

EFL Learners` Beliefs about Isolated and Integrated Grammar Teaching and Performance on a Grammar Recognition Test

Sedighe Ebrahimi (Corresponding author)

Islamic Azad University, Bushehr Branch, Iran

Tel: 98-917-371-1669 E-mail: sediqe.ebrahimi2000@gmail.com

Hossein Saadabadi Motlagh

Islamic Azad University, Bushehr Branch, Iran

Tel: 98-917-371-7371 E-mail: Saadabadimh@gmail.com

Fatemeh Karampour

Payam-E-Noor University (PNU), Dadgostari intersection, Bushehr, Iran

Tel: 98-917-774-3359 E-mail: fateme.karampour@gmail.com

Received: Nov. 27, 2015 Accepted: Dec. 6, 2015 Published: December 21, 2015

doi:10.5296/ijl.v7i6.8633 URL: <http://dx.doi.org/10.5296/ijl.v7i6.8633>

Abstract

Approaches to teaching grammar have changed dramatically since the 1970s when communicative language teaching was proposed. An increasing number of studies have investigated the adequacy of this kind of grammar instruction. Yet, few studies have been done to look at the preferences that learners have for these methods of focus-on-form instruction and its relationship with their performance on grammar tests. The purpose of the present study is to explore Iranian EFL learners` attitudes and preferences for isolated and integrated focus-on-form and their performance on a grammar recognition test. Participants were learners studying English in a private language teaching institute. They were requested

to complete the questionnaire of the isolated and integrated focus on form and answer a TOEFL grammar recognition test. The analysis of findings using descriptive statistics and T-test showed that learners did not have clear preferences for different types of focus on form and that learners' attitude towards isolated and integrated focus on form was not related to their performance. students' The findings can provide useful information for teachers and instructors learners' preferences for different approaches.

Keywords: Grammar instruction, Focus on form, EFL learner, Integrated and isolated focus on form

1. Introduction

How grammar is best acquired and taught has been a controversial topic at the centre of many debates in second language acquisition research. It is necessary to consider young learners for solving this controversy. The discussions on different approaches for teaching grammar may be the most interesting topic in SLA debates and controversies (Yannuar, 2013). The role of grammar instruction and error correction has been at the center of essential controversy and debate in the field of language teaching and learning (Ellis 2006; Nassaji & Fotos, 2004). There are a lot of controversies and various ideas about grammatical instruction in this literature. Ellis (2008) argues that fact that teaching grammatical points explicitly increase the speed of acquisition. According to (Ellis, 2006) there have always been a lot of debates and controversies among many scholars about the effective approach to teach grammar instruction.

1.2 The Debates on Grammar Instruction

Various theoretical approaches such as the Grammar Translation, the Audio Lingual, the Structural Situational, and the Silent way have evolved within this history (Nassaji & Fotos, 2011). As Ellis (2006, p.86) points out, "there is now convincing indirect and direct evidence to support the teaching of grammar". It means that explicit grammatical presentation of linguistic elements can increase the speed of learning.

The role of grammar in foreign language instruction over the last thirty years has been a controversial issue. Before the emersion of communicative language teaching (CLT), grammar plays a central role based on a structural syllabus (Ellis, 2008). The concept of meaning-centered instruction has become a widely used term in the literature of language teaching (Willis & Willis, 2007).

The traditional approach that was exemplified by the Grammar Translation Method (GTM) proposed the explicit instruction of grammatical rules which comes with relevant examples and the memorization of grammatical rule and applying them in exercises with no communicative activities. Explicit teaching of grammar was evolved as a result of the emergence of generative-transformational school of linguistics in psychology. Conscious learning of language rules and formal features of language emphasized. Methods such as communicative language learning, silent way, total physical response, and suggestopedia, were the outcome of emergence of generative-transformational school of linguistics (El-Dakhs, 2014).

The emergence of communicative language teaching (CLT) influenced implicit grammar instruction. . Strong version CLT, disregards grammar instruction and it had strong influence on language teaching for some especial periods (El-Dakhs, 2014).

