

ABSTRACT

This research study is conducted to examine explicit focus on form corrective recast. According to the review of related literature and the real situation happening in the language classroom, the controversial issue of how to correct students' errors is underlined and discussed. This question, therefore, arises:

Does explicit focus on form affect the linguistic accuracy of a group of M.5 Triam Udom Suksa students' oral production at the intermediate level of language proficiency in comparison with another group receiving implicit focus on form through corrective recast at the same level of language proficiency?

So as to compare the effectiveness of the two forms of error reaction, 40 participants of the same level of language proficiency from eleventh grade, Triam Udom Suksa School were put into experimental and compared groups. The former received explicit focus on form as the reaction to erroneous forms while the latter are exposed to corrective recast whenever they made grammatical errors through a structured interview. The interview emphasized six targeted grammatical structures which were *present perfect*, *I wish*, three forms of *causative clause*, *conditional sentences*, and *should have + past participle* and *reported speech*.

In order to compare the accuracy gains of experimental and comparison group, the one-way analysis of variance (ANOVA) was applied. On account of the research findings, the one-sided alternative hypothesis was accepted. The experimental group significantly outperformed the comparison group.

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Thammasat University
Bangkok, Thailand

Sukanda Sa-Ngaphan
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