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The Impact of Form-Focused-Instruction (FFI) and the implementation of Sociocultural Theory (SCT) in Pedagogical Settings on Second Language Learners' Written Accuracy Following the Innovated Writing Process IWP

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***A*bstract:** The current study argues that learning occurs when there is Ex-implicit grammar teaching and student-student, student-teacher and teacher-student interaction. Following Form-Focused-Instruction (FFI) and the implementation of Sociocultural Theory (SCT) in pedagogical settings form the role of the instructor who seeks to improve the Second/Foreign Language Learners' written accuracy. An empirical study which lasted four months was conducted on 74 Arab Learners of English (ALEs) forming two groups of 37 each. A detailed analysis was made of the target-like and the non-target-like forms of the simple past tense in 222 written texts produced by ALEs. Written texts were collected from each subject at three stages in the experiment (after two weeks, after two months and after four months). Quantitative and qualitative analyses show the positive impact of Form-Focused-Instruction (FFI) and the implementation of Sociocultural Theory (SCT) in pedagogical settings on Foreign Language Learners' written accuracy following the Innovated Writing Process IWP.

Keywords: Form-Focused-Instruction, Sociocultural Theory, the Innovated Writing Process, Second language Acquisition, and Written Accuracy

1. Introduction

One of the SLA theories on which the IWP is based is the Interactionist view, having in consideration that the IWP aims to facilitate the learning process by activating L2 learners' internal processes such as attention, noticing, and rehearsal, which, in turn, make the acquisition of the target linguistic data - simple past tense forms, for example - possible. To clarify the relationship between the IWP and Sociocultural Theory, Lantolf and Thorne (2006, p. 197) mentioned that "SCT has its origins in the writings of the Russian psychologist L.S. Vygotsky and his colleagues". They add that the most important forms of human cognitive activity develop through interaction. With regard to SLA, Sociocultural Theory believes learning is dialogically based which means that the acquisition of the language occurs *in* the process of interaction rather than *as a result of* the interaction. Based on this perspective, SLA cannot be treated as a purely individual-based process, but rather as one shared between the individual and other persons (teacher/learners and learners/learners).

In designing the IWP, the dialogic interaction between learners themselves and the teacher is basic in performing the writing task. Having that space for interaction can create a context in which

learners can participate actively. This interaction can demonstrate for the teacher what the L2 learners can do and what they cannot do, this in turn, gives the opportunity to the teacher to allocate time and a suitable type of feedback to the learners (Mourssi, 2012d).

This paper consists of seven sections; Introduction is presented in section one while section two presents the Literature review. Methods are presented in section three followed by Results and Discussion in section four. Conclusion is presented in section five and finally References are presented in section six and Appendices in section seven. In the following, Literature review is presented.

2. Literature Review

Hulstijn (2005) and Ellis (2006) suggested that attention, consciousness and awareness play a role in the implicit learning process, and this argument, supported by Dekeyser (2008), Ellis (N) (1994), and Schmidt (1994), is also in line with the point of views of Schmidt and Frota (1986), Alanen (1995), Ellis (N) (1996), Ellis and Sinclair (1996), Ellis (N) and Schmidt (1997), Grabe and Stoller (1997), Leow (1997), Miyake and Friedman (1998), Rosa and O' Neill (1999), Mackey (2002), and Swain and Lapkin (1995), who examined cognitive processes in second language learning; their conclusion was also supported by Gass and Varonis (1994), Robinson (1995, 2001, and 2003), Long (1996), Gass (1997), Mackey, Gass, and McDonough (2000) and Philp (2003). They all agree that attention and awareness in particular have been identified as two cognitive processes that mediate input and L2 development through interaction.

2.1 Form-Focused Instruction

The IWP was designed as a program for teaching writing, and was implemented in the Experimental Group, to investigate the impact of Revising and Redrafting on improving ALEs' written accuracy. The IWP focuses on the role of both the teacher and the learner and gives detailed guidelines for instructors to follow. In designing the IWP, a variety of teaching methods were integrated bearing in mind the L2 learners' level and the types of error/mistake which emerge as they prepare their written work (Mourssi, 2013b). Corrective feedback is provided to the learners by analyzing their errors/mistakes and explaining the nature of the errors/mistakes produced during writing. This will be presented in the discussion which deals with analyzing non-target-like simple past forms and how L2 learners in the Experimental Group managed to produce the target-like forms themselves after receiving metalinguistic feedback. One clear aspect of the course is, then, form-focused instruction (FFI).

Norris and Ortega (2001), in Fotos and Nassaji (2007, p. 11) postulated that FFI produces substantial gains in terms of the acquisition of the target structure. Over the course of their study, the effects of FFI were observed to have been sustained over time and the study showed that explicit instructional techniques yielded more positive effects than those involving implicit techniques. Thus, the effectiveness of the instructional treatments depends on the methodological approaches adopted. In evaluating the tasks achieved following FFI, Fotos and Ellis (1991), Fotos (1993), and Leow (2001) noticed that some of the FFI tasks were incorporated more explicitly and that "raising grammar consciousness" is one of these tasks, whereby, the task objective given to learners is to solve a grammar problem using the target structure or to generate grammar rules. That is, the aim behind not giving the target-like forms directly to the L2 learners, but providing them with corrective feedback and allowing them to analyse their errors/mistakes is that it gives them the space to interact, negotiate and work out the rules for themselves which makes them more memorable (Mourssi, 2013c). Both Lyster (2004) and Ferris (2006) suggested that corrective feedback prods the learners to self-correct and that this is effective in promoting SLA.

2.2 The Efficacy of Analyzing L2 Learners' Errors/Mistakes in SLA through the IWP

Ellis (2009, p.3) mentioned that both SLA researchers and language educators have paid careful attention to corrective feedback, but they have disagreed about whether to correct errors, what errors to correct, how to correct errors, and when to correct these errors, see, for example, Hendrickson (1978) and Hyland and Hyland (2006).

Moursi (2013d) indicated that the efficacy of analyzing L2 learners' errors/mistakes and giving corrective feedback in language pedagogy varies according to the methods used during the learning process. For example, Audiolingualism thinks that negative "assessment" is to be avoided as far as possible since corrective feedback functions as "punishment" and may inhibit or discourage learning, while Ur (1999, p.243) suggested that "assessment should be positive" in order to promote the positive self-image of the learner as a person and language learner," on the other hand, skill-learning theory thinks that "the learner needs feedback on how well he/she is doing," but the question here is what kind of feedback is the most effective? Is it direct, indirect or metalinguistic feedback? In designing the IWP, all three types were implemented but the last type (metalinguistic feedback) was the basic type followed with the subjects of the study in the Experimental Group.

Ur (1999) recognized that there is certainly a space for correcting learners' errors/mistakes, but she claimed that we should not over-estimate this contribution. She concluded that time should be invested in avoiding errors rather than in correcting them. Other methodologists, for example, Harmer (1993) distinguished between "accuracy" and "fluency". He mentions that corrective feedback has a place in the former but not in the latter. However, SLA researchers, especially those working within an Interactionist framework take a different view; they argue that corrective feedback works best when it occurs in context at the time the learners make the error. I can claim that this is one of the main aims behind designing the IWP and presenting the CGLTA through the IWP in the ALEs' context, where the process of error/contrastive analysis (metalinguistic feedback) can develop L2 learners' internalized grammar system which results in promoting L2 grammar acquisition and improving learners' written accuracy (Moursi, 2013a).

