



# Dictogloss Method as an Entrée to Hike EFL Learners' Grammatical Competence

Alireza Akbari and Mohammadtaghi Shahnazari  
Faculty of Foreign Languages, University of Isfahan.

## ARTICLE INFO

### Article history:

Received: 8 April 2015;

Received in revised form:

12 May 2015;

Accepted: 16 May 2015;

### Keywords

Grammar Instruction,  
Dictogloss Method,  
Grammatical Competence,  
Text Reconstruction, Noticing,  
Hypothesis testing,  
Metatalk.

## ABSTRACT

Teaching grammar has always been an area of concern for the practitioners and EFL/ESL teachers. While it seems more commitment has been given to this task, yet there is still room for more attention to innovative methods of grammar instruction which can help learners practice grammar through working on a combination of meaning and form which makes grammar learning more meaningful. The idea of teaching grammar as "Dictogloss Method" comes from a paper by Ruth Wajnryb (1990) in which learners use their grammar resources to reconstruct a text and become aware of their shortcomings and needs through learning-based procedure in which noticing, hypothesis-testing and metatalk are involved. This research is an attempt to find out if teaching grammar through Dictogloss method will significantly help Iranian EFL learners develop their grammatical competence. This study was based on a quasi-experimental research strategy with a pre-test post-test control group design. Eighty intermediate EFL students studying English at Sana'ato Ma'adan Language Institute (Isfahan) with the age range of 16-18, participated in this study. The performance of the learners who were exposed to Dictogloss method in the experimental group was compared with that of control group which did not undergo such a procedure. The analysis of the data indicated that utilizing Dictogloss method in experimental group helped the participants improve their grammatical competence upon verb tense usages significantly. In addition, the results suggested that Dictogloss can provide learners with opportunities to use their productive grammar in the task of text creation and meaningful communication.

© 2015 Elixir All rights reserved.

## Introduction

Nowadays, language teachers are trying to find the best techniques for communicative approach which are applicable in regular classroom contents. But in this direction, when the traditional method for learning grammar and new techniques are utilized alone; the level of proficiency required for participation in today's global community is low and we won't be able to see students integrated skills either in grammar or in the other fields in language learning. The most robust implement for learning language is a principled integration of the two. This study seeks to investigate the effectiveness of one new technique. Enhancing EFL learners' grammatical competence, known in the field as Dictogloss task amalgamated of the traditional grammar and new way of learning language. Lapkin *et al* (2002) noted that "Dictogloss task led to more accurate reproduction of the target forms than the jigsaw task but both generated a similar and substantial proportion of language related episodes (p. 111)."

Pica (1997) has pointed out that:

There are several classroom activities that are substantially effective in leading grammar learning through peer and teacher interaction. Many integrate traditional concerns for grammar instruction with the communicative technique of pair-work or group-work. Among them are tasks that comprise grammar decision making and information exchange tasks such as Dictogloss task. In fact, such activities and researches on their effectiveness are becoming quite popular (p.13).

Dictogloss is the pedagogical task in which learners with the help of the teacher reconstruct or restructure the written text that has been read to them by the teacher in the class. Dictogloss can help the learners to promote their level of semantics and syntax

and also provides the learner a chance to reverberate their output. Dictogloss is described as a contemporary approach to learning grammar task. This process makes the learners more independent and gives the learners opportunities to interpret grammar to fulfill the required task. In the first sight, Dictogloss deemed as a powerful device for learning grammar; that is, structures, patterns and so forth. Dictogloss task results in students' integrated abilities to scrutinize and concentrate more on forms/structures because of necessities of reconstructing the text. It can orient the learner to better grammatical accuracy and better results in it. In this vein, the teacher should make a resilient situation in which not only do students focus on forms but also focus on the other factors that the teacher may want to concentrate on. During this activity, learners can subdue their dilemma situation between focus on form (FonF) and focus on meaning. And finally it's a teacher shut to correct the students' mistake during the final stage of the task. If these stages are done correctly, it can ameliorate students' integrated skills in grammar and students would be able to overcome their stress [low affective filter] during this activity. In fact, the effectiveness of Dictogloss tasks has been disseminated through some parts of the world such as China, Japan, and Canada. But there are no studies, no records, that have examined the proficiency of such an activity in Iran. Based on the research on the effect of Dictogloss tasks on learners' grammatical competence, this study seeks to investigate the effectiveness of Dictogloss tasks on Iranian EFL learners. It is hoped that this research study would make a good contribution to the field of second language teaching.

