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Abstract

The current study aimed at developing some EFL Meaning-Form Relationship skills for second-year secondary school students through the use of Implicit FFI Techniques. The present study sample was (80) 2nd-year secondary school students at Nasr Abd Elghafore 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). The study instruments were an EFL pre-post Meaning-Form Relationship test. Study Findings showed the effect of Implicit FFI Techniques in developing EFL Meaning-Form Relationship skills.

Keywords: Implicit Techniques – FFI - Meaning-Form Relationship

Introduction

In language, form refers to the symbols that are employed to express meaning. Each form has a specific significance in a certain situation. Meaning is created by combining content and form. As a result, when learning a foreign language, pupils must concentrate on both form and meaning. On the one hand, when Learners gain the target language by focusing on the instruction of meaning, which stresses the need of improving communicative ability before understanding specific forms of language, they run the danger of making the "ossification" error. These petrified mistakes, or errors that have been embedded in linguistic patterns because of chronic use, are exceedingly difficult to eliminate afterward.

Language learners cannot get high levels of accuracy or native language competency - such as competence - if their exposure to the target language is confined to natural circumstances. Verbal contact and tailored instruction can help learners increase their fluency and proficiency. However, learners cannot enhance their accuracy since they have little or no interest in the language forms they are taught in class. In addition to these flaws, students frequently utilize fossilized forms of language even though they have no problem conveying their overall objectives (Shatery, 2015).

When teachers and students understand that the fundamental goal of learning a language is to acquire a specified form and that learners must focus their attention on a certain form extensively in order to learn it (Sheen, 2014). This causes a slew of issues, including First, it was said

that there is no identification of learners' communication requirements. The learners' learning styles and preferences are not prioritized. Second, grammar conversations are fabricated and do not correlate to genuine speech patterns. Third, it is a behavioral formula that disregards learning processes and has therefore long been debunked. The next issue is that they exclude learners from curriculum creation and hence fail to adequately determine their requirements. Furthermore, the lessons finish in dullness, which causes pupils to lose drive and interest. It is exclusively concerned with language forms and overlooks other aspects of native speakers' total linguistic knowledge (Yilmaz, 2011).

So, neither a concentration on forms nor a focus on meaning may lead to complete foreign language learning. As a result, students can learn English by being exposed to rich input and meaningful usage of the other language in context, which could cause accidental learning of the foreign language. It involves methods and approaches that direct learners' attention to the shape or qualities of the target structure while placing them in a relevant context. The Implicit FFI Techniques were inspired by the concept that an excellent technique must blend form and meaning (Farrokhi, Chehrazad, 2018).

According to Ellis (2011), the purpose of Implicit FFI Techniques is to catch the learner's attention while avoiding language debate and minimizing interruptions to constantly transmit meaning. The main challenge with grammar training has been how to focus on grammar in a relevant context rather than typical form-based content. It is procedural knowledge, which is the understanding of how to do things, that is

derived through developmental psycholinguistics and cognitive thought. It understands how. Likewise, it comprises students who recall states or derive rules unconsciously or both. Furthermore, "discovery" requires students to (2) establish rules shown by a sequence of phrases. There are four requirements for creating Implicit FFI Techniques activities:

1. Oral production activities in which a goal characteristic is successfully elicited,
2. Emphasizing message above form,
3. A lack of awareness of purpose as a characteristic that may encourage noticing, and
4. Time constraint.

Learners, for example, utilize the present tense to describe their consistent daily activity. The teacher will then supply the learners with a lot of feedback while they are executing a task, which is adjusted in the present tense by enhancing the input. Normal contact is normally not disrupted to draw pupils' attention to the target form.

Through three instances, students may learn foreign languages using Implicit FFI Techniques. The first includes "implanting" ergative verbs into a text (for example, increase, degrade). The second includes the teacher quickly interrupting a communication activity to call attention to a linguistic challenge that the pupils are experiencing. The final example is the employment of recast in the context of a task-based discourse, such as those encountered by first-language learners (Saeidi, Zaferanieh, & Shatery, 2017).