Truscott (1996, 1999, and 2007) claimed that correcting learners' errors in a written composition may enable the learners to eliminate the errors in a subsequent draft but correcting errors has no effect on grammatical accuracy in a new piece of writing. In other words, correcting errors does not result in acquisition. I think that when the error analysis and the correction of learners' errors are clear, consistent and explicitly presented, it will work well for the acquisition of the target linguistic data (Moursi, 2012a; 2012c). Similar to my claims, Sheen (2007), Ellis, Sheen, Murakami, and Takashima (2009a) produced evidence to show that written feedback can result in Second Language Acquisition; however, I prefer to give the learners oral metalinguistic feedback, as most of them do not seem to read the teacher's written feedback or take it on board. It is worth mentioning that some researchers such as Krashen (1982, p. 74) and VanPatten (1992, p. 24) suggested that correcting errors in learner output has a negligible effect on language learners' developing language system. However, other SLA researchers, especially those working within the Interactionist framework, have found that correcting learners' errors facilitated language acquisition. After more than ten years, VanPatten (2003) changed his mind and acknowledged that feedback (error correction) in the form of negotiating meaning can help learners notice their errors and create form-meaning connections, thus aiding Second Language Acquisition. Recent studies, such as Bitchener, Young, and Cameron (2005), Sheen (2007), and Ellis *et al.* (2009b) had shown that when corrective feedback is "focused" it is effective in promoting acquisition.

With the Innovated Writing Process IWP, every stage of the development is built after a previous one. In investigating the role of the learner and the role of the teacher for example, there is a link between the reaction of the learner at each stage and the teacher's behaviour and his instructions, from the beginning to the end of the process, in negotiating the mistakes, and giving direct/indirect

and metalinguistic feedback. Myles, Hooper, and Mitchell (1998) illustrated that varying strategies in SLA could be built one after another, in the same fashion as with the staged process in the IWP.

2.3 A Coalition of Resources

Autonomous Induction Theory (Carroll, 1999; 2001) posited that, second language acquisition is facilitated by a coalition of sources that create input to learning. As defined and explained by Herschensohn (2001, p. 26), this theory brings together spontaneous input and form-focused guidance as two complementary components of the learning process. Carroll (1999; 2001) argued that the proposed input of learning is not simply processing input but can be considered as a restructuring of interlanguage grammar due to parsing failure on the part of the learner. In other words, Carroll made a distinction between processing for parsing and processing for acquisition. She mentioned that when the parsers fail, the acquisitional mechanisms are triggered, and added that during successful parsing, rules are activated in each processor, and failure occurs when the rules are inadequate or missing.

Carroll (1999, p. 365) defined learning in the context of Autonomous Induction Theory as a process which takes place whenever a parse fails (which results from incomprehensible input) and thereby, the process of learning takes place at several levels of analysis such as acoustic-phonetic, phonological, morpho-syntactic and semantic. Similarly, Herschensohn (2000, p. 203) suggested that learners use a coalition of resources such as Universal Grammar, constrained hypothesis space, primary linguistic data, instruction and feedback. This coalition of resources is visible in the IWP.

Mourssi (2012b) argued that the interactional process, whether it is negotiated interaction, interactional feedback, noticing gaps in knowledge by learners as well as by the teacher, while speaking or while writing a picture-story, can direct the learners' attention to many things which might have been stored in their memory (implicit knowledge) but that they have temporarily forgotten. The teacher's role is to activate this knowledge which can relate to lexical items, grammatical constructions, phrasal verbs, prepositions, collocations, and so on. Different types of interaction promote development and lead to an actual improvement in learners' knowledge in the long term.

Mourssi (2013) indicated that the investigation of the role of revising and redrafting has revealed the positive impact of the IWP and the CGLTA on ALEs undergraduate high school students' writing in general, and their interlanguage grammar in particular, specifically in the acquisition of the simple past tense forms. Weissberg (1998) suggested that classroom writing has positive effects on SLA. Hedge (2005) proposed that students need opportunities to practise various forms and functions in writing. She added in her later study that revising and drafting should be included in improving writing (Hedge, 2005). De La Paz and Steve (2002) suggested that the writing instruction used in middle school classrooms developed a variety of cognitive resources. Kowszyk and Vazquez (2004) noted that peer interaction in groups between the teacher and the students is a very productive strategy in writing and revising written materials. Al-Buainain (2006) believed that there could be no definite answer to the question of how to teach writing in ESL/EFL. Bitchener (2005) and Ferris (2002 and 2004) proposed that classroom-based instruction plays a significant role in helping L2 learners improve the accuracy of their writing. Rahimi (2009) noted the effectiveness of feedback on second language learners' writing. The present study contributes to our knowledge in these areas by developing a methodology which integrates Focus-on-Form with revising/redrafting into a communicative approach - the IWP - in order to improve students' written accuracy.

3. Methods

This section discusses the subjects of the study, the research question and the methods used in the analysis of the written texts.

3.1 The Subjects of the Study

Based on the results of a placement test - designed by the researcher-, two similar or nearly similar classes were selected from a total of 12 classes enrolled in grade 12. The two selected classes formed the Experimental Group and the Control Group. Each group - class- consisted of 37 Arab Learners of English (ALEs). The total number of the students involved in the experiment was 74 students, with ages ranging between 16 and 18, pre-intermediate to intermediate level in English. The subjects were all Arabic speakers and had been learning English as a foreign language for eight years attending four to five sessions per week on average. The target location was in one of the Omani government male secondary schools (High School). English language is one of the core subjects that all the students must study in secondary school.

3.2 The Research Question

The current study seeks to answer the following question:

What are the impact of Form-Focused-Instruction (FFI) and the implementation of Sociocultural Theory (SCT) in pedagogical settings on Second Language Learners' Written Accuracy following the Innovated Writing Process IWP? This is to provide empirical evidence in relation to the acquisition of the Second language structures to test hypotheses emerging from SLA and thus contribute to the advancement of theory on Second Language Acquisition.

3.3 Methods Assigned to the Research Question

For the research question presented above, qualitative and quantitative analyses were followed for all the simple past tense forms produced by the samples in 222 written texts which had been collected chronologically. The author thinks in order to explore the impact of Form-Focused-Instruction (FFI) and the implementation of Sociocultural Theory (SCT) in pedagogical settings on Second Language Learners' Written Accuracy following the Innovated Writing Process IWP, three writing texts were collected from each sample in both groups, the first writing text (B) was collected after the first two weeks; the second writing (M) after the first two months while the third writing (F) was collected at the end of the experiment. The author thinks that writing is one way to get evidence of the state of a student's internalized grammar system and to measure the improvement occurs from a certain interlanguage stage to another.

3.4 The Instruments Used to Gauge the Impact of FFI and SCT Following the IWP and the CGLTA

The instruments used to gauge the impact of the IWP were as follows; a proficiency test, initial writing test (writing pre-test), pre-interview, and speaking pre-test, picture-story writing one (before the experiment starts) to be sure that the level of both groups is equal or nearly equal, followed by a speaking post-test, writing post-test and finally an achievement test. Scores were compared using statistical tests, such as the t-tests. The Results and Discussion are described in detail below.

