
2. There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration.

Delimitations of the Study:

The present study will be delimited to the following:

1. **Sample Delimitations** forty students of second-year secondary school students as students are neither old nor young to apply the program of Typographical input Enhancement Based on Form Focused Instruction .

2. **Treatment Delimitations**: measuring the effect of a program based on Typographical input Enhancement Based on Form Focused Instruction in developing EFL grammatical competence among second-year secondary school students.

3. **Place Delimitations:**NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government

4. **Time Delimitations:** the second term of the school year 2021-2022

Significance of the Study

   The Significance of the study lies inwhat it offers to the following groups:

1. **To Second Year Secondary School Students:**

- Developing their EFL grammatical competence.

2. **EFL Teachers:**

● Drawing their attention to the importance of Typographical input Enhancement Based on Form Focused Instruction program for developing their students' EFL grammatical competence.

● Providing practical procedures for implementing the Typographical input Enhancement Based on Form Focused Instruction for developing their students' EFL grammatical competence.

3. **Curriculum Designers:**

● Drawing their attention to the effectiveness of F Typographical input Enhancement Based on Form Focused Instruction for developing EFL grammatical competence.

Procedures of the Study

The present study will go through the following steps to answer the questions the study:

1. **Identifying the EFL Grammatical Competencerequired for Second year Secondary School Studentsthrough:**
   - ● Reviewing the literature and previous studies related to EFLgrammatical competence.
   - ● Preparing the second form of the checklist.
   - ● Submitting the second form of the checklist to a jury of specialists in Curricula and methods of teaching EFL.
   - ● Preparing the final form of the checklist.

2. **Identifying the feature of Typographical input Enhancement Based on Form Focused Instruction program:**
   - ● Reviewing the literature and previous studies related to Typographical input Enhancement Based on Form Focusedinstruction.
   - ● Identifying the features of Typographical input Enhancement Based on Form Focused Instruction program.
   - ● Preparing the Typographical input Enhancement Based on Form Focused Instruction program objectives, content,applications, techniques, activities and evaluation.
   - ● Identifying the procedures that will be followed during implementingTypographical input Enhancement Based on Form Focused Instruction program.

3. **Identifying the effectiveness of Typographical input Enhancement Based on Form Focused Instruction program on developing EFL grammatical competence**
   ● Preparing for the test.
   ● Conducting a pilot study for validity and reliability purposes.
   ● Applying the EFL grammatical competence test to the experimental
     and control groups of second year secondary school students (pre- test) before teaching to identify the current level of EFL grammatical competence.
   ● Teaching the experimental group using a Typographical input Enhancement Based on Form Focused Instruction program.
   ● Applying the EFL grammatical competence post-test to the sample after the teaching.
4. **Collecting data and conducting statistical analysis of the study.**
5. **Analyzing and interpreting the data of the Study.**
6. **Presenting Conclusions, Recommendations andSuggestions for Further Research.**

The Methods of the Study
Participants of the Study

Participants in the present study were (80) 2nd year secondary school students at Nasr AbdElghafore School, Menouf, Al – Menofia Governorate during the second term of the school year 2020 – 2021. They were assigned into two groups: experimental (40) and control (40).

Instruments of the Study and Material

1. The EFL grammatical competence skills checklist required for second year   secondary school students.
2. An EFL grammatical competence pre-post-test to measure grammatical competence of the experimental groups before and after the treatment and a scoring rubric for scoring the test.
3. Program based on Typographical input Enhancement Based on Form Focused Instruction.

The EFL Grammatical Competence Skills Checklist

The aim of the EFL grammatical competence skills checklist was to determine the EFL grammatical competence skills that were suitable and required to second year secondary school students. The checklist included twenty sub- skills. The EFL grammatical competence skills checklist was submitted to jury members of EFL specialists in curricula and methods of teaching English (n = 9) and English language supervisors (n= 5)**.** The jury members showed that the EFL grammatical competence skills checklist is valid.

A Pre – Post EFL Grammatical Competence Test

Two equivalent forms of the EFL grammatical competence test were prepared. Each one consisted of main items for measuring EFL grammatical competence skills. The test covered nine main skills. The total number of items was 38. The initial version of the EFL grammatical competence skills tests (pre –post) was submitted to a panel of jury members of EFL specialists in faculties of education (n = 9) and experts in the field of teaching and supervisors (n = 5) . All of the jury members accepted the test as it was.