### Statement of the Problem

One the most important challenges of EFL learners in Iranian institutes and universities encountered is that they don't know how to deal with grammatical problems and they mostly depend on the teachers to answer the questions. The students do not participate in groups and class activities and when students answer to the question individually, they move on to the next exercise soon without paying attention to their meaning. Tellingly, classes tend to be teachers-oriented and this is not very startling. This teacher-based system can lessen the degree of grammatical proficiency of learners. Since all the time, the students rely on teacher and wouldn't find the opportunity to show their exact abilities through the class or even the small groups. However, teachers working in our teaching context, in San'ato Ma'dan Language Institute in Iran, are trying to change the teaching environment upon grammar and putting the greater emphasis on communicative facets in second language teaching. So long as the students are mainly assessed by the marks, they get on their quizzes and exams will forever be concerned with finding ways to ameliorate students' proficiency levels in a way which can be clearly reflected in students' improved grades on their tests. In this direction, teachers' anxieties and premonitions are often verified in nature. Firstly, they fret that students will repeatedly make the same mistakes if they are not corrected in a communicative and integrative activities. Secondly, not all teachers are trained to use communicative activities effectively. And finally, a large number of students are often found in one classroom which usually impedes the success of such communicative tasks. With this in mind, it is clear that there is an urgent need for simple yet effective grammar activities -such as the Dictogloss task- which have been found to motivate and entice students to improve their language performance by giving them the opportunity to accomplish two synchronous targets: accuracy and integration of language skills. Such tasks have the potential to creatively satiate both students' needs and teachers' educational expectations, and course objectives, which will hopefully entice students to utilize language more accurately and meaningfully under more natural settings, in classrooms which are, for the most part, still traditional.

### Purpose of the Study

This study investigates the effectiveness of Dictogloss task in ameliorating grammatical structure such as verb tense usages (simple present, present progressive, simple past, past progressive, present perfect, past perfect, and simple future) on a group of EFL learners.

### Significance of Study

1. Firstly and mostly, the teachers and the EFL learners familiarize with this method of learning grammar. Such method is impressive since it turns to be a vast bridge to yoke the grammar instruction with students' integrated skills in integrative practice.
2. The second reason is that the teachers motivate and foment the students to take part in classroom activities through Dictogloss tasks in positive direction and it can make the students feel the robust situation and lessen their stress.
3. The study has apodictically contributed to the domain of SLA, translation, and applied linguistics in general. This is achieved through shedding some light on an area which has not been fully rummaged in previous empirical studies focusing on Dictogloss studies and that is of comparing students' test results of only post-traditional exercises and Dictogloss tasks, done in pairs or group works.

### Research Question

The study has inspected the following research question:  
*To what extent does dictogloss method have significant impact on learning of verb tense usage (simple present, present progressive, simple past, past progressive, present perfect, past perfect, and simple future) on Iranian EFL learner?*

### Review of Literature

Dictogloss is an innovative teaching technique which constitutes educational paradigm advisable for focus on form, teaching and learning. This study seeks to develop a condition which fosters the learners to be self-motivated and get them involved in their learning process. Thus, language learners need to find some clues about the efficiency of this method and other applicable methods to try them out. Following category reviews the relevant literature: The focus on form (FonF) approach in teaching of grammar.