4. Result and Discussion

In this section, the results and the data analysis are presented and explained. Most analysis was based on the quantitative data obtained from all the pre-tests, and post-tests presented in the previous part. The Experimental Group and the Control Group sat exactly the same pre-tests and post-tests to ensure comparability across the groups. It is also necessary to mention that the official Final National Exam (FNE) is run on all the students enrolled in grade 12 all over the Sultanate at the same time, with two invigilators in each class. The FNE is the same exam for all the students, and students must be arranged alphabetically in each school and in groups of 24-26 in different classes. In other words, the Experimental Group students and the Control Group students were not

in the same classes or at the same school as they were during the experiment. In the following, I will present the quantitative analysis following the same sequence as that followed in describing the instruments used in the study.

4.1 Results of the T-Test for Independent Groups in the Proficiency Test

A t-test was applied in order to ensure that there was not a significant difference in the proficiency scores between the two groups at the outset. The t-test results and the Independent Samples Test are in Appendix P. The result shows that t = 0.97, df = 72, p = > .05. This means that there was no significant difference between the two groups in the proficiency test. The results show that the students in the Control and Experimental Groups were almost at the same level at the beginning of the experiment.

4.2 Results of the T-Test for Independent Groups in Speaking Pre-Test

The results from the comparison of the scores of the Control Group and the Experimental Group show that t = 0.97, df = 72, p = > .05. This means that there was no significant difference between the two groups in the speaking pre- test. (See Appendix A)

4.3 Results of the T-Test for Independent Groups in Initial Picture-Story Writing

The results of the comparison of the scores of the Control Group and those of the Experimental Group in the initial picture-story writing show that t = .001, df = 72, p = > .05. This means, there was no significant difference between the two groups in the initial writing test (see Appendix A). After marking the initial picture-story essay and doing the statistical analyses, a picture-story writing exercise was given to both the Experimental and Control Groups before starting the experiment to be sure that the two selected groups were equal or nearly equal from the beginning and before starting the experiment.

4.4 Results of Picture-Story Writing One

I was advised to be sure that the two selected groups for the experiment should be equal or nearly equal before running the experiment for the sake of the results at the end. Based on that, it was decided to run an additional picture-story writing namely Picture-Story Writing One.

The results of the comparison of the Control Group and the Experimental Group in picture-story one show that t = 0.52, df = 72, p = > .05. This result means that there was no significant difference between the two groups in the picture-story writing one test (see Appendix A).

After obtaining and analyzing all the results, the two groups were compared statistically. The author thus ensured that the two groups were equal or almost equal in performance. Sakel and Everett (2012, p. 133) recommend that in order for the intervention to be deemed successfully, the Control Group and Experimental Group should be equal or nearly equal in all the pre-tests from the beginning.

4.5 The Statistical Analysis for Paired Samples (The Experimental Group's Pre- and Post-Tests)

Note: (The results of the statistics related to the Experimental Group are tabulated in Appendix B). The result of the t-test for paired samples (the Experimental Group) in the proficiency test and the achievement test shows that t = 15.383, df = 36, p = < .001. The results show that the difference between the proficiency test and the achievement test is significant. The result of the t-test for paired samples (the Experimental Group) in the speaking pre-test and the speaking post-test shows that t = 15.372, df = 36, p = < .001. The results show that the difference between the speaking pre-test and speaking post-test is significant. The result of the t-test for paired samples (the

Experimental Group) in the writing pre-test and the post post-test shows that: (t = 17.234, df = 36, p = < .001). The results show that the difference between the writing pre-test and writing post-test is significant.

Table 1 presents the correlations of paired samples (the Experimental Group). The results show that the correlation is highly significant.

Table 1. T-test for paired sample correlations (experimental group)

		Mean	N	Std. Deviation
Pair 1	Achievement T	74.2973	37	17.63025
	Proficiency T	46.5405	37	13.74691
Pair 2	Post speaking	16.8649	37	2.42856
	Pre speaking	9.1892	37	4.17558
Pair 3	Post writing	14.4324	37	3.53192
	Initial writing	7.2973	37	4.67181

4.6 The Statistical Analysis for Paired Samples (The Control Group's Pre- and Post-Tests)

The results of the statistics related to the Control Group are tabulated in Appendix C. The result of the t-test for paired samples (the Control Group) in the proficiency test and the achievement test shows that: (t = 4.905, df = 36, p = < .001). The results show that the difference between the proficiency test and the achievement test is significant. The result of the t-test for paired samples (the Control Group) in the speaking pre-test and the speaking post-test shows that: (t = 6.368, df = 36, p = < .001). The results show that the difference between the speaking pre-test and speaking post-test is significant.

The result of the t-test for paired samples (the Control Group) in the writing pre-test and the post post-test shows that: (t = 13.800, df = 36, p = < .001). The results show that the difference between the writing pre-test and writing post-test is significant. Table 2 presents the correlations of paired samples (the Control Group). The results show that the correlation is significant.

Table 2. T-test for paired sample correlations (Control Group)

		Mean	N	Std. Deviation
Pair 1	Achievement T	56.65	37	18.612
	Proficiency T	46.84	37	12.604
Pair 2	Post speaking	12.00	37	3.771
	Pre speaking	9.73	37	3.805
Pair 3	Post writing	9.78	37	3.881
	Initial writing	7.30	37	4.377

4.7 The T-Test for Independent Groups (Experimental and Control)'S Pre- and Post-Tests and the Final National Exam

All the t-tests results related to the pre-tests and post-tests are tabulated in Appendix D. The results of t-test for independent groups in speaking post-test show that: (t = 6.597, df = 72, p = < .001). This means that the difference between the Experimental Group and the Control Group is significant.

The results of t-test for independent groups in writing post-test show that: (t = 5.388, df = 72, p = < .001). This means that the difference between the Experimental Group and the Control Group is significant.

The results of t-test for independent groups in achievement test show that: (t = 4.187, df = 72, p = < .001). This means that the difference between the Experimental Group and the Control Group is significant.

The results of t-test for independent groups in Final National Exam show that: (t = 2.390, df = 72, p = < .001). This means that the difference between the Experimental Group and the Control Group is significant.

The sections 4.1-7 presented in detail the reports of the pre-tests, and the post-tests. The results of the data analysis show no significant differences in all the pre-tests between the two groups, but significant differences can clearly be discovered at the post-tests and the achievement test as well. The learners' score in the Final National Exam support these results, the scores of the learners in the Experimental Group was higher than the scores of the learners in the Control Group, see Appendices E for more detail.

4.8 One-Way ANOVA from Target-Like and Non-Target-Like Simple Past Forms in Both Groups by Stage

4.8.1 One-Way ANOVA from Target-Like and Non-Target-Like Simple Past Forms in the Experimental Group by Stage

To support the results and to identify of the impact of revising and redrafting as a part of the IWP and to support the role of CGLTA in improving ALEs' writing, One-way ANOVA was run on the target-like and non-target-like simple past forms in both groups in the three stages, for more details see Appendix I.

