
The purposes of this study are to investigate: 1) the effect of focus on form instruction including corrective feedback on learners’ grammatical competence; 2) types of feedback that successfully elicit learner uptake; 3) learners’ corrective feedback to peers; and 4) learners’ recall of feedback in text-based Synchronous Computer Mediated Communication (SCMC). Six learners participated in text chat and were provided implicit corrective feedback. The chat session were analyzed to examine learners’ response to corrective feedback and types of peers’ feedback. The major findings are as follows: 1) through planned focus on form instruction and corrective feedback, most learners became better aware of the appropriate use of verb tense in the present and past perfect form and conditionals; 2) elicitation, repetition, and clarification request successfully drew learners’ uptake, and recast was the most frequently found type of corrective feedback; and 3) learners recalled a low rate of corrective feedback after sessions. The findings of the study suggest that corrective feedback in text chat helps learners improve accuracy and awareness of target grammatical features. Further study is suggested to investigate follow up activities leading to subsequent learning and an appropriate combination of text-based SCMC with classroom activities.
I. INTRODUCTION

As the current trend in EFL (English as a Foreign Language) shifted to meaningful communication from teaching linguistic knowledge, language learning has been attending to the use of Computer Mediated Communication (CMC). In EFL context, learners are exposed to limited opportunities to practice the target language both in and out of school. Thus, CMC appears to be a promising tool that can allow them to communicate in the target language frequently. Lee & Pyo (2003) stated that CMC can provide learners with a variety of activities to practice meaningful communication and enhance the learning environment. In particular, SCMC (Synchronous Computer Mediated Communication) technology can enable real-time communication while providing humanistic and authentic environment for the learners (Kelm, 1992; Meskill & Anthony, 2005).

Accuracy in using text-based SCMC has been viewed as an area of concern by a number of researchers because learners produced errors are likely to be passed on to others when learners are allowed to freely communicate (Kelm, 1992; Cheon, 2003; Han, 2005). Focus on form instruction and corrective feedback are considered to be beneficial in order to direct learners’ attention to a certain form when necessary while focusing on the meaning (Hong & Lee, 2008; Lightbown & Spada, 1990; Long, 1996; Schachter, 1991; White, 1991). Thus, text-based chat seemed to be a suitable communication tool for Korean EFL learners, and focus on form instruction may enhance their learning by allowing them to attend to both meaning and a form.

The purposes of this study are to investigate the impacts of focus on form instruction including corrective feedback during text-based synchronous chat and to observe learners’ uptake of feedback. Therefore, the research questions to be investigated are as follows: 1) Does corrective feedback have an impact on learners’ grammatical competence with correct use of verb tense through focus on form instruction during the chat?; 2) Which types of feedback elicit learner uptake successfully?; 3) How do learners provide and respond to peer corrective feedback?; and 4) Do learners recall the feedback they received at the end of each session?

II. LITERATURE REVIEW

1. Focus on Form Instruction

There are three types of form-focused instruction suggested by Ellis (2001) as seen in