**Teachers’ Perception of And Disposition To Explicit Grammar Instructions In Ibadan North Local Government Area, Nigeria**

**Abstract**

*This study examined teachers' perceptions of and disposition to explicit grammar instruction in senior secondary schools in Ibadan North Local Government Area, Oyo State. The research employed the survey design. Two teachers each were randomly selected from ten (10) secondary schools making a total of 20 teachers. Instruments used were Teachers’ Perception of Explicit Grammar Instructions (r=0.82) and Teachers’ Disposition of Explicit Grammar Instructions* (r=0.85*). Descriptive statistics was used for data analysis at a 0.05 level of significance. Findings indicated that teachers generally hold positive perceptions of and dispositions toward explicit grammar instruction. The study recommends professional development workshops on grammar teaching strategies, improved access to instructional resources, and fostering supportive teaching environments. Additionally, curriculum developers should prioritize explicit grammar instruction with clear, flexible guidelines, while teachers are encouraged to adopt constructive feedback methods to enhance students' understanding and use of grammar rules.*

**Keywords**: Perception, Disposition, Explicit Grammar Instructions

**Introduction**

The English language, as a subject in secondary schools, plays a pivotal role in equipping students with essential communication skills necessary for effective expression and interaction in a globalized world. According to Crystal (2019), studying English is not limited to mastering the language but also involves understanding its significance in culture, literature, and society. This foundational subject prepares students to engage meaningfully in both academic and social settings. Harmer (2015) highlights English as a bridge between students and the wider world, emphasizing its role as the medium of instruction in many educational systems. Proficiency in English enables access to diverse knowledge and fosters participation in the global academic community. Similarly, Graddol (2016) identifies English as the lingua franca of modern education, facilitating international communication and collaboration. Mastery of English equips students to engage in global discourse and enhances their competitiveness in the international job market. Pennycook (2017) extends the importance of English education to literacy, cognitive development, and critical thinking. He argues that studying English in secondary schools fosters cultural awareness, global citizenship, and an appreciation for diverse perspectives, preparing students to navigate and contribute to a complex, interconnected world.

English also plays a critical role as the medium of instruction in educational systems worldwide, making it integral to academic achievement. Smith (2018) links English proficiency to students' ability to comprehend and engage with the curriculum, as many subjects are taught in English. This ensures students can access and understand academic content across disciplines, promoting overall success. Furthermore, Coleman (2017) highlights how English proficiency opens opportunities for higher education, both locally and internationally. Admission to prestigious global universities often requires English proficiency, as many scholarly publications and academic resources are primarily available in English. This access is vital for academic growth and staying updated on global developments across various fields.

English is pivotal in accessing and utilizing technological advancements. Warschauer (2019) highlights that the majority of digital content, including educational materials, software, and online courses, is in English. As technology continues to play an increasingly significant role in education, English proficiency enables students to leverage these tools effectively. This technological literacy is essential for modern education, where digital skills are intertwined with learning and innovation. Furthermore, English facilitates social mobility and economic opportunities. Crystal (2020) argues that proficiency in English enhances employability, as many multinational companies and organizations require employees to communicate in English. This demand is not limited to English-speaking countries but extends globally, making English a valuable asset in the job market. By mastering English, students can improve their career prospects and participate more fully in the global economy.

Another importance is that, English fosters intercultural communication and understanding. Harmer (2015) points out that English is often used as a common language among speakers of different native languages. This role as a lingua franca allows individuals to engage with diverse cultures and perspectives, promoting mutual understanding and collaboration. In an increasingly interconnected world, the ability to communicate in English helps students develop a global outlook and become more culturally competent, which is essential for personal and professional growth.

The aims of teaching English in schools are diverse and integral to holistic educational development. One primary aim is to develop students' communicative competence, ensuring they can effectively express themselves and comprehend others. Harmer (2015) emphasizes that English education should focus on all four language skills—listening, speaking, reading, and writing—enabling students to use the language confidently and accurately in various contexts. This competence is essential for academic success and everyday communication.

English grammar is the set of structural rules that govern the composition of clauses, phrases, and words in the English language. According to Yule (2016), English grammar encompasses a broad range of elements, including syntax (the arrangement of words to form meaningful sentences), morphology (the structure and formation of words), and phonology (the sound patterns of the language). These components work together to ensure that language is used in a coherent and standardized way, allowing speakers and writers to communicate effectively. Grammar provides the framework within which language operates, offering guidelines for how words can be combined to express complex ideas. The syntax of English grammar, as described by Huddleston and Pullum (2017), is particularly important as it dictates the order of words in a sentence, which in turn affects meaning. For instance, the difference between "The cat chased the dog" and "The dog chased the cat" lies entirely in the syntactic arrangement of the words. Such structures are governed by rules that dictate how different types of words—nouns, verbs, adjectives, etc.—should be arranged to convey clear and accurate meanings. Understanding these rules is essential for mastering English, as it allows speakers to form sentences that are both grammatically correct and meaningful.

Morphology, another crucial aspect of English grammar, involves the study of how words are formed and how they relate to each other. As explained by Bauer (2020), morphology examines the way in which the base forms of words, known as morphemes, combine with prefixes, suffixes, and inflections to create new words or modify the meanings of existing ones. For example, adding the suffix "-ed" to the verb "talk" changes it to the past tense "talked." Morphological rules are essential for understanding how words function within different grammatical contexts, such as tense, number, and case.