The results of One-way ANOVA show that the mean of the target-like simple past forms in stage 1 (AB in the Experimental Group) is 8.0000, and the mean of stage 2 (AM in the Experimental Group) is 9.2703, the mean of stage 3 (AF in the Experimental Group) is 14.2973. The results also show that the value of F for the target-like forms of the simple past tense in the Experimental Group in the in the three stages AB, AM, and AF is 17.833 and it is significant. The following figure shows the means plot of the target-like simple past forms in the Experimental Group (see Figure 1).

The results of One-way ANOVA show that the mean of the non-target-like simple past forms in stage 1 (AB in the Experimental Group) is 6.1892, and the mean of stage 2 (AM in the Experimental Group) is 6.0541, the mean of stage 3 (AF in the Experimental Group) is 1.1622. The results also show that the value of F for the non-target-like forms of the simple past tense in the Experimental Group in the in the three stages AB, AM, and AF is 31.746 and it is significant. The following figure shows the means plot of the non-target-like simple past forms in the Experimental Group (see Figure 2).

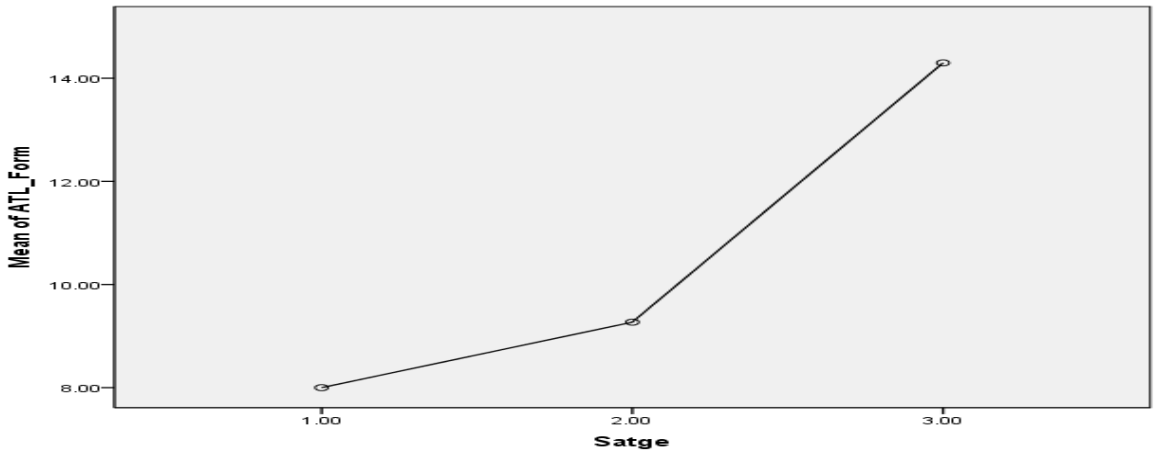

Figure 1. Means plot of the target-like simple past forms in the experimental group

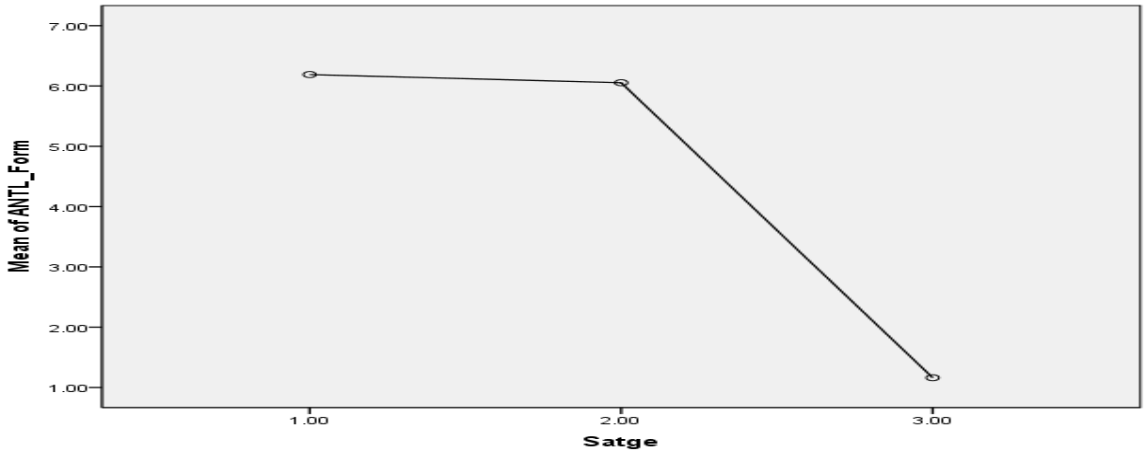

Figure 2. Means plot of the non-target-like simple past forms in the experimental group

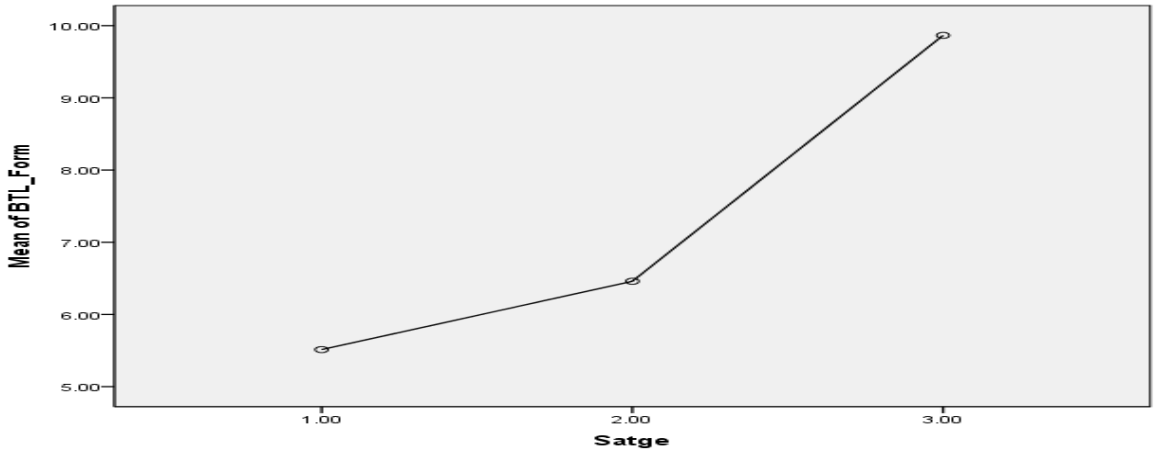

Figure 3. Means plot of the target-like simple past forms in the control group

4.8.2 One-Way ANOVA from Target-Like and Non-Target-Like Simple Past Forms in the Control Group by Stage

The results of One-way ANOVA show that the mean of the target-like simple past forms in stage 1 (BB in the Control Group) is 5.5135, and the mean of stage 2 (BM in the Control Group) is 6.4595, the mean of stage 3 BF in the Control Group) is 9.8649. The results also show that the value of F for the target-like forms of the simple past tense in the Control Group in the in the three stages BB, BM, and BF is 9.759 and it is significant. The following figure shows the means plot of the target-like simple past forms in the Control Group (see Figure 3).