A program based on Typographical input Enhancement Based on Form Focused Instruction

The program was designed to develop EFL grammatical competence skills among secondary school students. The program was implemented in the second semester of the academic year 2020/ 2021. It lasted for 5 weeks. It started from 8 / 2/ 2020 to 15 / 3 / 2021. The time of each session was 50 minutes. The program was implemented using six phases in cyclical instruction. These six phases are:

1. Lead-in (introduction to the task; inspire students 'interests) Initiation stage

2. Pre-task (input of the related information about the topic and task)

3. Task cycle or (The Interdependent stage, Independent stage, or Processing stage) (Negotiation of meaning or content; planning the task; oral presentation and justification)

4. Language form focus (Independent internalization stage, Rehearsal stage, Practice stage) (introduction of language forms based on learners-initiated meanings; students' negotiation of form together and practice)

5. Reflection (Performance stage, Interactive stage) (students' reflection about their performance during the task; development of students' interlanguage system)

6. Consolidation (homework) (Final internalization stage)

Findings of the Study

The findings of the present study are presented in the light of the hypotheses of the study. Statistical Package for Social Sciences (SPSS), version 25 was used for analyzing the data.

Findings of the First Hypothesis

The first hypothesis of the present study stated that " There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance in the Grammatical Competence post administration between the experimental group and the control group.
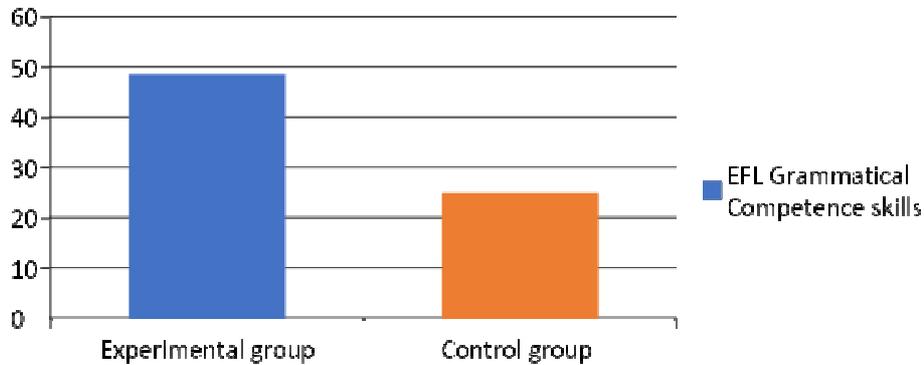
Table (1)

Skill	Group	N	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	48.60	1.34	54.298	78	0.00	0.97	Significant & educationally important
	Control	40	24.90	2.42					

Findings of t-test of the EFL Grammatical Competence skills post administration for the experimental and the control group

Table (1) indicates that the mean scores of the study participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than the participants mean scores of the control group, where t-value is (54.298) and is significant at the (0.01) level. the value of ETA square (η^2)) were calculated as its value (ETA square) was 0.97. ETA square value which was significant to the height effect and educational importance and the practical significance exceeded the results in the psychological researches which were 0.14. And in the light of this, it can be said that 97% of the variations between the scores of students in the Grammatical competence skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using Program Based on Form Focus

Instruction for improving and developing Grammatical competence skills. Consequently, the first hypothesis was confirmed.

Findings of the second Hypothesis

The second hypothesis indicated that "There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance between pre-post administrations of the experimental group.
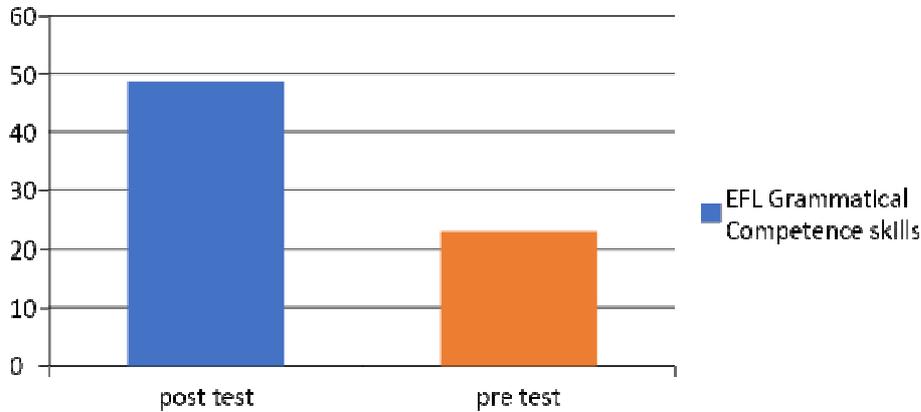
Table (2)

Skill	Group	N	Application	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	Post	48.60	1.34	60.518	39	0.00	0.99	Significant & educationally important
			pre	22.83	2.68					

Findings of t-test of the EFL Grammatical Competence pre-post administrations of the experimental group

Table (2) indicates that the mean score of the study of participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than in the pre administration of EFL grammatical competence skills test, t-value is (**60.518**) which is significant at the (0.01) level.