In 1970, meaning-based activities became so popular in classrooms that linguistic forms and grammar lost their amicability (Nassaji & Fotos, 2004). Nassaji and Fotos' review of recent studies on formal instruction, such as Ellis (2002), have divulged that learners' cognition of grammatical forms becomes more stable through formal instruction over time and their precision and automaticity in oral and written production extremely recuperate if incorporated surreptitiously with frequent meaningful exposure through for example, a variety of communicative activities or form-based exercises. As Lapkin and Swain (2000) expressed, learners normally transfer meaning in the second language with non-target like morphology and syntax though they have been exposed to L2 input and occasions for interaction. Lately, the need for focus on form was demonstrated through research so as to train proficient language users with high level of accuracy. Learners should encounter, process, and use instructed forms in their various form-meaning relationships so that the forms can be integrated with their Interlanguage behavior. Nassaji (2000) asserted that there are two ways to acquire focus on form. First, in the context of natural and meaningful communication and second, through tasks having deliberate explicit focus. Nassaji (2000) concluded that "the various task- based approaches to grammar instruction appear to be successful in upturning awareness of target forms and remunerating accuracy gains". Accordingly, learners' production of target language leads to deeper syntactic layers since the learners have to move from the semantic, open-ended, strategic processing which are common in comprehension to the complete grammatical processing necessary for accurate production. Swain (1996) suggests three key roles of output in second language acquisition:

- 1-Noticing: Learners should notice gaps in their knowledge and as Schmidt (1990) assert, 'noticing', is a necessary condition for language learning.
- 2-Hypothesis formulation and testing: Learners may use their output as a way to try out hypotheses about the function of structures and forms.
- 3-Metalinguistic functions (meta-talks): In this sight, metalinguistic functions enable learners to handle their linguistic knowledge.

Ellis (2002) concluded that the focus on form approach contributes to the acquisition of both explicit and implicit knowledge through collaborative dialogue. He also mentions two influential factors contributing to this approach: (1) the choice of the target structure and (2) the extent of the instruction. Ellis believes that extensive instruction aimed at simple structures is more likely to succeed in this process. "focus on form often consists of an occasional shift of attention to

linguistic code features – by the teacher and/or one or more of the students – triggered by perceived problems with comprehension or production” (Long & Robinson as quoted in Mackey & Philp, 1998, p. 23). It is in these incidents of communicative breakdown called "noticing the gap" that the differences between the interlanguage and the target language will be disclosed the students. Last but not least, Lapkin *et al* (2002) note that both the Dictogloss task and the jigsaw task “generated a similar and substantial proportion of language related episodes” but the Dictogloss task led to more accurate reproduction of the target forms than the jigsaw did.

### Methodology and Procedure

#### Subjects

80 intermediate EFL learners with the range of 16-18 years old studying English at Sa'anato Ma'adan Language Institute voluntarily participated in this study. The participants, who had enrolled in Sa'anato Ma'adan classes in the winter 2014, attended the class on Tuesday and Thursday. The participants took the TOEFL Barron test (2006), to make sure they are homogeneous in terms of proficiency level. These participants included two intact classes each consisting of 40 homogenous male learners. Of the two classes was assigned as an experimental group and the other as a control group. The teacher was familiar with the content of instructional materials from previous course work in English teaching and education. The two classes were used about a period of 7 weeks. As in many quasi-experimental studies, intact group were used, the group were naturally assembled through their class sections. It is important to ensure that the two groups were at a similar proficiency level in order to minimize any effects resulting from differential proficiency level. One session before the treatment, a pre-test consisting of 40 multiple-choice tests was conducted to ensure that they were more or less at the same proficiency level. The results of the pre-test show that the mean averages of the subjects' grades on the pre-test were very similar. The results showed that there was no statistically significance difference at the  $P < .05$  level in score for the two groups.

**Table 3.1. Mean averages of subjects' pre-test (out of 10)**

	Mean	N
CON Gr	2.18	40
EXP Gr	2.25	40

#### Reliability of Study

To make sure about the reliability of the tests, the two tests that were regarded as pre-test and accordingly post-test were given to students not belonging to neither control group nor experimental group with a one-day interval between the two tests. Cronbach's Alpha of each test was calculated to see reliability of items. The results showed that the two tests were reliable (pretest=.765, posttest=.774).

**Table 3.2. Reliability of Pretest and Posttest**

	Cronbach's Alpha	N of Items
Pretest	.765	40
Posttest	.774	40

#### Design of Study

This is a quasi-experimental study. According to Brown and Rogers (2002) “quasi-experimental studies allude to studies comparing group behavior in probabilistic terms under controlled conditions using intact group”. In this direction, the subjects were randomly selected; there still was a control group.