There are many techniques of Implicit FFI Techniques which are as follow:-

1. Input Flood

Input Flood refers to the instructor providing students with "abundant forms" of a language advantage both orally and in the text, such that students have several opportunities to encounter a certain language advantage. This implies that the target grammar is presented frequently by the flow of inputs; as a result, pupils are likely to instinctively notice the form, function, and meaning of grammar in the absence of linguistic explanations or error corrections. This is the oblique method (Rikhtegar, &Gholami, 2015).

2. Input Enhancement

Input augmentation can be delivered orally through increased pressure, tone, or repetition of the target form, or even through gestures, bodily movement, or facial emotions. Besides vocal emphasis, teachers can experiment with many approaches to get students to notice a text by changing an original text with intriguing content and enough instances to teach grammar. Teachers should avoid underestimating the significance of a text since students should focus on the meaning first. This is an unspoken technique. According to Asadi, Biria, and Sedaghat (2014), the first step of the acquisition process is input processing, and the FFI method connected with this stage is input enhancement. In contrast to input flood, input Enhancement differs in that teachers deliver changed input to learners to make input more relevant without explicit

grammatical instructions. With text input, students are given input that is often changed by teachers (for example, underline, bold, italic, capitalization, color coding, etc.).

3. Recast

Recast, according to Ellis, is a "recast of a learner's perverted sayings." The instructor indirectly and implicitly reformats the learner's faulty form into a correct form of stating that his production was incorrect. Learners are more likely to perceive the gap between their incomplete interstitial language and their proficient foreign language with this recast. It has the potential to be beneficial since the purpose is to draw attention to form in the first place rather than to deviate from the real communication goal of addressing a language trait (Asari, 2012).

4. Interaction Enhancement

Interaction Enhancement (IE) is a therapy that drives learners to focus on the form by delivering interactive alterations, resulting in learners producing changed results within a problem-solving assignment (strategic interaction). It is also a combination of reformulation and enhanced output; thus, when a communication breakdown happens because of a learner's incorrect or incomprehensible answer, the teacher brings the learner's attention to a problematic form (improving the output) by seeking clarification and repetition or reformulation of the learner's response (recast). IE can increase the probability of learners discovering their mistakes and assist learners in developing their

language switching system. FFI Techniques might be explicit or implicit (Salemi, et.al. 2012).

5. Negotiation:

Negotiation, according to Lambert, Kormos, and Minn, (2016) and Lyster, (2001), is an implicit or explicit strategy that involves a conversation about how a certain form might learn and teach. It asks and answers questions on how to learn and teach the unique form. It comes in two varieties: conversational, in which the reaction to the error is driven by a failure to comprehend what the student meant, and non-conversational, in which the response is triggered by a failure to understand what the student meant. Not only that, but it entails bargaining.' Or a Didactic in which the reaction happens that there has been no disruption in communication; it serves as a 'time-out' from speaking. The form is negotiated in the following ways:

- Clarification requests (that is, that the teacher shows to the students that their answer has been misunderstood by the teacher and that there is a need for repetition or reformulation).
- Metalinguistic feedback (for example, the instructor gives comments, information, or questions concerning the proper form of the student's answer without explicitly offering the correct form, such as "Can you spot your mistake?").
- Elicitation will almost certainly result in prompt self-correction. (For example, the instructor may conduct a straight paraphrase from the kids).

- Repetition (the teacher repeats the student's incorrect pronunciation, changing intonation to emphasize the error).

6. Output Enhancement

Rezvani (2011) said that the output Enhancement refers to explanation questions in which the teacher allows students to detect their faults and rectify wrong responses on their own. The teacher does not make a direct correction, as in recast, but helps pupils to realize their faults by employing instructional tactics such as repetition, Metalinguistic cues, and Elicitation. This request for clarification may arise because of the learners' inaccurate replies or when their answer is not fully understood by the interlocutor. For example, the instructor may request an explanation from students by using phrases such as "sorry?", "pardon," or "excuse me." **It consists of:**

λ Repetition

It is the implicit technique.

Student: He speak English very fast.

Teacher: He speak?

Student: He speaks English very fast.

λ **Metalinguistic clues (Metalinguistic Explanations)** are the FFI technique that aims to increase learners' explicit understanding of a certain target form.

Student: Because she is look for a card.