The value of ETA square (η^2) were calculated as its value (ETA square) was 0.99. In the light of this, it can be said that 99% of the variations between the scores of pre - post administrations in the grammatical competence skills could be due to using Program Based on Form Focus Instruction for improving and developing grammatical competence skills. Consequently, the third hypothesis was confirmed.

Discussion of Results:

The statistical analysis presented earlier in this chapter resulted in asserting all the hypotheses of the study. It also resulted in proving the accomplishment of the present study's main aim, which was to develop necessary grammatical competence skills for 2nd-year secondary students through the implementation of Typographical input Enhancement Based on Form Focused Instruction. This result was consistent with the findings of the studies of (Kellem&Halvorsen, 2018), Assaf, et al. (2012), Karbalaei, et al. (2013), Asadi, et al. (2014), Ansarin, et al. (2015), Ellis, (2016), Alraddadi, (2017), Kang, et al. (2018), Celik, (2019).

By noticing and discovering the features of their input, students can improve their grammatical competence. Also, discovery activities of Typographical input Enhancement Based on Form Focused Instruction seem to be helpful for deep processing in all language skills, assisting students in grasping learning strategies and enable learners to realize the functions of language forms and contribute to developing cognitive skills such as connecting, generalizing, and hypothesizing reading strategies.

In lessons where the overriding focus is on meaning or communication, focusing on form draws learners' attention to linguistic elements as they arise incidentally to consciously gain explicit information. Typographical input Enhancement Based on Form Focused Instruction, in foreign language education, is concerned with the differences between implicit and explicit knowledge, and how these might interact.

4.1. Recommendations:

In the light of the present study results, the researcher suggested the following recommendations: -

1. Teachers should know the importance of Typographical input Enhancement Based on Form Focused Instruction in developing students' grammatical competence skills.
2. Teachers should start with meaningful texts, highlight the target grammar, proceed to a more controlled communicative activity, and then move on to freer language production. This latter can role-play, presentations, reporting, and storytelling. Many course books are designed in this way, and teachers may also gather a lot of ideas from the internet.
3. Educators should learn grammatical competence skills with real-life content and/ or familiar themes in the classroom.

4.2. Suggestions for Further Research

Based on the findings of the present study, the following implications for further research were suggested:
1. Further research is needed to explore the effect of a study using other techniques of Form Focused Instruction (FFI) for EFL grammatical competence.
2. Further research is needed to investigate the effectiveness of Typographical input Enhancement Based on Form Focused Instruction on developing other language skills reading, listening, writing, and grammatical competence at different educational levels.
3. Designing a program for developing grammatical competence skills for secondary students based on other innovative strategies.

Conclusion

Based on the results of the study, it can be concluded that the study participants' EFL grammatical competence were developed as a result of using Typographical input Enhancement Based on Form Focused Instruction. This means that using Typographical input Enhancement Based on Form Focused Instruction proved to be an effective technique for teaching grammatical competence.

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أثر استخدام تحسين المدخلات المطبعية القائمة على التعليم المتمركز حول التراكيب ذو المعني في تنمية الكفاءةِ النحْويةِ في اللغةِ الإنجليزِية كلغة أجنبية

الخلاصة

هدفت الدراسة الحالية إلى تطوير بعض مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية لطلاب السنة الثانية من المرحلة الثانوية من خلال استخدام تحسين المدخلات المطبعية على أساس التعليمات المركزة على النموذج. . تمثلت عينة الدراسة في (٨٠) طالب وطالبة في الصف الثاني الثانوي بمدرسة نصر عبد الغفور بمحافظة منوف بمحافظة المنوفية خلال الفصل الثاني من العام الدراسي ٢٠٢٠-٢٠٢١ ، تم تقسيمهم إلى مجموعتين تجريبية (٤٠) والضابطة (٤٠). تضمنت أدوات الدراسة اختبار قبلي وبعدي لمهارات الكفاءة النحوية ومقياس التصحيح. أظهرت نتائج الدراسة أن تأثير تحسين المدخلات المطبعية بناءً على التعليمات المركزة على النموذج كان فعالاً في تطوير مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تحسين المدخلات المطبعية – التعليمِ المتمركزِ حول ِ التراكيب ذو المعني– الكفاءةِ النحْويةِ

The Effect of Using Typographical Input Enhancement Based on Form Focused Instruction Acquisition of EFL Grammatical Competence

By
RashaAwad Mohamed AbuShosha
English Teacher

Prof. FatmaSadeq Mohamad
**Professor of Curricula and
instruction Faculty of
Education,
Benha University**