Group	Ex	P1	T1	P2
Group Co		P1		P2

Notes:

P1: refers to Pre-test

P2: refers to Post-test

T1: refers to Treatment

#### Schedule Table of this Study:

Week	Treatment	Output Assessment
W1-S1	(No treatment)	Pretest
W2-S2	Dictogloss training session	(No assessment test)
W2-S3	Task 1	Simple Present
W3-S4	Task 2	Present Progressive
W4-S5	Task 3	Simple Past
W4-S6	Task 4	Past Progressive
W5-S7	Task 5	Present Perfect
W5-S8	Task 6	Past Perfect
W6-S9	Task 7	Simple Future
W7-S10	No Treatment	Post-Test

It is worth mentioning:

1-Students were haphazardly opted and given a pre-test on their knowledge of receptor structures to ensure that the students in the treatment group were homogenized and juxtaposed as those students in Control group.

2-Experimental treatment against no treatment in Control group was provided to see if these two conditions would result in different performance.

3-For both experimental and Control group, the posttest was given to see to what extent the treatment had been helpful.

#### Instrument

The data for this study were collected at two stages: (i) a pre-test examination and (ii) the post- test examination. Each is tacitly expound below. First, the pre-test was employed as a criterion for categorizing the participants. The test consisted of 40 multiple-choice grammar verb tense questions. Each correct answer was given one mark. Therefore the total test score was up to 40. Second, a multiple-choice post-test was given as the final exam to the two groups of the participants at the end of the course. This test consisted of verb tense usage with 40 questions. One mark was assigned to each item in this final exam. Thus, the total test here was 40.

#### Procedures

##### Elaboration

In this section, this study describes all the phases done in this process with regard to all ins and outs operated. Moreover, all students were given smaller pieces of paper which they would all later use during the second reading to jot down pieces of information. Then, students were prepared for the Dictogloss activity by asking them to settle down and introducing them the topic of the Dictogloss text. Any difficult or unknown vocabulary items in the text would quickly be expounded in detail at this stage.

#### Text Reading

The short text was read twice at normal speed. The first time, students just listened to become accustomed to the subject of reading, and while the text was being read for the second time, they jotted down some key words and phrases that would help them to regenerate the original text. Also during the second reading, students were instructed to notice the utilization of the grammatical verb tense in the text. Janssen (2004) argues that teachers should pause between sentences and these pauses ought to be a little longer than usual; about 5 seconds long in duration. Beholding that this was a reasonable idea, the teacher in this study took Janssen's advice and paused for 5 seconds between sentences.

#### Rehabilitation

Learners formed in pairs, coalescing their resources, to reconstruct and rehabilitate the text they had heard during these times, based on their notes given. The teacher did not meddle in the discussions of any pairs but circulated and monitored

learners' communication to make sure that every student was contributing. Learners were told that they should target at grammatical accuracy, textual cohesion, and logical sense. One member of each pair wrote the passage after it was approved by the other members. The time given for students to reconstruct the text was limited around 15 minutes because if this stage were prolonged, learners would fully-fledged lose their concentration.

#### Correction of Text Reconstruction

With the help of the teacher, learners' assorted reconstructed the texts were juxtaposed to that of the originals examined and corrected. The teacher would randomly ask a student from each pair to peruse what they jotted down, and the rest of the class listened and observed on whether the reconstructed sentences were semantically and syntactically similar enough to the original text. In this track, whenever the learners wrote the errors on the board, the teacher would ask some pertinent questions of those grammatical points. The modified sentences were left on the board and at this stage, the students were asked to edit their own written work for accuracy. Through their collaborative dialogues and interaction, students had a chance to bring their grammatical knowledge as well as common sense of daily life into play with the notes taken during the dictation to create the text and were, as a result, confronted with their own strengths and weaknesses.