The results of One-way ANOVA show that the mean of the non-target-like simple past forms in stage 1 (BB in the Control Group) is 9.1892, and the mean of stage 2 (BM in the Control Group) is 7.0541, the mean of stage 3 (BF in the Control Group) is 3.8919. The results also show that the value of F for the non- target-like forms of the simple past tense in the Control Group in the in the three stages BB, BM, and BF is 16.864 and it is significant. The following figure shows the means plot of the non-target-like simple past forms in the Control Group (see Figure 4).

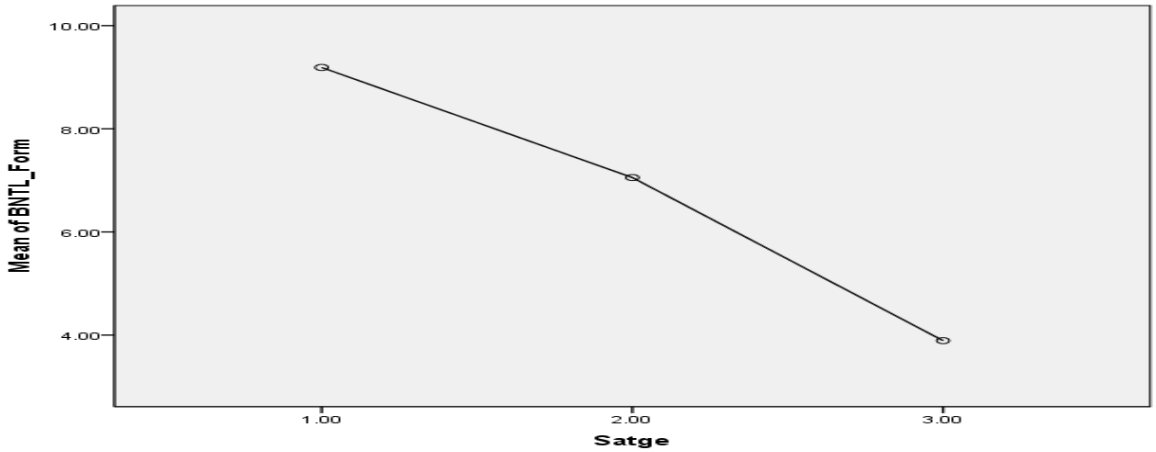

Figure 4. Means Plot of the non-target-like simple past forms in the Control Group

To conclude, the data analysis presented show that the IWP and the CGLTA can help the learners improve their writing as well as speaking. The results of the above quantitative data provide some evidence for the improvement occurred in the Experiment Group, though I cannot identify which variable(s) involved in the process of redrafting was/were responsible for the differential improvement of the Experimental Group; these variables included the focus on error/contrastive analysis (metalinguistic feedback), student-student interaction, explicit grammar teaching, negotiation and the personality of the tutor. Similarly, we can say that the IWP and CGLTA appeared to improve performance (by comparison with TPW approach) – but we do not know exactly what it was about them which improved performance and it is thus quite difficult to say anything very precise about Second Language Acquisition theories, though the experiment does provide support for current notions in Applied Linguistics concerning the benefits of a process over a product approach to writing.

4.9 The T-Test (Independent Sample Test) for Target-Like and Non-Target Like Simple Past Forms in Each Group in All the Stages

4.9.1 The Experimental Group

The results of the t-test of target-like and non-target-like simple past forms in stage AB show that the mean of the target-like forms is 8. The mean of the non-target-like forms is 6.2. The value of t =

1.676, p = .098, and p > .05. These results show that the difference between target-like forms and non-target-like forms in stage AB in the Experimental Group is not significant, for more details see Appendix F.

The results of the t-test of target-like and non-target-like simple past forms in stage AM show that the mean of the target-like forms is 9.3. The mean of the non-target-like forms is 6.1. The value of t = 3.318, p = .001, and p < .05. These results show that the difference between target-like forms and non-target-like forms in stage AM in the Experimental Group is high significant.

The results of the t-test of target-like and non-target-like simple past forms in stage AF show that the mean of the target-like forms is 14.3. The mean of the non-target-like forms is 1.2. The value of t = 17.982, p = .000, and p < .05. These results show that the difference between target-like forms and non-target-like forms in stage AF in the Experimental Group is high significant.

4.9.2 The Control Group

The results of the t-test of target-like and non-target-like simple past forms in stage BB show that the mean of the target-like forms is 5.5. The mean of the non-target-like forms is 9.2. The value of t = -3.105, p = .003, and p < .05. These results show that the difference between target-like forms and non-target-like forms in stage B in the Control Group is high significant, for more details see Appendix G.

The results of the t-test of target-like and non-target-like simple past forms in stage BM show that the mean of the target-like forms is 6.5. The mean of the non-target-like forms is 7.1. The value of t = -.634, p = .528, and p > .05. These results show that the difference between target-like forms and non-target-like forms in stage BM in the Control Group is not significant.

The results of the t-test of target-like and non-target-like simple past forms in stage BF show that the mean of the target-like forms is 9.9. The mean of the non-target-like forms is 3.9. The value of t = 7.8, p = .000, and p < .05. These results show that the difference between target-like forms and non-target-like forms in stage BF in the Control Group is high significant.

4.9.3 The T-Test (Independent Sample Test) for Target-Like Simple Past Forms in Each Group in All the Stages

4.9.3.1 The T-Test (Independent Sample Test) for Target-Like Simple Past Forms in Stage AB in the Experimental Group and BB in the Control Group

The results of the t-test of target-like simple past forms in stage AB and BB show that the mean of the target-like forms in AB for the Experimental Group is 8. The mean of the target-like forms in BB for the Control Group is 5.5. The value of t = 1.965, p = .053, and p > .05. These results show that the difference between target-like forms in AB and BB in the Experimental Group and the Control Group after the first two weeks in the experiment is not significant, for more details see Appendix H.

4.9.3.2 The T-Test (Independent Sample Test) for Target-Like Simple Past Forms in Stage AM in the Experimental Group and BM in the Control Group

The results of the t-test of target-like simple past forms in stage AM and BM show that the mean of the target-like forms in AM for the Experimental Group is 9.3. The mean of the target-like forms in BM for the Control Group is 6.5. The value of t = 2.72, p = .008, and p < .05. These results show that the difference between target-like forms in AM and BM in the Experimental Group and the Control Group after two months in the experiment is significant.

4.9.3.3 The T-Test (Independent Sample Test) for Target-Like Simple Past Forms in Stage AF in the Experimental Group and BF in the Control Group

The results of the t-test of target-like simple past forms in stage AF and BF show that the mean of the target-like forms in AF for the Experimental Group is 14.3. The mean of the target-like forms in BF for the Control Group is 9.9. The value of $t = 4.9$, $p = .000$, and $p < .05$. These results show that the difference between target-like forms in AF and BF in the Experimental Group and the Control Group at the end of the experiment after four months is high significant.