1.3 Focus-on-form Grammar Instruction

Two kinds of form-focused instruction were distinguished by (Ellis, 2008). Focus on forms instruction includes the pre-selection of grammatical features and intensive attention to those features. Therefore, the essential element of syllabus is linguistic forms. By contrast, the

primary focus of attention in focus on form instruction is on meaning and a meaning-centered activity out of communicative task is emphasized. The most essential element of focus on forms instruction is considering language as a non-communicative approach with no attempt for enabling students to interact in real world communication (Poole, 2005). As it was pointed by (Poole, 2005) focus on form instruction emphasized the importance of CLT. Totally, there is a little consensus about the most beneficial types of forms focus instruction (Ellis, 2006). Ellis (2008) also suggested that an important difference between these two types of instruction is our view toward language as an object of the study or a tool for communication.

There is consensus among second language acquisition (SLA) literature that the instruction should consider both attention to form and meaning in order to be effective. The term isolated and integrated approaches for drawing learners attention to language form has been used by many scholars. In Isolated FFI, formal features should be considered out of the communicative task and grammar should be taught explicitly. On the other hand, integrated FFI, students should focus on meaning within ongoing communicative content based instruction and attention to language forms is peripheral and incidental (Spada & Lightbown, 2008).

1.4 Student's Perception about Grammar Instruction

Recent educational research about learners' beliefs about grammar instruction and error correction has shown that understanding these perceptions and attitudes can be helpful for teachers in order to improve their teaching strategies and their application (Lightbown & Spade, 2006). Most of the studies done so far have been focused on the investigation of second and foreign language learners' beliefs and perception about grammatical instruction and corrective feedback. These studies have generally confirmed that L2 learners do not always have ideas similar to those of their teachers about grammar teaching strategies. Many of studies on learners' perception of grammar instruction in fact focus on the differences between learners' and teachers' ideas about grammar teaching strategies.

Borg (2005) reported students' beliefs can shape teachers' thought and guide their behavior. In recent years, beliefs about the process of language learning have become one of the researchers' areas of interests in the field of second language learning. These pre-existing beliefs play an important role in shaping teachers and researchers' behaviors and practices in teaching process (cited in Incecay & Dollar, 2011).

Studies done on grammar instruction so far have focus on different areas. Some, for example, have investigated the effect of different types of grammar instruction on learners' acquisition. Another group of studies have focused on the relationship between grammar instruction and learners' ability to do different types of tests.

Rao (2005) studied 30 Chinese students' preferences for modern and traditional methods of teaching grammar. He used a questionnaire to collect the data. He found that half of the participants preferred traditional strategies of grammar teaching and half of them preferred the new ones. So he concluded that a combination of both communicative and

non-communicative or traditional teaching methods must be used. In another study, Savignon & Wang's study (2007) used a questionnaire to find out about Taiwanese students' ideas about grammar instruction. The result showed that the students liked communicative methods of teaching more than non-communicative teaching which included presentation-practice-production.

In another study, Male (2011) examined the opinion of EFL students about the teaching of English grammar. He used a questionnaire for data collection. The findings of the study showed that most of the students saw grammar important in learning English. They report that grammar is important in writing, but is not as important in speaking. Also, the students seemed to like explicit instruction more than implicit instruction in learning English grammar. The researcher concludes that teachers and researchers should explore students' ideas about teaching of grammar to increase students' learning.

1.5 Studies on Grammar Recognition

Grammatical knowledge has been mainly described in terms of two types of knowledge, implicit and explicit. Some researchers believe that implicit knowledge of grammar is not useful to learner as much as explicit knowledge (Elder & Ellis, 2009; Green & Hecht, 1992; Philp, 2009). One way to investigate this controversial topic is using grammar recognition test to examine the ability of learners to identify grammatical and ungrammatical errors.

Some studies have examined EFL learners' ability for grammar recognition. Mirzaei, Domakani, Shakerian (2011), for example, investigated the difference between learners' who were given explicit and implicit teaching in recognizing grammatical and ungrammatical sentences. Participants were 160 EFL students at Shahrekord University.