Dr. RandaKharboush
**Professor of Curricula and
instruction Faculty of
Education,
Benha University**

The Effect of Using Typographical Input Enhancement Based on Form Focused Instruction Acquisition of EFL Grammatical Competence

Abstract

The current study aimed at developing some EFL grammatical competence skills for second-year secondary school students through the use of Typographical input Enhancement based on Form Focused Instruction. Participants in the present study were (80) 2nd-year secondary school students at Nasr AbdElghafore School, Menouf, Al-Menoufia Governorate during the second term of the school year 2020–2021, were assigned into two groups: experimental (40) and control (40). Study Instruments were an EFL pre- post-grammatical competence skills test and a rubric for scoring it. Findings of the study showed the effect of Typographical input Enhancement based on Form Focused Instruction in developing EFL grammatical competence skills.

Keywords: Typographical Input Enhancement - Form Focused Instruction – Grammatical Competence

Introduction

Grammatical competence refers to the learners' capacity to construct sentences or utterances based on rules. This skill is mostly concerned with precision. Grammatical competence encompasses vocabulary, lexical items, morphology, phonology, syntax, and semantics, which are all intertwined with communicative competence. Grammatical competence is seen as a component of communicative competence. It contains fundamental elements of communication ability such as sentence patterns and kinds, component structure, morphological inflections, and lexical resources (Fodor, 2010).According to Eskildsen (2011), grammatical competence has been emphasized in the language classroom. Grammatical competence helps pupils accomplish the stated linguistic competency goals. Grammatical competence is seen as a tough challenge for EFL learners.

On the one hand, advances in language performance demonstrate learners' capacity to employ language forms gained during form-focused practice or to use metalinguistic information taught during grammar courses to check their output. When learners generate language under time constraints or conflicting demands on their attention, they may disclose that their grammatical knowledge is defective, and they still require some form of treatment to help them internalize the grammar (Nahid, Ghalaee, and Sani, 2015).

On the other hand, teachers still cannot apply appropriate methods and techniques in teaching grammar to students in the classroom. They do not encourage students to discover grammatical rules by themselves, and they never give any chances to students to solve their problems with grammatical rules by themselves. To be successful in teaching grammar, teachers must use effective tools to facilitate the learning process (Rezaei, &Hosseinpur, 2011). Researchers have also shown that while they seek to utilize English for real-life communication, learners have deficits in both language structures (e.g., Al-Qeyam, Bataineh, &Smadi, 2016) and functions (Baleghizadeh, 2017). It demonstrates that grammar learning is a complex process that requires suitable teaching approaches.

The most successful technique must include an emphasis on form and meaning; the fundamental challenge with grammar training has been how to focus on grammar in a meaningful context rather than typical form-based content. Long, 1983 developed the Form Focus Instruction approach based on this concept. He developed Form Attention

Instruction not just to preserve the benefits of CLT, such as communicative language usage and the supply of intelligible information, but also to compensate for its lack of focus on students' low accuracy (Doughty & Long, 2011).

The psycholinguistic and cognitive rationale for Form Focused Instruction is practical and effective in English teaching and learning in improving students' accuracy as well as fluency in contexts, and it should be used in English teaching and learning to improve students' accuracy as well as fluency in contexts. Form Focused Instruction (FFI) incorporates tasks such as processing instruction, textual enhancement, and linguistic or grammar-problem solving activities that "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Rafieyan, Sharafi-Nejad, &Eng, 2014). Form Focused Instruction was created to assist students to detect the gaps in all linguistic components of a foreign language, negotiating its forms, and rectifying their output (Spada, 2011&Petchprasert, 2012).

Four theories underpin the broad foundation of Form Focus Instruction. The first theory is Long's Interaction Hypothesis (1983), which states that oral communication increases L2 comprehension and production, and hence language development, but that the requirement for these processes is the negotiation of meaning between participants to fix communication issues. The second hypothesis is based on Krashen's (1981) Input Hypothesis, which is analogous to first language acquisition. Then, Swain's Output Hypothesis (1985) was considered. She showed that not only is clear input required, but so is comprehensible output (Swain, 1985). Schmidt's Noticing Hypothesis (1990; 1995) said that if the information is not observed, it cannot contribute to learning. (Ellis, 2016)

Without explicitly teaching about language, Form Focused Instruction offers learners an input-rich, communicative classroom environment. Form Focused Instruction is an instruction that draws learners' attention to form while keeping their primary emphasis on message content. Furthermore, it delivers a variety of feedback that has a favorable impact on students in EFL courses (Farrokhi, &Talabari, 2017).