4.9.4 The T-Test (Independent Sample Test) for Non-Target-Like Simple Past Forms in Each Group in All the Stages

4.9.4.1 The T-Test (Independent Sample Test) for Non-Target-Like Simple Past Forms in Stage AB in the Experimental Group and BB in the Control Group

The results of the t-test of non-target-like simple past forms in stage AB and BB show that the mean of the non-target-like forms in AB for the Experimental Group is 6.2. The mean of the non-target-like forms in BB for the Control Group is 9.2. The value of $t = - 3.049$, $p = 003$, and $p < .05$. These results show that the difference between non-target-like forms in AB and BB in the Experimental Group and the Control Group after the first two weeks in the experiment is significant, for more details see Appendix H.

4.9.4.2 The T-Test (Independent Sample Test) for Non-Target-Like Simple Past Forms in Stage AM in the Experimental Group and BM in the Control Group

The results of the t-test of non-target-like simple past forms in stage AM and BM show that the mean of the non-target-like forms in AM for the Experimental Group is 6.1. The mean of the non-target-like forms in BM for the Control Group is 7.1. The value of $t = 1.54$, $p = .252$, and $p > .05$. These results show that the difference between non-target-like forms in AM and BM in the Experimental Group and the Control Group after the first two months in the experiment is not significant.

4.9.4.3 The T-Test (Independent Sample Test) for Non-Target-Like Simple Past Forms in Stage AF in the Experimental Group and BF in the Control Group

The results of the t-test of non-target-like simple past forms in stage AF and BF show that the mean of the non-target-like forms in AF for the Experimental Group is 1.2. The mean of the non-target-like forms in BF for the Control Group is 3.9. The value of $t = 4.824$, $p = .000$, and $p < .05$. These results show that the difference between non-target-like forms in AF and BF in the Experimental Group and the Control Group at the end of the experiment after four months is high significant.

5. Conclusion

The results of the experiment show that, when second language learners receive metalinguistic feedback which enhances their awareness and draws their attention to the non-target-like forms, and when they are given the opportunity to interact, negotiate, and discuss their work with their peers and the teacher, in the revised and redrafted version, they move progressively towards greater accuracy in producing the target-like forms. As a result of following the IWP, the students not only improved their written accuracy in the short term but also developed their internalized grammatical system and improved their level of proficiency in general. This clearly appeared in their scores in the Final National Exam. This improvement was confirmed by quantitative and qualitative analysis in the current study.

It is noticed that students make successive hypotheses about forms and these are discussed in "negotiated interaction" which is based on negotiating the mistakes and creating a space for that to

happen, following the process of error/contrastive analyses in which the teacher discusses the errors explaining the nature of the learners' errors/mistakes (metalinguistic feedback).

One conclusion of the current study is that the method devised and implemented - the IWP - helped ALEs at pre-intermediate and intermediate level improve their accuracy in writing and develop their internalized grammatical system.

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Appendix A. The Result of the T-Test for All the Pre-Tests

Group statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pret general	experimental	37	46.54	13.747	2.260
	Control	37	46.84	12.604	2.072
Pre speaking	Experimental	37	9.19	4.176	.686
	Control	37	9.73	3.805	.626
Initial writing	Experimental	37	7.30	4.672	.768
	Control	37	7.30	4.377	.720
Writing one	experimental	37	6.65	4.644	.763
	Control	37	6.59	4.239	.697

Independent samples test

	Levene's Test for Equality of Variances			t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig.(2-tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Pret general	Equal variances assumed	.037	.848	-.097-	72	.923	-.297-	3.066	-6.409-	5.815
	Equal variances not assumed			-.097-	71.464	.923	-.297-	3.066	-6.410-	5.816
Pre speaking	Equal variances assumed	.320	.574	-.582-	72	.562	-.541-	.929	-2.392-	1.311
	Equal variances not assumed			-.582-	71.388	.562	-.541-	.929	-2.392-	1.311
Initial writing	Equal variances assumed	.050	.824	.000	72	1.000	.000	1.052	-2.098-	2.098
	Equal variances not assumed			.000	71.696	1.000	.000	1.052	-2.098-	2.098
Writing one	Equal variances assumed	.131	.719	.052	72	.958	.054	1.034	-2.007-	2.115
	Equal variances not assumed			.052	71.409	.958	.054	1.034	-2.007-	2.115

Appendix B. The T-Test for Paired Samples Pre and Post-Tests (Experimental Group)

Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	achievement	74.2973	37	17.63025	2.89840
	prêt general	46.5405	37	13.74691	2.25998
Pair 2	post speaking	16.8649	37	2.42856	.39925
	pre speaking	9.1892	37	4.17558	.68646
Pair 3	post writing	14.4324	37	3.53192	.58064
	initial writing	7.2973	37	4.67181	.76804

Paired samples correlations

		N	Correlation	Sig.
Pair 1	achievement & pret general	37	.783	.000
Pair 2	post speaking & pre speaking	37	.696	.000
Pair 3	post writing & initial writing	37	.847	.000

Paired samples test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	achievement - pretgeneral	27.75676	10.97574	1.80440	24.09726	31.41625	15.383	36	.000
Pair 2	Post speaking – pre speaking	7.67568	3.03731	.49933	6.66299	8.68836	15.372	36	.000
Pair 3	Post writing - initial writing	7.13514	2.51840	.41402	6.29546	7.97481	17.234	36	.000

Appendix C. The T-Test for Paired Samples Pre and Post-Tests (Control Group)

Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	achievement	56.65	37	18.612	3.060
	pret general	46.84	37	12.604	2.072
Pair 2	Post speaking	12.00	37	3.771	.620
	Pre speaking	9.73	37	3.805	.626
Pair 3	Post writing	9.78	37	3.881	.638
	Initial writing	7.30	37	4.377	.720

Paired samples correlations

		N	Correlation	Sig.
Pair 1	achievement & prêt general	37	.761	.000
Pair 2	Post speaking & pre speaking	37	.836	.000
Pair 3	Post writing & initial writing	37	.972	.000

Paired samples test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	achievement – prêt general	9.811	12.167	2.000	5.754	13.868	4.905	36	.000
Pair 2	Post speaking–pre speaking	2.270	2.169	.357	1.547	2.993	6.368	36	.000
Pair 3	Post writing – initial writing	2.486	1.096	.180	2.121	2.852	13.800	36	.000

Appendix D. The T-Test for Independent Groups for Pre and Post Tests and FNE

Group statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Prêt general	Experimental	37	46.54	13.747	2.260
	Control	37	46.84	12.604	2.072
Achievement	Experimental	37	74.30	17.630	2.898
	Control	37	56.65	18.612	3.060
Pre speaking	Experimental	37	9.19	4.176	.686
	Control	37	9.73	3.805	.626
Writing one	Experimental	37	6.65	4.644	.763
	Control	37	6.59	4.239	.697
Post speaking	Experimental	37	16.86	2.429	.399
	Control	37	12.00	3.771	.620
Post writing	Experimental	37	14.43	3.532	.581
	Control	37	9.78	3.881	.638
Final N Exam	Experimental	37	74.3784	23.9389	3.935
	Control	37	61.9189	20.7918	3.418