Teacher: Not “is look,” but...pay attention to the progressive!

Student: Because she is looking for a card.

λ Elicitation

It is the implicit technique.

Student: And they found out the one woman run away.

Teacher: OK, the woman was running away. [*Recast*]

Student: Running away.

Student: He suggested me to study harder.

Teacher: He suggested that...

Student: He suggested that I study hard

λ **Prompt:** is the implicit technique. It helps students to remedy their own mistakes by providing a tip from their teacher (Lyster, 2002).

The Problem of the Study:

In the spite of the importance of EFL Meaning-Form Relationship skills, there is a lack of EFL Meaning-Form Relationship 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 Naser Abd Elghfor secondary school in, Mounf Educational Zone, Menoufia Government Meaning-Form Relationship in

the pilot study (n=30) conducted by the researcher, showed the low level in students' Meaning-Form Relationship.

Thus, there is a need for an effective teaching strategy for developing Meaning-Form Relationship among second-year secondary school students. So, the present study attempts to investigate the effect of using Typographical Enhancement Based on Implicit FFI Techniques on developing Meaning-Form Relationship.

Questions of the Study:

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

1. What are the EFL Meaning-Form Relationship checklists required for secondary school students?
2. What are the features of an Implicit FFI Techniques program for developing EFL Meaning-Form Relationship among second-year secondary school students?
3. What is the effectiveness of a program based on Implicit FFI Techniques to develop EFL Meaning-Form Relationship 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 Meaning-Form Relationship 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 Meaning-Form Relationship skills test in favor of the post-administration.

Significance of the Study

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

1. To Second Year Secondary School Students:

- Developing their EFL Meaning-Form Relationship.

2. EFL Teachers:

- Drawing their attention to the importance of Implicit FFI Techniques program for developing their students' EFL Meaning-Form Relationship.
- Providing practical procedures for implementing the Implicit FFI Techniques for developing their students' EFL Meaning-Form Relationship.

3. Curriculum Designers:

- Drawing their attention to the effectiveness of F Implicit FFI Techniques for developing EFL Meaning-Form Relationship.

1.1. 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 Implicit FFI Techniques.
2. **Treatment Delimitations:** measuring the effect of a program based on Implicit FFI Techniques in developing EFL Meaning-Form Relationship among second-year secondary school students.
3. **Place Delimitations:** Naser Abd Elghfor secondary school in, Mounf Educational Zone, Menoufia Government
4. **Time Delimitations:** the second term of the school year 2021-2022

Procedures of the Study

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

1. **Identifying the EFL Meaning-Form Relationship required for Second year Secondary School Students through:**
 - Reviewing the literature and previous studies related to EFL Meaning-Form Relationship.
 - 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 Implicit FFI Techniques program:**
 - Reviewing the literature and previous studies related to Implicit FFI Techniques.
 - Identifying the features of Implicit FFI Techniques program.

- Preparing the Implicit FFI Techniques program objectives, content, applications, techniques, activities and evaluation.
 - Identifying the procedures that will be followed during implementing the Implicit FFI Techniques program.
- 3. Identifying the effectiveness of Implicit FFI Techniques program on developing EFL Meaning-Form Relationship**
- Preparing for the test.
 - Conducting a pilot study for validity and reliability purposes.
 - Applying the EFL Meaning-Form Relationship test to the experimental and control groups of second year secondary school students (pre- test) before teaching to identify the current level of EFL Meaning-Form Relationship.
 - Teaching the experimental group using an Implicit FFI Techniques program.
 - Applying the EFL Meaning-Form Relationship post-test to the sample after the teaching.
- 5. Collecting data and conducting statistical analysis of the study.**
- 6. Analyzing and interpreting the data of the Study.**
- 7. Presenting Conclusions, Recommendations, post-administration and Suggestions for Further Research.**

Method of the Study:

Participants of the Study

Participants in the present study were (80) 2nd-year secondary school students at Nasr Abd Elghafore 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 Meaning-Form Relationship skills checklist is required for second-year secondary school students.
2. An EFL Meaning-Form Relationship pre post-test.
3. Program based on Implicit FFI Techniques.