Collins (2012) proposes three methods for developing communicative capacity through the form emphasis style of EFL

grammar training. First, direct EFL grammar teaching may enhance learners' awareness of a form that they have not observed while reading or hearing it, so that learners may learn to detect the forms in the future. Grammatical knowledge may also be used as a memory aid, assisting EFL learners in remembering how to construct a certain form until they can do it naturally. Third, EFL grammar teaching may be used to "flood" learners with instances of a rare form, providing them with more extensive experience with a form that they may not encounter in ordinary speech.

Form Focused Instruction can create activities that can encourage students to enjoy learning grammar because in implementing form-focused instruction activities teachers can provide cooperative learning activities which can make students closer and encourage them to discuss the problems of grammatical rules with other students in the teaching and learning process. In studying grammar, the students do not only focus on form, but also they have to focus on language form. Form-focused instruction can also push the learners beyond communicatively effective language toward target-like second language ability; it can also speed up natural acquisition processes, and by including the pedagogical interventions in communicative activities, the learners can overcome any difficulties in SLA (White, 2015).

For developing grammatical competence, there are several Form Focus Instruction strategies available, such as dictogloss, discovery-type, and Typographical input Enhancement. The researcher chose Typographical input Enhancement in this study to improve grammatical competence. Typographical input enhancement is essentially the use of typefaces to draw participants' attention while without distracting them from their activity. Typographical input augmentation may be understood from a concentrate-on-form standpoint, in which the primary focus is on meaning, but the learner's attention is pulled to particular linguistic aspects (Farrokhi, Rahimpour, &Papi, 2015).

Typographic input augmentation, according to Gutiérrez, Serrano, and Garca (2019), is one technique to assist learners to detect essential aspects in the input by making those features more prominent through frequency and/or improvement. The instructor can affect the learners' sensitivity to input by changing input: something that the learner was previously not sensitive to and didn't notice may become obvious through input augmentation. Instead, then increasing the learner's input

sensitivity, the input is made more visible to meet the learner's (lower) degree of input sensitivity. They grouped typographical input improvement into three broad categories. These three approaches are:

- Highlighting linguistic qualities (Typographical input Enhancement);
- offering elaborated input; and
- supplying modified input

Typographical input enhancement (also known as visual input enhancement or textual enhancement) is a technique for manipulating the appearance of targeted forms in input by using various typographic methods such as underlining, bolding, facing, italicizing, highlighting, upper case, larger fonts, color coding, or a combination of these methods. It is an efficient method for increasing the perceptual prominence of specific grammatical forms of the text for them to be noticed. In general, typographical input improvement entails arranging activities so that the goal characteristic is (1) frequent and/or (2) prominent in the input delivered (Sohbati, et.al. 2021).

According to Hazrativand (2012), typographical input enhancement seeks to attract learners' attention to problematic features of the input to boost their learning. Typographic input enhancement is an external attention-drawing strategy in which attention is generated by external means, such as emphasizing particular forms, but attention to form in output is induced by learners' internal requirements throughout the production process.

According to Boers et al. (2017), the shape must be foregrounded in some way for learners to identify their attention to it. The effect of typographical input enhancement has traditionally been tested using a reading task in which participants read a given text including numerous occurrences of distinct typographically enhanced grammatical forms and answer reading comprehension check-up questions. They were then assessed to see if their exposure to the typographically enhanced input in the reading passage affected their learning of the form and their learning increase as compared to that of the comparison group.

The Problem of the Study:

In the spite of the importance of EFL grammatical competence, there is a lack of EFL grammatical competence skills among second-year secondary school students (Abdulrahman, (2014) & Kamal, (2014) & El-

Shafei, (2015). &Yousra, (2018), Abdel -Gawad (2019). This lack revealed itself through analyzing some second-year secondary school students' in NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government grammatical competence in the pilot study (n=30) conducted by the researcher, showing the low level in students' grammatical competence.

Thus, there is a need for an effective teaching strategy for developing grammatical competence among second-year secondary school students. So, the present study attempts to investigate the effect of using Typographical input Enhancement Based on Typographical input Enhancement Based on Form Focused Instruction on developing grammatical competence.

Questions of the Study:

To face this problem, the present study will attempt to answer the following questions:

1. What are the EFL grammatical competenceskills for secondary school students?
2. What are the features of a Typographical input Enhancement Based on Form Focused Instruction program for developing EFL grammatical competence among second-year secondary school students?
3. What is the effectiveness of a program based on Typographical input Enhancement Based on Form Focused Instruction to develop EFL grammatical competence among second-year secondary school students?

Hypotheses of the Study:

In the light of the review of literature and related studies, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.
2. There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration.

Delimitations of the Study:

The present study will be delimited to the following:

1. **Sample Delimitations** forty students of second-year secondary school students as students are neither old nor young to apply the program of Typographical input Enhancement Based on Form Focused Instruction .