Independent samples t-tests

		Levine's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pret general	Equal variances assumed	.037	.848	-.097-	72	.923	-.297-	3.066	-6.409-	5.815
	Equal variances not assumed			-.097-	71.464	.923	-.297-	3.066	-6.410-	5.816
Achievement	Equal variances assumed	.180	.673	4.187	72	.000	17.649	4.215	9.247	26.050
	Equal variances not assumed			4.187	71.790	.000	17.649	4.215	9.247	26.051
Pre speaking	Equal variances assumed	.320	.574	-.582-	72	.562	-.541-	.929	-2.392-	1.311
	Equal variances not assumed			-.582-	71.388	.562	-.541-	.929	-2.392-	1.311
Writing one	Equal variances assumed	.131	.719	.052	72	.958	.054	1.034	-2.007-	2.115
	Equal variances not assumed			.052	71.409	.958	.054	1.034	-2.007-	2.115
Post speaking	Equal variances assumed	5.932	.017	6.597	72	.000	4.865	.737	3.395	6.335
	Equal variances not assumed			6.597	61.477	.000	4.865	.737	3.391	6.339
Post writing	Equal variances assumed	.036	.849	5.388	72	.000	4.649	.863	2.929	6.368
	Equal variances not assumed			5.388	71.369	.000	4.649	.863	2.929	6.369
Final N. Exam	Equal variances assumed	.786	.378	2.390	72	.019	12.459	5.212	2.068	22.850
	Equal variances not assumed			2.390	70.615	.020	12.459	5.212	2.064	22.854

Appendix E. The Result and the Analysis of the Final National Exam

Experimental Group Class A		100			Control Group Class B		100	
1 A		92	A		1 B		69	C
2 A		56	D		2 B		88	B
3 A		95	A		3 B		50	D
4 A		77	C		4 B		52	D
5 A		86	B		5 B		69	C
6 A		84	B		6 B		53	D
7 A		83	B		7 B		83	B
8 A		89	B		8 B		64	C
9 A		84	B		9 B		86	B
10A		93	A		10B		59	D
11A		73	C		11B		66	C
12A		95	A		12B		96	A
13A		84	B		13B		68	C
14A		89	B		14B		73	C
15A		88	B		15B		75	C
16A		95	A		16B		50	D
17A		67	C		17B		54	D
18A		91	A		18B		73	C
19A		50	D		19B		91	A
20A		97	A		20B		51	D
21A		68	C		21B		86	B
22A		80	B		22B		96	A
23A		50	D		23B		52	D
24A		51	D		24B		50	D
25A		95	A		25B		50	D
26A		50	D		26B		71	C
27A		50	D		27B		61	D
28A		98	A		28B		50	D
29A		00			29B		76	C
30A		95	A		30B		61	D
31A		68	C		31B		59	D
32A		86	B		32B		00	
33A		86	B		33B		00	
34A		00			34B		50	D
35A		79	C		35B		53	D
36A		78	C		36B		50	D
37A		50	D		37B		56	D

Experimental Group Class A				Control Group Class B		
1	Number of Students	37		1	Number of Students	37
2	Withdrawal	2		2	Withdrawal	2
3	Number of students who			3	Number of students who	
	Got grade A	10			Got grade A	3
	Got grade B	11			Got grade B	4
	Got grade C	7			Got grade C	10
	Got grade D	7			Got grade D	18
	TOTAL	35			TOTAL	35

Grading: **A**: 90-100 B: 80-89 C**:** 65-79 **D**: 50-64

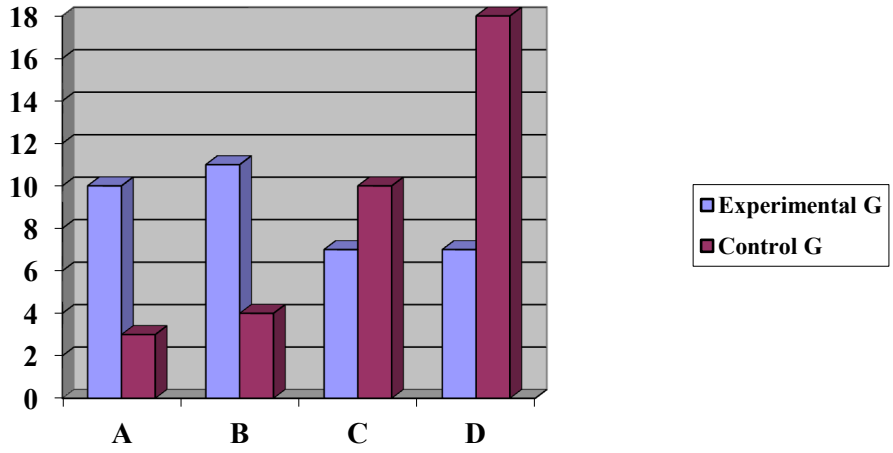

Figure E. Comparing between experimental group and Control group

Appendix F.

The t-test (independent samples test) for the target-like and non-target-like simple past forms in the experimental group stage AB

Where 1 represents target-like forms and 2 represents non-target-like forms in stage AB in the Experimental Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
1.00	37	8.0000	5.31246	.87336
2.00	37	6.1892	3.87182	.63652

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	4.539	.037	1.676	72
Equal variances not assumed			1.676	65.829

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.098	1.81081	1.08071	-.34354	.3.96516
.099	1.81081	1.08071	-.34699	.3.96861

The t-test (independent samples test) for the target-like and non-target-like simple past forms in the experimental group stage AM

Where 3 represents target-like forms and 4 represents non-target-like forms in stage AM in the

Experimental Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
3.00	37	9.2703	4.85140	.79756
4.00	37	6.0541	3.34951	.55066

Independent samples test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	3.812	.055	3.318	72
Equal variances not assumed			3.318	63.966

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.001	3.21622	.96919	1.28417	5.14826
.001	3.21622	.96919	1.28002	5.15242

The t-test (independent samples test) for the target-like and non-target-like simple past forms in the experimental group stage AF

Where 5 represents target-like forms and 6 represents non-target-like forms in stage AF in the Experimental Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
5.00	37	14.2973	4.15575	.68320
6.00	37	1.1622	1.57257	.25853

Independent samples test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	15.666	.000	17.982	72
Equal variances not assumed			17.982	46.103

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.000	13.13514	.73048	11.67895	14.59132
.000	13.13514	.73048	11.66484	14.60543

Appendix G.

