**Form-focused Instruction and the Acquisition of French as a Second Language**

**Rod Ellis**

*Curtin University (Perth Australia)*

In Ellis (2016) I distinguished two broad types of form-focused instruction – implicit and explicit. In explicit instruction there is an attempt to intervene directly in learning processes by inviting learners to learn linguistic forms intentionally. In implicit instruction the aim to attract rather direct attention to linguistic form in order to facilitate incidental acquisition. In this talk I will discuss a number of explicit and implicit instructional options, illustrating them through reference to studies that have investigated French as a second/foreign language. Explicit options can be proactive or reactive. Proactive explicit options include presentation-practice-produce (Housen, Pierrard & Van Daele, 2006) and comprehension-based instruction (Wong and Ito, 2017). Reactive explicit options involve integrated explicit instruction (Lyster, 2015) and explicit corrective feedback (Tomosello and Herron, 1988). Implicit form-focused instruction draws on task-based language teaching (e.g. Erlam and Ellis, 2017) where there is no explicit focus on the target structure but where corrective feedback plays a major role (Mifka-Profozic, 2013). The studies I will consider have produced mixed results, making it difficult to reach clear conclusions about the relative effectiveness of the various options. Explicit instruction is clearly effective but implicit instruction can also help learners acquire specific grammatical features while at the same time providing opportunities for the natural use of the target language.