A grammaticality recognition test was given to learners' in both groups. then correlation coefficients was used to see whether there is any relationship between the method of teaching (implicit or explicit) and students' ability for grammar recognition. The results showed that there was no statistically significant correlation between the EFL learners' ability for grammar recognition and implicit grammatical teaching.

But, the results showed that there was a strong relationship between the EFL learners' ability for grammar recognition and explicit grammatical teaching. According to the findings, researchers concluded that learning explicit grammatical knowledge is necessary and more useful in recognizing grammatical and ungrammatical sentences and this type of instruction needs much more attention when the focus is on the improving learners' skills to identify grammatical sentences.

In another study, Gao (2014) investigated Chinese English learners' ability to learn English relative clauses. To collect the data, grammaticality recognition test, which was made by Izumi (2003), was used. Participants were 40 students. The participants should decide about the correctness of sentences in the test and should correct ungrammatical sentences. The findings from the grammar recognition test showed that relative clauses that are center-embedding are more difficult to learn than right-embedding relative clauses.

Youhanaee (2009) investigated the usefulness explicit teaching of grammar and exposure to L2 input in Iranian EFL students. The grammatical points were referential, quasi and expletive subject pronouns. Participants were 96 Iranian EFL learners from two universities in Isfahan. They were divided into three groups: one group had explicit instruction, the second group had exposure to input, and the third group had no special treatment which was experimental group.

Despite all the reviews on different types of form focused instruction, few studies have investigated Iranian English learners' ideas about these two types of teaching. Also, despite a lot of studies on grammar recognition ability of language learners, few studies have investigated the relationship between learners' ideas about grammar instruction and their performance on grammar tests. So, the researcher can claim that the issue of preferences for isolated and integrated grammar remains a neglected area. (Schulz, 2001).

1.6 Statement of the Problem

The concept of beliefs has been a fundamental issue in the area of research in education. It can be defined as a mental state that is considered as an accepted reality. Davis (2003) states that, understanding language learners' beliefs give the researchers insightful information about their thinking process. The students' beliefs can shape based on their previous experience of learning. Deeply understanding of learners beliefs can help them to increase their flexibility in application of various strategies (Lightbown & Spada, 2006). A belief about language learning is considered as an area of interest in the field of second language acquisition. Language learners bring different ideas and presumptions about the nature of second language learning (Incecay & Dollar, 2011). It has been proved by the study of various literatures in this domain that learners' beliefs about different instructions are important and can be insightful for instructors in applying their strategies (Schulz, 2001; Lightbown & Spada, 2006). Although researchers and scholars in the L2 acquisition filed have highlighted focus-on-form instruction as the best way for teaching grammar-, it seems that students' beliefs and preferences for different types of focus-on-form instruction are still unclear and there are a lot of questions that remain unanswered. Following that, the present study, therefore, examines Iranian EFL learners' opinion about different types of focus on form instruction, i.e. isolated and integrated FFI.

1.7 Purpose of the Study

The role of grammar in foreign language instruction over the last thirty years has been changed to the controversial topic for discussion. Educators and researchers have challenged the role of form-focused instruction in the literature. The topic of explicit form-focused instruction in language teaching and learning has been the big challenge for the educators. Ellis (2006, p. 87) also states that "the choice of which grammatical structures to teach is controversial." As it was pointed out by Pazaver and Wang (2009) it is necessary to understand the preference of students about the role of grammar instruction in language teaching. The purpose of the present study is to make clear the Iranian EFL learners' grammar instruction preferences. For this purpose, their attitudes about two types of focus-on-form instruction were investigated. In addition, the study examined the relationship

between learners' attitudes about integrated and isolated focus-on-form grammar teaching and their performance on a grammar recognition test.

1.8 Research Questions

The present study attempts to answer these questions:

1. What are Iranian EFL learners' beliefs about isolated and integrated grammar instruction?
2. Is there any relationship between EFL learners' beliefs about isolated and integrated grammar instruction and their performance on a grammar recognition test?