The t-test (independent samples test) for the target-like and non-target-like simple past forms in the control group stage BB

Where 1 represents target-like forms and 2 represents non-target-like forms in stage BB in the Control Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
1	37	5.51	5.571	.916
2	37	9.19	4.563	.750

Independent samples test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	.232	.631	-3.105	72
Equal variances not assumed			-3.105	69.313

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.003	-3.676	1.184	-6.036	-6.037
.003	-3.676	1.184	-6.037	-1.314

The t-test (independent samples test) for the target-like and non-target-like simple past forms in the control group stage BM

Where 3 represents target-like forms and 4 represents non-target-like forms in stage BM in the Control Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
3	37	6.46	3.997	.657
4	37	7.05	4.068	.669

Independent samples test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	.212	.647	-.634	72
Equal variances not assumed			-.634	71.978

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.528	-.595	.938	-2.464	1.275
.528	-.595	.938	-2.464	1.275

The t-test (Independent Samples Test) for the target-like and non-target-like simple past forms in the control group Stage BF

Where 5 represents target-like forms and 6 represents non-target-like forms in stage BF in the Control Group

Group statistics

flag	N	Mean	Std. Deviation	Std. Error Mean
5	37	9.86	3.545	.583
6	37	3.89	3.062	.503

Independent samples test

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	df
Equal variances assumed	1.069	.305	7.756	72
Equal variances not assumed			7.756	70.512

Independent samples test

	t-test for Equality of Means				
	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Equal variances assumed	.000	5.973	.770	4.438	7.508
Equal variances not assumed	.000	5.973	.770	4.437	7.509

Appendix H. The T-Test (Independent Samples Test) for the Target-Like Simple Past Forms in Each Group in All the Stages

Where 7 represents target-like forms in stage AB in the Experimental Group and 8 represents target-like forms in stage BB in the Control Group

Group statistics

	flag	N	Mean	Std. Deviation	Std. Error Mean
TL_Form	7	37	8.00	5.312	.873
	8	37	5.51	5.571	.916

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
TL_Form	Equal variances assumed	.048	.826	1.965	72
	Equal variances not assumed			1.965	71.838

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.053	2.486	1.266	-.036	5.009
.053	2.486	1.266	-.036	5.009

The t-test (independent samples test) for the non-target-like simple past forms in each group in all the stages

Where 7 represents non-target-like forms in stage AB in the Experimental Group and 8 represents non-target-like forms in stage BB in the Control Group

Group statistics

	flag	N	Mean	Std. Deviation	Std. Error Mean
NTL_Form	7	37	6.19	3.872	.637
	8	37	9.19	4.563	.750

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
NTL_Form	Equal variances assumed	2.172	.145	-3.049	72
	Equal variances not assumed			-3.049	70.139

Independent samples test

			95% Confidence Interval of the Difference	
		Std. Error Difference	Lower	Upper
NTL_Form	Equal variances assumed	.984	-4.961	-1.039
	Equal variances not assumed	.984	-4.962	-1.038

The t-test (independent samples test) for target-like in Stage AM in the experimental group and BM in the control group

Where 9 represents target-like forms in stage AM in the Experimental Group and 10 represents target-like forms in stage BM in the Control Group

Group statistics

	flag	N	Mean	Std. Deviation	Std. Error Mean
TL_Form	9	37	9.27	4.851	.798
	10	37	6.46	3.997	.657

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
TL_Form	Equal variances assumed	1.123	.293	2.720	72
	Equal variances not assumed			2.720	69.458

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.008	2.811	1.033	.751	4.871
.008	2.811	1.033	.749	4.872

The t-test (independent samples test) for non-target-like in stage AM in the experimental group and BM in the control group

Where 9 represents non-target-like forms in stage AM in the Experimental Group and 10 represents non-target-like forms in stage BM in the Control Group

Group Statistics

	flage	N	Mean	Std. Deviation	Std. Error Mean
NTL_Form	9	37	6.05	3.350	.551
	10	37	7.05	4.068	.669

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
NTL_Form	Equal variances assumed	.103	.749	-1.154	72
	Equal variances not assumed			-1.154	69.439

Independent samples test

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.252	-1.000	.866	-2.727	.727
.252	-1.000	.866	-2.728	.728

The t-test (independent samples test) for target-like simple past forms in stage AF in the experimental group and stage BF in the control group

Where 11 represents target-like forms in stage AF in the Experimental Group and 12 represents

target-like forms in stage BF in the Control Group

Group Statistics

	flag	N	Mean	Std. Deviation	Std. Error Mean
TL_Form	11	37	14.30	4.156	.683
	12	37	9.86	3.545	.583

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
TL_Form	Equal variances assumed	.078	.781	4.936	72
	Equal variances not assumed			4.936	70.252

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.000	4.432	.898	2.642	6.222
.000	4.432	.898	2.642	6.223

The t-test (independent samples test) for non-target-like simple past forms in stage AF in the experimental group and stage BF in the control group

Where 11 represents non-target-like forms in stage AF in the Experimental Group and 12 represents non-target-like forms in stage BF in the Control Group

Group statistics

	flag	N	Mean	Std. Deviation	Std. Error Mean
NTL_Form	11	37	1.16	1.573	.259
	12	37	3.89	3.062	.503

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
NTL_Form	Equal variances assumed	13.516	.000	-4.824	72
	Equal variances not assumed			-4.824	53.754

t-test for Equality of Means				
			95% Confidence Interval of the Difference	
Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.000	-2.730	.566	-3.858	-1.602
.000	-2.730	.566	-3.864	-1.595

Appendix I. One-Way ANOVA for Target-Like and Non-Target-Like Simple Past Forms in Both Groups by Stage

Descriptive

		N	Mean	Std. Deviation	Std. Error
ATL_Form	1.00	37	8.0000	5.31246	.87336
	2.00	37	9.2703	4.85140	.79756
	3.00	37	14.2973	4.15575	.68320
	Total	111	10.5225	5.48195	.52032
ANTL_Form	1.00	37	6.1892	3.87182	.63652
	2.00	37	6.0541	3.34951	.55066
	3.00	37	1.1622	1.57257	.25853
	Total	111	4.4685	3.86080	.36645
BTL_Form	1.00	37	5.5135	5.57086	.91584
	2.00	37	6.4595	3.99718	.65713
	3.00	37	9.8649	3.54465	.58274
	Total	111	7.2793	4.79805	.45541
BNTL_Form	1.00	37	9.1892	4.56337	.75021
	2.00	37	7.0541	4.06848	.66885
	3.00	37	3.8919	3.06217	.50342
	Total	111	6.7117	4.48105	.42532

		95% Confidence Interval for Mean		Minimum	Maximum
		Lower Bound	Upper Bound		
ATL_Form	1.00	6.2287	9.7713	.00	19.00
	2.00	7.6527	10.8878	.00	18.00
	3.00	12.9117	15.6829	4.00	23.00
	Total	9.4914	11.5537	.00	23.00
ANTL_Form	1.00	4.8983	7.4801	.00	15.00
	2.00	4.9373	7.1708	.00	13.00
	3.00	.6378	1.6865	.00	8.00
	Total	3.7422	5.1947	.00	15.00
BTL_Form	1.00	3.6561	7.3709	.00	25.00
	2.00	5.1267	7.7922	.00	16.00
	3.00	8.6830	11.0467	1.00	16.00
	Total	6.3768	8.1818	.00	25.00
BNTL_Form	1.00	7.6677	10.7107	2.00	21.00
	2.00	5.6976	8.4106	.00	20.00
	3.00	2.8709	4.9129	.00	11.00
	Total	5.8688	7.5546	.00	21.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ATL_Form	Between Groups	820.667	2	410.333	17.833	.000
	Within Groups	2485.027	108	23.010		
	Total	3305.694	110			
ANTL_Form	Between Groups	607.045	2	303.523	31.746	.000
	Within Groups	1032.595	108	9.561		
	Total	1639.640	110			
BTL_Form	Between Groups	387.586	2	193.793	9.759	.000
	Within Groups	2144.757	108	19.859		
	Total	2532.342	110			
BNTL_Form	Between Groups	525.640	2	262.820	16.864	.000
	Within Groups	1683.135	108	15.585		
	Total	2208.775	110			