The EFL Meaning-Form Relationship skills checklist

The EFL Meaning-Form Relationship checklist aimed to determine the EFL Meaning-Form Relationship skills that were suitable and required to second year secondary school students. The checklist included twenty sub- skills. The EFL Meaning-Form Relationship 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 Meaning-Form Relationship skills checklist is valid.

A Pre – Post EFL Meaning-Form Relationship Test

Two equivalent forms of the EFL Meaning-Form Relationship test were prepared. Each one consisted of main items for measuring EFL Meaning-Form Relationship skills. The test covered nine main skills. The total number of items was 38. The initial version of the EFL Meaning-Form Relationship 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 Implicit FFI Techniques

The program was designed to develop EFL Meaning-Form Relationship 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)

The program was applied through many techniques:

- Input Flood
- Input Enhancement
- Negotiation
- Recast
- Interaction Enhancement
- Output Enhancement

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 Meaning-Form Relationship skills test in favor of the experimental group students.

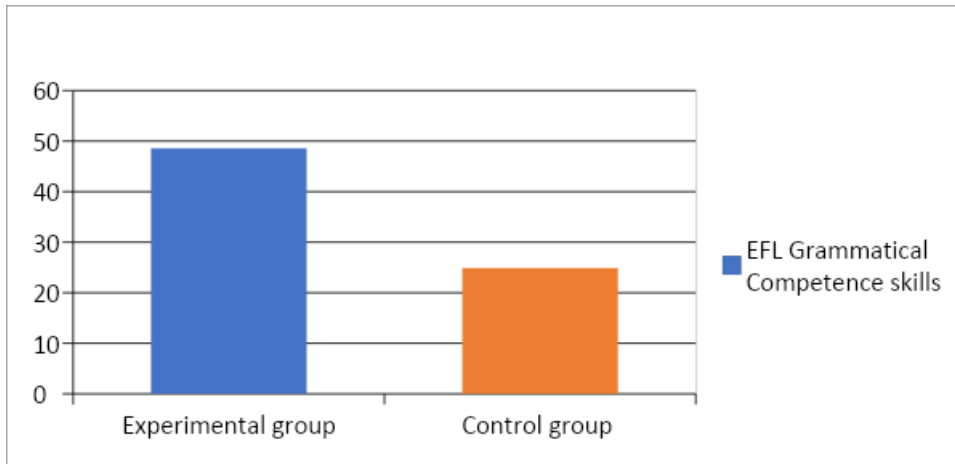
The following table presents the participants' mean scores, standard deviations, t-value, and level of significance in the Meaning-Form Relationship post administration between the experimental group and the control group.

Table (1)

Skill	Group	N	Mean	S.D	T-value	D.F	Sig	η^2	Effectiveness
EFL Meaning-Form Relationship 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 Meaning-Form Relationship 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 Meaning-Form Relationship skills test was higher than the participants mean scores of the control group, where the 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 Meaning-Form Relationship skills could be due to differences in teaching treatment to which the two groups were exposed pre-administration and that there was height effect and educational importance for using Program implicit FFI techniques for improving and developing Meaning-Form Relationship 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 Meaning-Form Relationship 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.

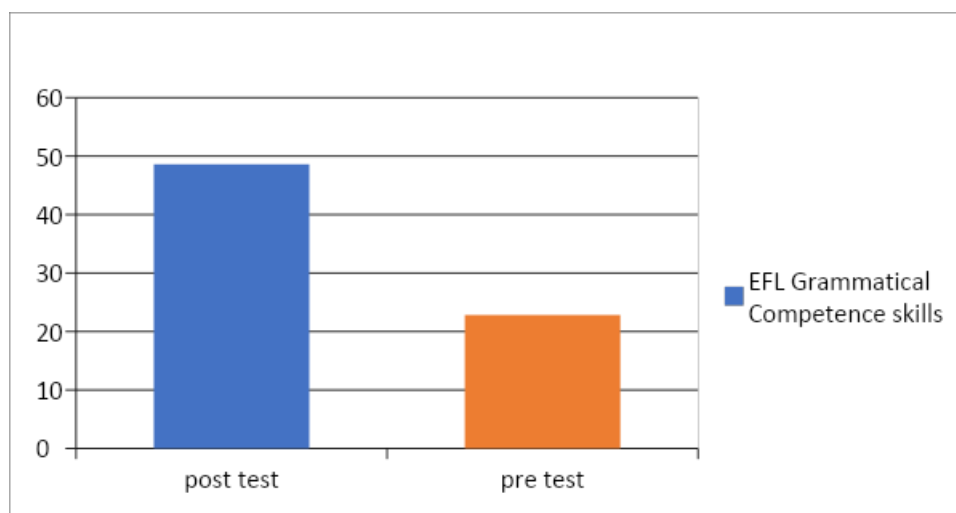
Table (2)