1.9 Significance of the Study

The issue of grammar instruction has shifted from two ends on continuum. Nowadays, whether to teach grammar or not to teach it is not a big challenge. And the most recent issue being discussed is the integration of two methods in the best and more efficient way (Yannuar, 2013).

The extent to which learners should attend to the formal aspects of the language they are trying to learn has been a controversial topic in the domain of second and foreign language pedagogy. Students bring various perceptions regarding the type of grammar instruction that should be taught in the ESL classroom. These beliefs are different from viewing explicit grammar as unimportant and unnecessary, to a preference for explicit methods and approaches for teaching grammar in their classes. A large body of research has been done in the area of language acquisition. Some areas such as foreign and second language learner beliefs on some essential aspects of language learning like grammar instruction and error correction have been overlooked (Incecay & Dollar, 2011).

This study explores Iranian EFL learners' ideas and preferences for isolated and integrated form-focused instruction and their performance on a recognition test of grammar. Despite the large body of researches in the study of the learners' beliefs and preferences of grammar instruction, the number of investigation in the domain of non-native English-as-a-foreign language (EFL) remains much smaller in comparison with the amount of literature about native speaker English-as-a-second language (ESL) students' beliefs.

3. Method

3.1 Participants

Participants of the study were 74 EFL learners who were studying in a private language teaching institute in Iran. There were 28 male and 46 female learners and their age was between 15 to 28. Data was collected during classroom time. All the participants were at intermediate level and all of them took part in the study on a voluntary basis.

3.2 Instruments

Data for the present study was collected using the following two instruments:

3.2.1 Questionnaire for learners' preferences for isolated and integrated focus- on-form

(Spada, 2009)

To collect information about learners' beliefs about isolated and integrated grammar instruction, a questionnaire developed by Spada (2009) was used. The questionnaire includes 26 items on a 5-point Likert-type scale (1=strongly disagree to 5=strongly agree). 13 items are related to isolated focus-on-form and 13 items are related to integrated focus-on-form (See Appendix I). In order to avoid any language problem in answering the questionnaire, the questionnaire was translated into Persian and the participants answered the Persian version of it.

3.2.2 Grammar Recognition Test

A grammar recognition test was used to test learners' ability to recognize grammatical and ungrammatical errors. It was taken from a collection of online TOEFL error recognition tests. The test included 20 items and in each item, four words were underlined. One of these words is incorrect grammatically. Participants should recognize the ungrammatical one and provide a correct substitute for that.

3.3 Data Collection Procedure

In order to collect the data, first of all, 3 male and 3 female classes from a private language teaching institute were selected. The researcher then attended the classes and provided them with some general explanations about the study but did not let them know about the main goal of the research because it might influence their answer to the questions. She gave them some explanations about the way they should answer the questionnaire for learners' preferences for isolated and integrated focus-on-form and also the grammar recognition test. The questionnaire for learners' preferences for isolated and integrated focus-on-form was then distributed among participants in one sessions. On average, it took them almost 15 minutes to complete the questionnaire. Since it was not possible to ask learners to answer both the questionnaire and the grammar recognition test in the classroom as it was time-consuming, the grammar recognition test was sent to participants' emails and they answered it online.

3.4 Data Analysis

The aim of the present thesis was to examine Iranian EFL learners' beliefs about integrated and isolated grammar instruction and to examine the relationship between Iranian English learners' beliefs about these two different types of grammar instruction (isolated and integrated grammar instruction) and their performance on a grammar recognition test. After data was collected, students' scores on both the questionnaire and the TOEFL grammar recognition test were entered into SPSS. Then descriptive analyses including mean, standard deviation, reliability coefficient for both questionnaire and test were calculated. This information was used to answer questions 1. Then Pearson Product Moment correlation was carried out to see whether there were any relationships between learners' beliefs about isolated and integrated focus-on-form instruction and their performance on a grammar recognition test. Chapter 4 provides complete explanation about the results of data analysis.