2. **Treatment Delimitations**: measuring the effect of a program based on Typographical input Enhancement Based on Form Focused Instruction in developing EFL grammatical competence among second-year secondary school students.

3. **Place Delimitations:**NaserAbdElghfor secondary school in, Mounf Educational Zone, Menoufia Government

4. **Time Delimitations:** the second term of the school year 2021-2022

Significance of the Study

   The Significance of the study lies inwhat it offers to the following groups:

1. **To Second Year Secondary School Students:**

   • Developing their EFL grammatical competence.

2. **EFL Teachers:**

● Drawing their attention to the importance of Typographical input Enhancement Based on Form Focused Instruction program for developing their students' EFL grammatical competence.

● Providing practical procedures for implementing the Typographical input Enhancement Based on Form Focused Instruction for developing their students' EFL grammatical competence.

3. **Curriculum Designers:**

● Drawing their attention to the effectiveness of F Typographical input Enhancement Based on Form Focused Instruction for developing EFL grammatical competence.

Procedures of the Study

The present study will go through the following steps to answer the questions the study:

1. **Identifying the EFL Grammatical Competencerequired for Second year Secondary School Studentsthrough:**
   ● Reviewing the literature and previous studies related to EFLgrammatical competence.
   ● Preparing the second form of the checklist.
   ● Submitting the second form of the checklist to a jury of specialists in Curricula and methods of teaching EFL.
   ● Preparing the final form of the checklist.

2. **Identifying the feature of Typographical input Enhancement Based on Form Focused Instruction program:**
   ● Reviewing the literature and previous studies related to Typographical input Enhancement Based on Form Focusedinstruction.
   ● Identifying the features of Typographical input Enhancement Based on Form Focused Instruction program.
   ● Preparing the Typographical input Enhancement Based on Form Focused Instruction program objectives, content,applications, techniques, activities and evaluation.
   ● Identifying the procedures that will be followed during implementingTypographical input Enhancement Based on Form Focused Instruction program.

3. **Identifying the effectiveness of Typographical input Enhancement Based on Form Focused Instruction program on developing EFL grammatical competence**
   ● Preparing for the test.
   ● Conducting a pilot study for validity and reliability purposes.
   ● Applying the EFL grammatical competence test to the experimental
   and control groups of second year secondary school students (pre- test) before teaching to identify the current level of EFL grammatical competence.
   ● Teaching the experimental group using a Typographical input Enhancement Based on Form Focused Instruction program.
   ● Applying the EFL grammatical competence post-test to the sample after the teaching.
4. **Collecting data and conducting statistical analysis of the study.**
5. **Analyzing and interpreting the data of the Study.**
6. **Presenting Conclusions, Recommendations andSuggestions for Further Research.**

The Methods of the Study
Participants of the Study

Participants in the present study were (80) 2nd year secondary school students at Nasr AbdElghafore School, Menouf, Al – Menofia Governorate during the second term of the school year 2020 – 2021. They were assigned into two groups: experimental (40) and control (40).

Instruments of the Study and Material

1. The EFL grammatical competence skills checklist required for second year secondary school students.
2. An EFL grammatical competence pre-post-test to measure grammatical competence of the experimental groups before and after the treatment and a scoring rubric for scoring the test.
3. Program based on Typographical input Enhancement Based on Form Focused Instruction.

The EFL Grammatical Competence Skills Checklist

The aim of the EFL grammatical competence skills checklist was to determine the EFL grammatical competence skills that were suitable and required to second year secondary school students. The checklist included twenty sub- skills. The EFL grammatical competence skills checklist was submitted to jury members of EFL specialists in curricula and methods of teaching English (n = 9) and English language supervisors (n= 5)**.** The jury members showed that the EFL grammatical competence skills checklist is valid.

A Pre – Post EFL Grammatical Competence Test

Two equivalent forms of the EFL grammatical competence test were prepared. Each one consisted of main items for measuring EFL grammatical competence skills. The test covered nine main skills. The total number of items was 38. The initial version of the EFL grammatical competence skills tests (pre –post) was submitted to a panel of jury members of EFL specialists in faculties of education (n = 9) and experts in the field of teaching and supervisors (n = 5) . All of the jury members accepted the test as it was.