Skill	Group	N	Application	Mean	S.D	T-value	D.F	Sig	Effectiveness
EFL Meaning-Form Relationship Skills	Experimental	40	Post	48.60	1.34	60.518	39	0.00	0.99
			pre	22.83	2.68				

Findings of t-test of the EFL Meaning-Form Relationship 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 Meaning-Form Relationship skills test was higher than in the pre administration of EFL Meaning-Form Relationship 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 Meaning-Form Relationship skills could be due to using Program Based on Form Focus Instruction for improving and developing Meaning-Form Relationship 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 Enhancement Based on Implicit FFI Techniques. 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).

Implicit FFI techniques seem to be helpful for deep processing in all language skills, assisting students in grasping learning strategies and enabling learners to realize the functions of language forms, and contributing to developing cognitive skills such as connecting, generalizing, and hypothesizing reading strategies.

By implicit FFI techniques, students learned and studied form in the analytic process, notice their errors, and clearly understand meanings; at the same time. So, they can reach a higher level of producing forms and meaning.

Recommendations:

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

1. Teachers should know the importance of Implicit FFI Techniques in developing students' Meaning-Form Relationship 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 acquire forms with real-life content and/ or familiar themes in the classroom.

Suggestions for Further Research

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

1. Investigating the effectiveness of more recent technology applications in the EFL Meaning-Form Relationship skills.
2. Further research is needed to investigate the effectiveness of Implicit FFI Techniques on developing other language skills reading, listening, writing, and Meaning-Form Relationship at different educational levels.
3. Investigating how Implicit FFI Techniques can effectively be implemented to support communication competence and how this instruction affects learning motivation and/ or other effective variables such as attitude and self-efficacy.

Conclusion

Based on the results of the study, it can be concluded that the study participants' EFL Meaning-Form Relationship were developed as a result of using Implicit FFI Techniques. This means that using Implicit FFI Techniques proved to be an effective technique for teaching Meaning-Form Relationship.

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استخدام تقنيات التعليم المتمركز حول التراكيب ذو المعنى الضمنية لتحسين العلاقة بين الشكل والمعنى لدى طلاب المرحلة الثانوية

د/ رندا خربوش

مدرس المناهج و طرق تدريس اللغة الإنجليزية
كلية التربية - جامعة بنها

أ.د / فاطمة صادق محمد

أستاذ المناهج وطرق تدريس الإنجليزية
كلية التربية - جامعة بنها

خلاصة

هدفت الدراسة الحالية إلى تطوير بعض مهارات علاقة المعنى باللغة الإنجليزية كلغة أجنبية لطلاب السنة الثانية من المرحلة الثانوية من خلال استخدام تقنيات FFI الضمنية. تكونت عينة الدراسة الحالية من (٨٠) طالب وطالبة في الصف الثاني الثانوي بمدرسة نصر عبد الغفور بمنوف بمحافظة المنوفية خلال الفصل الثاني من العام الدراسي ٢٠٢٠-٢٠٢١ ، تم تقسيمهم إلى مجموعتين تجريبية (٤٠) وضابطة (٤٠). تضمنت أدوات الدراسة اختبار قبلي وبعدي لمهارات العلاقة بين المعنى والصياغة. أظهرت نتائج الدراسة تأثير تقنيات FFI الضمنية في تطوير مهارات علاقة المعنى بصيغة اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تقنيات التعليم المتمركز حول التراكيب ذو المعنى الضمنية - التعليم المتمركز حول التراكيب ذو المعنى - العلاقة بين الشكل والمعنى