4. Results

4.1 EFL learners' Beliefs about Isolated And Integrated Grammar Instruction

To investigate the first question of the study which was related to EFL learners' beliefs about isolated and integrated grammar instruction, first, reliability for the questionnaire was calculated. The reliability was 74% which shows that the questionnaire is reliable. Then mean for the isolated and integrated sections of the questionnaire were calculated. As Table 4.1 shows, the mean score for integrated focus on form was not significantly higher than the mean score for isolated focus on form (46.09 and 45.81). So, we can say that, in general, learners did not show a clear preference for isolated or integrated grammar instruction. In other words, they somehow preferred both of them.

Table 1. Descriptive statistics for learners' views on isolated and integrated

Preferences for isolated focus on form		Preferences for integrated focus on form	
M	SD	M	SD
43.81	1.23	46.09	1.30

4.2 The Relationship Between Iranian EFL Students' Beliefs About Isolated and Integrated Grammar Instruction and Their Performance on a Grammar Recognition Test

To examine the second research question of the study which was related to the relationship between EFL students' beliefs about isolated and integrated grammar instruction and their performance on a grammar recognition test, Pearson-product moment correlation was used. In fact, a correlation was examined between learners' scores on the grammar recognition test and their scores on the questionnaire.

Table 2. The relationship between attitudes about grammar instruction and performance on a grammar recognition test

Performance on the Grammar Recognition	Test	Sig.
Beliefs about Isolated FFI	0.15	1.01
Beliefs about Integrated FFI	0.18	0.91

Significant at ≤ 0.05

As shown in Table 4.2., the relationship between learners' beliefs about isolated and integrated FFI and their performance on the grammar recognition test was not significant.

5. Discussion

5.1 EFL Learners' Beliefs About Isolated and Integrated Grammar Instruction

Second language grammar instruction has been well studied in the literature, but there exists some gaps regarding the issue of students' perceptions on this important topic. The present study examined EFL students' beliefs and perception toward integrated and isolated FFI. As the results showed, the total mean score for integrated focus on form was not significantly different from the mean score for isolated focus on form. Therefore, it can be claimed that, in

general, learners did not show a clear preference for isolated or integrated focus on form. This finding is similar to the findings in some of the previous studies. For example, Jean (2005) reported that participants in his study liked both isolated and integrated focus on form and Spada (2006) found the same results with adult learners. Several studies have been done on teachers and students' preferences in relation to approaches for teaching grammatical points.

However, the findings of the study are in conflict with some previous studies. For example, Savignon and Wang (2003) examined the perception of students about classroom activities which were identified as FFI and CFI. The result of the study showed the preference for meaning-focused approach. A recent empirical study that was conducted by Wang (2009) indicates that students maintain positive attitude toward task-based language teaching and integrated FFI in the classroom. Pazavar and Wang (2009) suggested that Asian students have various attitudes toward form-focused instruction. They pointed out previous English learning experiences, academic needs of students; English proficiency and their future choice of their carriers play an important role in shaping their attitudes toward different class activities. Incay and Dollar (2011) found that students' belief about grammar instruction positively and significantly correlated with their performance on a grammar test.

In literature on L2 grammar instruction, there are some studies which indicate a combination of isolated and integrated FFI can be better than applying one approach and neglecting another one (Azar, 2007, Fotos, 2005; Spada & Lightbown, 2009). Therefore, EFL teachers must manage to keep a balance between form-focused and communication-focused instruction (Feng, 2013). In addition, it shouldn't be neglected that students have various perceptions regarding that grammatical instruction in the classroom. Students' perception ranged from considering explicit grammatical instruction as unnecessary, to a preference for explicit and isolated form-focused instruction. Also teachers' perception about grammatical instruction may directly or indirectly affect the students' preferences. However, teachers shouldn't expect that all the students in the class prefer one approach over the other or stick only to one approach.

Based on the findings of the present study, some students like to integrate both isolated and integrated FFI. Maybe because of their educational experience during high school, Iranian students prefer to learn English in isolated form. On the other hand, because of being a member of various English institutes which pushes them to learn English in a communicative manner, they may also prefer integrated approach.