A program based on Typographical input Enhancement Based on Form Focused Instruction

The program was designed to develop EFL grammatical competence skills among secondary school students. The program was implemented in the second semester of the academic year 2020/ 2021. It lasted for 5 weeks. It started from 8 / 2/ 2020 to 15 / 3 / 2021. The time of each session was 50 minutes. The program was implemented using six phases in cyclical instruction. These six phases are:

1. Lead-in (introduction to the task; inspire students 'interests) Initiation stage

2. Pre-task (input of the related information about the topic and task)

3. Task cycle or (The Interdependent stage, Independent stage, or Processing stage) (Negotiation of meaning or content; planning the task; oral presentation and justification)

4. Language form focus (Independent internalization stage, Rehearsal stage, Practice stage) (introduction of language forms based on learners-initiated meanings; students' negotiation of form together and practice)

5. Reflection (Performance stage, Interactive stage) (students' reflection about their performance during the task; development of students' interlanguage system)

6. Consolidation (homework) (Final internalization stage)

Findings of the Study

The findings of the present study are presented in the light of the hypotheses of the study. Statistical Package for Social Sciences (SPSS), version 25 was used for analyzing the data.

Findings of the First Hypothesis

The first hypothesis of the present study stated that " There is a statistically significant difference between the mean scores of the experimental group and the control group students on the post administration of the grammatical competence skills test in favor of the experimental group students.".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance in the Grammatical Competence post administration between the experimental group and the control group.
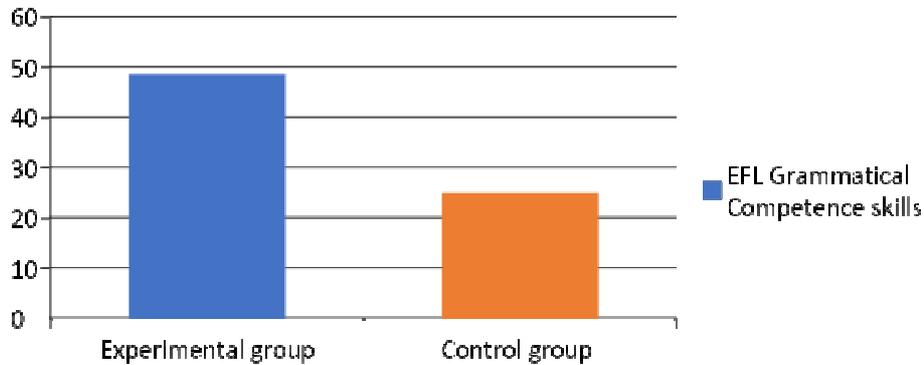
Table (1)

Skill	Group	N	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	48.60	1.34	54.298	78	0.00	0.97	Significant & educationally important
	Control	40	24.90	2.42					

Findings of t-test of the EFL Grammatical Competence skills post administration for the experimental and the control group

Table (1) indicates that the mean scores of the study participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than the participants mean scores of the control group, where t-value is (54.298) and is significant at the (0.01) level. the value of ETA square (η^2)) were calculated as its value (ETA square) was 0.97. ETA square value which was significant to the height effect and educational importance and the practical significance exceeded the results in the psychological researches which were 0.14. And in the light of this, it can be said that 97% of the variations between the scores of students in the Grammatical competence skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using Program Based on Form Focus

Instruction for improving and developing Grammatical competence skills. Consequently, the first hypothesis was confirmed.

Findings of the second Hypothesis

The second hypothesis indicated that "There is a statistically significant difference between the mean scores of the experimental group students on the pre-and post-administrations of the grammatical competence skills test in favor of the post-administration".

The following table presents the participants' mean scores, standard deviations, t-value, and level of significance between pre-post administrations of the experimental group.
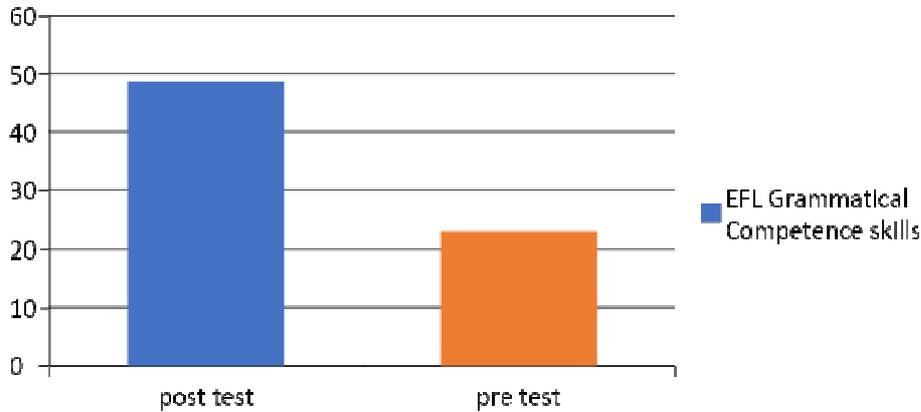
Table (2)

Skill	Group	N	Application	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Grammatical competence Skills	Experimental	40	Post	48.60	1.34	60.518	39	0.00	0.99	Significant & educationally important
			pre	22.83	2.68					

Findings of t-test of the EFL Grammatical Competence pre-post administrations of the experimental group

Table (2) indicates that the mean score of the study of participants of the experimental group in the post administration of the EFL grammatical competence skills test was higher than in the pre administration of EFL grammatical competence skills test, t-value is (**60.518**) which is significant at the (0.01) level.