#### Data Analysis

The purpose of the study was to investigate whether a form-focused collaborative task such as Dictogloss would affect their verb tense usage as measured by grammatical structures tests taken either immediately after the completion of Dictogloss task or at a later stage. This research aimed at understanding whether Dictogloss, done in pairs would direct EFL learners to focus on form and then achieve better performance on tests than those who didn't participate in Dictogloss method. More precisely, one research question was addressed by this study:

*To what extent do dictogloss tasks have significant impact on improvement of Iranian EFL learners' verb tense usages?*

Data was collected over a 7 week period in two classes, showing two conditions: Group A known as Control Group (n=40) did traditional grammatical exercises only, Group B known as Experimental Group (n=40) did traditional grammatical exercises with Dictogloss method in pairs. All participants completed the pretest and posttest. The score retrieved from the treatment period, the pretest and posttest were utilized for juxtaposing the differences between the two groups to see whether or not there was a significant between treatment and control groups. Statistical computations were conducted using the Statistical Package for Social Science (SPSS), version 21. The alpha-level of significance  $p < 0.05$  was used throughout the study which is generally accepted standard for all statistical analyses. Mean score differences were considered significant whenever the p-value obtained in the collection were less than  $\alpha = 0.05$ .

#### Testing Research Question

To answer the research question, the subjects' scores on the pretest and posttest in each group were perused using descriptive statistics. Since the pretests produced no significant difference between the two groups at the beginning of the study, it seems appropriate to consider that any significant differences through the process of dictogloss could be due to the experimental treatment.

#### The Simple Present Tense Test

**Table 5.1. Means of Groups in simple present tense test**

	Mean	N	Std. Deviation
CON Gr	6.3	40	2.5

EXP Gr	6.8	40	1.4
--------	-----	----	-----

As indicated in Table (5.1) the mean differences in Experimental group is slightly better than its counterpart on traditional exercises.

#### The Present Progressive Tense Test

**Table 5.2. Means of Groups in present progressive tense test**

	Mean	N	Std. Deviation
CON Gr	8.2	40	1.4
EXP Gr	8.4	40	1.3

The indicated Table (5.2) shows the slight difference between these two groups could be due to the high degree of practical tests taken in class before participating in this study.

#### Simple Past Tense Test

**Table 5.3. Means of Groups in simple past tense test**

	Mean	N	Std. Deviation
CON Gr	4.3	40	2.7
EXP Gr	5.3	40	2.5

As clearly shown, Experimental group shows better performance as compared with Control group due to the first stage of dictogloss method (elaboration). This is owing to the fact that dictogloss method reveals the contextual clues of each verb tense usages in various situations.

#### Past Progressive Tense Test

**Table 5.4. Means of Groups in past progressive tense test**

	Mean	N	Std. Deviation
CON Gr	5.3	40	2.8
EXP Gr	6.5	40	2.4

In this tense, because of low prevalence of the intended tense in Farsi and English, Experimental group shows better performance than its counterparts because of revealing the real and exact identity of the intended tense and applications in English language.

#### Present Perfect Tense Test

**Table 5.5. Means of Groups in present perfect tense test**

	Mean	N	Std. Deviation
CON Gr	5.3	40	2.4
EXP Gr	5.6	40	1.8

This Table (5.5) shows that the degree of performance between Control group and Experimental group is somehow the same due to overlapping of this tense in Farsi and English. Most of the participants were willing to use the intended tense as compared to other tenses.

#### Past Perfect Tense Test

**Table 5.6. Means of Groups in past perfect tense test**

	Mean	N	Std. Deviation
CON Gr	5.1	40	2.0
EXP Gr	5.3	40	1.7

Mostly, past perfect tense was the most difficult tense among others since the student could not directly imagine its situation in real contexts. However, during elaboration stage, the teacher expounded every ins and outs of the intended tense clearly and got out Experimental group from the challenging anxiety.