5.2 The Relationship between Iranian EFL Students' Beliefs About Isolated and Integrated Grammar Instruction and Their Performance on a Grammar Recognition Test

The second aim of the present study was to examine the relationship between EFL students' beliefs about isolated and integrated grammar instruction and their performance on a grammar recognition test. The findings of Pearson Product moment correlation showed that there is not any significant relationship between beliefs about isolated and integrated FFI and performance on the grammar recognition test. Because there aren't many studies in the domain of the effect of students' perception of FFI on their performance on acquiring various

linguistic forms, the findings of this study cannot be compared with previous research. As one can see in the result, the researchers found out that there is not a direct relationship between the students' perception about form-focused instruction and improving students' performance on recognition test.

One justification for this finding can be explained by considering factors like previous language learning experience, the students' language proficiency, and the academic needs of students. The students in this study came from various educational contexts and the students' previous learning experience may influence on the formation of their preferences as well as their performance on the recognition test. In conclusion, different perceptions of the place of grammar instruction can come from different educational experiences students are exposed to. The students and teachers' individual goals for language learning and the exposure to theoretical issues play an important role and the students present perceptions about educational institutions determine whether we emphasize, de-emphasize, or ignore grammar instruction in the classrooms (Pazavar & Wang, 2009).

Although it's not possible to make strong generalization about the findings of the present study, as it was pointed out by (Feng, 2013) it is necessary for EFL teachers to consider students attitude and perception. The gaps between EFL teachers' performances and students attitude needs to become as close as possible for making the instruction more influential and constructive. Therefore, providing an insightful framework for identifying students' perception helps teachers become aware of the students' performances and developing better instruction. This study also provides insights into the efficacy of focus on form instruction.

The literature has shown that the students' beliefs' and perceptions about instruction is important and considered insightful for teachers in developing their teaching strategies (Schulz, 2001, Davis, 2003; Lightbown & Spada, 2006). Attention to linguistic form can be integrated in various ways into the program and understanding the students' preferences for FFI can provide significant information for teachers and instructors in order to manage their class in a better way.

Future research needs to use other data collection methods like interviews to better understand learners' views about different types of focus on form and its relationship with their performance on a grammar recognition test. More research is needed to examine the effect of students' perception of isolated and integrated FFI on the various productive tests. Longitudinal study for considering the effect of different kind of FFI on the students' perception about formal feature of linguistic form seems to be necessary. therefore, more instructed SLA research is needed to examine the duration of FFI with different target linguistic forms and proficiency levels of learners in order to understand more deeply how these factors contribute to L2 learning and more effective instruction.

References

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 26(2), 268-274. <http://dx.doi.org/10.1093/applin/25.2.243>