The value of ETA square (η^2) were calculated as its value (ETA square) was 0.99. In the light of this, it can be said that 99% of the variations between the scores of pre - post administrations in the grammatical competence skills could be due to using Program Based on Form Focus Instruction for improving and developing grammatical competence skills. Consequently, the third hypothesis was confirmed.

Discussion of Results:

The statistical analysis presented earlier in this chapter resulted in asserting all the hypotheses of the study. It also resulted in proving the accomplishment of the present study's main aim, which was to develop necessary grammatical competence skills for 2nd-year secondary students through the implementation of Typographical input Enhancement Based on Form Focused Instruction. This result was consistent with the findings of the studies of (Kellem&Halvorsen, 2018), Assaf, et al. (2012), Karbalaei, et al. (2013), Asadi, et al. (2014), Ansarin, et al. (2015), Ellis, (2016), Alraddadi, (2017), Kang, et al. (2018), Celik, (2019).

By noticing and discovering the features of their input, students can improve their grammatical competence. Also, discovery activities of Typographical input Enhancement Based on Form Focused Instruction seem to be helpful for deep processing in all language skills, assisting students in grasping learning strategies and enable learners to realize the functions of language forms and contribute to developing cognitive skills such as connecting, generalizing, and hypothesizing reading strategies.

In lessons where the overriding focus is on meaning or communication, focusing on form draws learners' attention to linguistic elements as they arise incidentally to consciously gain explicit information. Typographical input Enhancement Based on Form Focused Instruction, in foreign language education, is concerned with the differences between implicit and explicit knowledge, and how these might interact.

4.1. Recommendations:

In the light of the present study results, the researcher suggested the following recommendations: -

1. Teachers should know the importance of Typographical input Enhancement Based on Form Focused Instruction in developing students' grammatical competence skills.
2. Teachers should start with meaningful texts, highlight the target grammar, proceed to a more controlled communicative activity, and then move on to freer language production. This latter can role-play, presentations, reporting, and storytelling. Many course books are designed in this way, and teachers may also gather a lot of ideas from the internet.
3. Educators should learn grammatical competence skills with real-life content and/ or familiar themes in the classroom.

4.2. Suggestions for Further Research

Based on the findings of the present study, the following implications for further research were suggested:
1. Further research is needed to explore the effect of a study using other techniques of Form Focused Instruction (FFI) for EFL grammatical competence.
2. Further research is needed to investigate the effectiveness of Typographical input Enhancement Based on Form Focused Instruction on developing other language skills reading, listening, writing, and grammatical competence at different educational levels.
3. Designing a program for developing grammatical competence skills for secondary students based on other innovative strategies.

Conclusion

Based on the results of the study, it can be concluded that the study participants' EFL grammatical competence were developed as a result of using Typographical input Enhancement Based on Form Focused Instruction. This means that using Typographical input Enhancement Based on Form Focused Instruction proved to be an effective technique for teaching grammatical competence.

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أثر استخدام تحسين المدخلات المطبعية القائمة على التعليم المتمركز حول التراكيب ذو المعني في تنمية الكفاءةِ النحوْيةِ في اللغةِ الإنجليزيةِ كلغة أجنبية

الخلاصة

هدفت الدراسة الحالية إلى تطوير بعض مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية لطلاب السنة الثانية من المرحلة الثانوية من خلال استخدام تحسين المدخلات المطبعية على أساس التعليمات المركزة على النموذج. . تمثلت عينة الدراسة في (٨٠) طالب وطالبة في الصف الثاني الثانوي بمدرسة نصر عبد الغفور بمحافظة منوف بمحافظة المنوفية خلال الفصل الثاني من العام الدراسي ٢٠٢٠-٢٠٢١ ، تم تقسيمهم إلى مجموعتين تجريبية (٤٠) والضابطة (٤٠). تضمنت أدوات الدراسة اختبار قبلي وبعدي لمهارات الكفاءة النحوية ومقياس التصحيح. أظهرت نتائج الدراسة أن تأثير تحسين المدخلات المطبعية بناءً على التعليمات المركزة على النموذج كان فعالاً في تطوير مهارات الكفاءة النحوية للغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تحسين المدخلات المطبعية – التعليمِ المتمركز حول ِالتراكيب ذو المعني– الكفاءةِ النحوْيةِ