#### Simple future

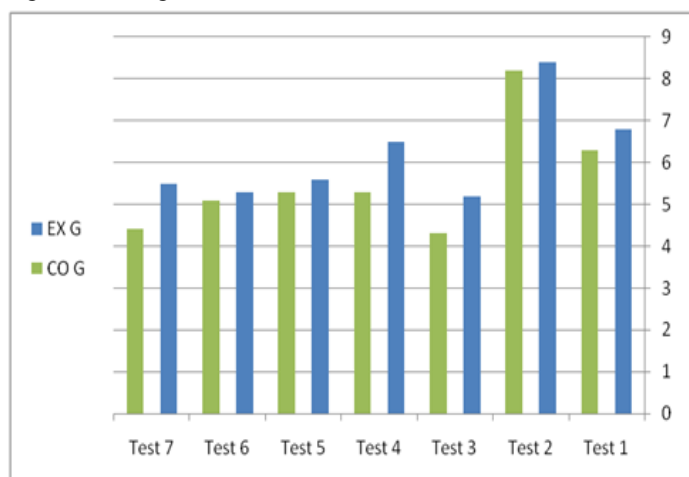
**Table 5.7. Means of Groups in simple future tense test**

	Mean	N	Std. Deviation
CON Gr	4.4	40	2.4
EXP Gr	5.5	40	2.0

As indicated, Experimental group done in pairs performed better than that of Control group because of deeply applying and perceiving dictogloss method in their tests and works.

As relevantly depicted in below figure, Experimental group performed better in verb tense usage as juxtaposed to that Control group. Perhaps, one reason to achieve such result is due

to loving dictogloss method by the students and teacher's eagerness using such a method in class.



**Fig 5.1. Mean Differences between Ex Group and Co group**

After the intended treatment, at the end of the week 7, post-test was given and calculated to see the effect of Dictogloss method in regular classroom and then juxtaposed it to the performance of traditional method used in control group.

**Table 5.8. Mean score in post-test**

	Mean	N	Std. Deviation
CON Gr	2.8	40	2.1
EXP Gr	3.5	40	1.5

As beheld, the mean differences between Control group and its counterpart, Experimental group is significant and it shows the prosperity of dictogloss method done in pairs in regular classroom.

To put this study into the significant way upon the performance of each group, the subjects' scores on the pre-test and post-test in two groups were calculated and analyzed utilizing descriptive statistics and paired sample t-test.

**Table 5.9. The Whole Descriptive Statistics**

	Control Group (n=40)	Experimental Group (n=40)
Pre-test		
Mean	2.18	2.25
SD	1.8	1.4
Post-test		
Mean	2.8	3.5
SD	2.1	1.5

**Table 5.10. Paired sample t-test for pretest and posttest (Significant at  $\alpha = .05$ )**

	t	df	Sig.(2-tailed)
CON Gr	-2.83	39	.005
EXP Gr	-3.51	39	.001

To this end, the t-test analysis for Experimental group showed that the increase in the mean score between the posttest ( $M=3.5$ ,  $SD=1.5$ ) and the pretest ( $M=2.25$ ,  $SD=1.4$ ) was statistically significant ( $t=-3.51$ ,  $df=39$ , 2-tailed  $p<.001$ ). As for Control group, the mean score between the posttest ( $M=2.8$ ,  $SD=2.1$ ) and the pretest ( $M=2.18$ ,  $SD=1.8$ ) was statistically significant ( $t=-2.83$ ,  $df=39$ , 2-tailed  $p<.005$ ). These results show that the Experimental group outperformed the Control group.

### Discussion of Result

This study examined whether differences in the sorts of task might lead to differences in language learning as institutionalized in this study by grammatical points in the short-term run. The answer was statistically positive. The results suggested that traditional grammar exercises and Dictogloss tasks pairs could not be equally effective. This finding is in line with focus on form studies that have investigated the EFL learners' ability to ascertain and produce form precisely when

the research focuses learner's attention on a certain linguistic item in the course of carrying out Dictogloss tasks. In fact, the results of this study seem to agree, to a large extent, with the majority of studies which found higher significant differences in their subjects' language performance. It is believed that since doing Dictogloss did indeed highly improve students' immediate test results, teachers interested in collaborative focus on form tasks should try out the Dictogloss in pair, for other grammatical forms and possibly in other skills courses at different levels. A possible reason for positive finding could be that the learner can concentrate and get involved more in the Dictogloss method than in traditional grammar. The other possible reason could be the time. The experimental group has obtained better results in the short time interval working in pairs.