- Borg, S. (2005). Experience, knowledge about language and classroom practice in teaching grammar. In N. Bartels (Ed.), *Applied Linguistics and Language Teacher Education* (pp. 225-240). New York: Springer. http://dx.doi.org/10.1007/1-4020-2954-3_19
- Davis, A. (2003). Teachers' and students' beliefs regarding aspects of language learning. *Evaluation & Research in Education*, 17(4), 207-222. <http://dx.doi.org/10.1080/09500790308668303>
- DeKeyser, R. (1998). Beyond focus on form: cognitive perspectives on learning an practicing second language grammar. In: Doughty, C., Williams, J. (Eds.), *Focus on Form in Classroom Second Language Acquisition*. Cambridge University Press, New York, pp. 42-63.
- Ellis, R. (2006). Current issues on the teaching of grammar: an SLA perspective. *TESOL Quarterly*, 40(1), 83-107. <http://dx.doi.org/10.2307/40264512>
- Ellis, R. (2008). The Place of Grammar Instruction in the Second/Foreign Language Curriculum. In E. Hinkel & S. Fotos (Eds.), *New Perspectives on Grammar Teaching in Second Language Classrooms*. New York: Routledge.
- El-Dakhs, D. (2014). So can teaching grammar work?. *A Qatar Foundation Academic Journal*, 6, 1-8. <http://dx.doi.org/10.5339/connect.2014.6>
- Farrell, T. S. C., & Patricia, L. P. C. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*, 9(2), 1-13.
- Farrokhi, F., & Talabari, A. A. (2011) Focus on form instruction in EFL: Implications for theory and practice. *J English Lang Teach Learn.*, 222(53), 29-47.
- Feng, Z. (2013). A Study on the Perceptions of Secondary School Students regarding the Form-focused and Communication-focused English Instruction. *English Linguistic Research*, 2(2), 1927-6028. <http://dx.doi.org/10.5430/elr.v2n2p43>
- Inceyay, V., & Dollar, K. V. (2011), Foreign language learners' beliefs about grammar instruction and error correction. *Procedia Social and Behavioral Science*, 15, 3394-3398. <http://dx.doi.org/10.1016/j.sbspro.2011.04.307>
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford University Press.
- Long, M. H. (1991). Focus on form: a design feature in language teaching methodology. In de Bot, K., Ginsberg, R., & Kramsch, C. (Eds.), *Foreign Language Research in Cross-Cultural Perspective*. John Benjamins, Amsterdam, pp. 39-52. <http://dx.doi.org/10.1075/sibil.2.07lon>
- Long, M. (2001). Recasts in SLA: the story so far. In: Long, M. (Ed.), *Problems in SLA* (submitted for publication). <http://dx.doi.org/10.1017/s0267190504000066>
- Long, M. H. (2007). *Problems in SLA*. New York: Lawrence Erlbaum.
- Nassaji, H., & Fotos, S. (2004). Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24, 126-145.

- Nassaji, H., & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*. Taylor & Francis. Retrieved 1 February 2012, from <http://0-lib.myilibrary.com.library.unl.edu?ID=304479>
- Pazaver, A., & Wang, H. (2009). Asian Students' Perceptions of Grammar Teaching in the ESL Classroom. *Journal of Language Society and Culture*, 27, 27-35.
- Poole, A. (2005a). Focus on form instruction: Foundations, Applications, and Criticisms, *The reading matrix*, 5(1), 47-56.
- Reeves, J. (2010). Looking again at add-on ESOL certification. *TESOL Quarterly*, 44(2), 354-364. <http://dx.doi.org/10.5054/tq.2010.222216>
- Richards, J. C., Gallo, P. B., & Renandya, W. A. (2001). Exploring teachers' beliefs and the processes of change. *The PAC Journal*, 1(1), 41-58.
- Richards, J., Gallo, P., & Renandya, W. (2001). Exploring teachers' beliefs and the processes of change. *PAC Journal*, 1(1), 41-58.
- Schultz, R. (2001). Cultural Differences in Student and Teacher Perceptions Concerning the Role of Grammar Instruction and Corrective Feedback: USA-Columbia. *The Modern Language Journal*, 244-258. <http://dx.doi.org/10.1111/0026-7902.00107>
- Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly*, 42(2), 181-207. <http://dx.doi.org/10.1002/j.1545-7249.2008.tb00115.x>
- Swain, M. (2005). The output hypothesis theory and research. In E. Hinkel (ed), *Handbook of Research in Second Language Teaching and Learning*. Mahwah, N.J., Lawrence Erlbaum. <http://dx.doi.org/10.1002/j.1545-7249.2008.tb00115.x>
- VanPatten, B. (2004). "The fundamental similarity hypothesis". Opening plenary delivered at 38th IATEFL Conference, Liverpool, UK. <http://dx.doi.org/10.1111/1467-9922.00203>
- VanPatten, B. (2002). Processing instruction: An update. *Language Learning*, 52, 755-8.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
- Williams, J. (2001). The effectiveness of spontaneous attention to form. *System*, 29, 325-340. [http://dx.doi.org/10.1016/S0346-251X\(01\)00022-7](http://dx.doi.org/10.1016/S0346-251X(01)00022-7)
- Yannuar, N. (2013). Teachers' perception of grammar: isolated or integrated? *Scientific Journal of Linguistic, Literature and Education*, 1(2), 2252-4797.

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).