The students most likely had benefited more from the training period at the beginning of the experimental period which in turn could make them have better performance than the participants in Control group. In fact, Dictogloss method may make the students build up courage to speak and take part in collaborative activities.

In Dictogloss method; according to the findings, the EFL learners may have memorized and recalled their keynotes and they were able to produce more phrases, clauses, and sentences and then they were able to reconstruct the text completely. This suggests that Dictogloss could be completely applicable and utilizable. It is believed that, doing Dictogloss could indeed ameliorate learners' integrated skills and used in writing, reading, and speaking section.

### Conclusion

This study was enticed by the fact that Dictogloss method is the integrated and communicated skill applicable in the field of teaching grammar, speaking, writing, and reading section. Dictogloss could be an effective method as research carried out in immersion setting programs to the potential facilitating effect to make the EFL learners focus on the use of form (FonF) when they are learning a second language. The target of this study was to juxtapose whether Dictogloss method in compared to traditional grammar is utilizable in EFL context. By regarding this approach, facets contributing to the success of this study could be identified and compared. The finding of this study did statistically confirm that Dictogloss method could increase learners' awareness of specific L2 forms. The results of this study indicated that the Experimental group received the better and significant results than the Control group. It seems indulgent from the way EFL learners behaved very genuinely during the Dictogloss tasks. In this direction, Dictogloss tasks are very creative and reflective because it makes the EFL learners promote collaborative dialogue. To be true, researchers and teachers may satisfy with Dictogloss tasks for two reasons: (1) It is really intriguing due to its eligible integrative and communicative traits. (2) It can be used in every language skills courses. To sum up, it is believed that, Dictogloss could be the robust cutting-edge devise for learning the interactional skills in which learners have an opportunity to subdue every shortcoming in a short run.

### Reference

- Brown, J. & Rodgers, T. (2002). *Doing Second Language Research*. Oxford: Oxford University Press. Ellis, R. (2002). Does Form-Focused Instruction Affect the Acquisition of Implicit Knowledge? *Studies in Second Language Acquisition*, 24(2), 223-236.
- Janssen, R. (2004). *Cloze Dictogloss. Humanizing Language Teaching*, (6)4. Retrieved March 5, 2007.
- Lapkin, S. & Swain, M. (2000). How Tasks Make a Difference: Some Insights from

- Adolescent Immersion Students' Writing. In J. Dicks, (Ed.). *Colloquium Proceedings, Bilingual Child-World Citizen*.
- Lapkin, S., Swain, M. & Smith, M. (2002). Reformulation and the Learning of French Pronominal Verbs in a Canadian French Immersion Context. *The Modern Language Journal*, 86(4), 485-507.
- Mackey, A. & Philp, J. (1998). Conversational Interaction and Second Language Development: Recasts, Responses, and Red Herrings? *The Modern Language Journal*, 82(3), 338-356.
- Nassaji, H. (2000). Towards Integrating Form-Focused Instruction and Communicative Interaction in the Second Language Classroom: Some Pedagogical Possibilities. *The Modern Language Journal*, 84(2), 241-50.
- Nassaji, H. & Fotos, S. (2004). Current Developments in Research on the Teaching of Grammar. *Annual Review of Applied Linguistics*, (24), 126-145.
- Sharpe, J. P. (2006). *Barron's How to prepare for the TOEFL* (11th edition). London and New York: Barrons Educational Series Inc.
- Pica, T. (1997). Tradition and Transition in Second Language Teaching Methodology. *Working Papers in Educational Linguistics*, (13) (1), 1-22.
- Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Oxford Journals Humanities, Applied Linguistics*, (11), (2), pp. 129-158.
- SPSS. (2013). SPSS for windows release 21 (Standard version). SPSS Inc.
- Swain, M. (1996). Discovering Successful Second Language Teaching Strategies and Practices: From Program Evaluation to Classroom Experimentation. *Journal of Multilingual and Multicultural Development*, (17) (1&2), 89-104.
- Wajnryb, R. (1990). *Grammar Dictation*. Oxford: Oxford University Press.