Furthermore, English grammar also includes aspects of phonology and semantics, which are vital for understanding pronunciation patterns and the meanings of words, respectively. According to McCarthy (2017), phonology focuses on the sounds of the language and how they interact, while semantics deals with the interpretation of meaning within grammatical structures. These elements are interrelated; for example, changing the stress on a syllable can alter the meaning of a word, as in the difference between "record" (a noun) and "record" (a verb). Together, the various components of grammar enable users of English to produce and comprehend language that is both accurate and expressive.

Understanding the different types of grammar is essential for comprehensive language education. This include; prescriptive grammar, descriptive grammar, transformation grammar, and functional grammar. Prescriptive grammar, as defined by Crystal (2019), sets rules for how language should be used based on traditional norms and established standards. It focuses on correctness and adherence to conventional rules, often emphasizing proper syntax, usage, and punctuation. Prescriptive grammar is typically taught in educational settings to ensure that students learn the standardized forms of a language, which are crucial for formal writing and communication.

**Statement of the Problem**

Grammar is an important aspect of English language which is taught in order for students to apply grammatical rules in their speaking and writing, thereby improving their language proficiency. However, reports from examining bodies have shown that students perform poorly in English Grammar and this is partly responsible for their poor performance in English Language examination. The poor performance of students has been associated with poor teaching approaches and methods, poor attitudes of teachers and students to English Grammar. Studies in Grammar have focused on teachers’ attitudes and subject mastery, use of technology in classroom situations, provision of learning facilities, and teacher’s quality. However, there is paucity of research on teachers’ perception of and disposition to Explicit Grammar Instruction and these variables could contribute to improve instruction and performance in English Grammar. The need to fill this gap necessitated this study on teachers’ perceptions of and disposition to explicit grammar instructions in senior secondary schools in Ibadan North Local Government Area, Nigeria.

**Research Questions**

1. What is teachers’ perception of explicit grammar instructions?
2. What is teachers’ disposition to explicit grammar instructions?

**Significance of the Study**

This study is significant because its findings will reveal English Language teachers’ perceptions of and disposition to explicit grammar instructions. Also, its potential to enhance understanding of how explicit grammar instruction is perceived and implemented by teachers in senior secondary schools. Furthermore, this understanding will inform educational policy and curriculum development, ensuring that grammar instruction aligns with best practices and addresses the specific needs of students in Ibadan North Local Government Area and Nigeria at large. The findings will contribute to professional development for educators by highlighting successful strategies and common challenges associated with explicit grammar instruction. By identifying effective methods and potential areas for improvement, the study will support teachers in refining their instructional techniques, ultimately leading to enhanced language proficiency among students. This research will also foster a more nuanced dialogue about the role of grammar in language education, encouraging the adoption of balanced approaches that integrate explicit instruction with practical language use.

**Methodology**

The study adopted the survey research design. The population of this study comprised all English Language teachers in senior secondary schools in Ibadan North Local Government Area, Nigeria. The instruments used were Teachers’ Perception of Explicit Grammar Instructions (r=0.82) and Teachers’ Disposition of Explicit Grammar Instructions (r=0.85). A letter of introduction was collected by the researcher from the head of the department of Arts and Social Sciences, faculty of Education to seek permission from the principals of the selected secondary schools for the study and in each of the schools, two teachers were selected making a total of twenty teachers. The data collected were analyzed using descriptive statistics of frequency count, mean, simple percentage and standard deviation.

**Results**

**Research Question 1:** What is teachers’ perception of explicit grammar instructions?

**Table 1: Teachers’ Perception of Explicit Grammar Instructions**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** | **Strongly Agree** | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Mean** | | **Standard Deviation** | | |
| Explicit grammar instruction is essential for improving students' language skills. | 10  (50%) | 5  (25%) | | 3  (15%) | | 2  10%) | | 3.15 | | 0.81 | | |
| I frequently incorporate explicit grammar instruction into my lesson plans. | 6  (30%) | 9  (45%) | | 3  (15%) | | 2  (10%) | | 2.95 | | 0.75 | | |
| Teaching grammar explicitly helps students understand language structure better. | 8  (40%) | 7  (35%) | | 3  (15%) | | 2  (10%) | | 3.05 | | 0.79 | | |
| I believe that explicit grammar instruction is outdated and less effective. | 3  (15%) | 4  (20%) | | 8  (40%) | | 5  (25%) | | 2.25 | | 0.88 | | |
| Explicit grammar teaching improves students' overall writing proficiency. | 9  (45%) | 7  (35%) | | 3  (15%) | | 1  (5%) | | 3.20 | | 0.76 | | |
| My students benefit more from implicit grammar teaching than explicit grammar instruction | 2  (10%) | | 6  (30%) | | 7  (35%) | | 5  (25%) | | 2.25 | | 0.85 | |
| I feel confident teaching grammar through explicit instruction. | 8  (40%) | | 8  (40%) | | 2  (10%) | | 2  (10%) | | 3.10 | | 0.79 | |
| Explicit grammar instruction limits students' creativity in language use. | 3  (15%) | | 7  (35%) | | 6  (30%) | | 4  (20%) | | 2.45 | | 0.82 | |
| I believe explicit grammar instruction is crucial in preparing students for academic writing. | 10  (50%) | | 6  (30%) | | 2  (10%) | | 2  (10%) | | 3.20 | | 0.78 | |
| Students find explicit grammar instruction difficult to grasp. | 2  (10%) | | 6  (30%) | | 7  (35%) | | 5  (25%) | | 2.25 | | 0.85 | |
| I avoid using explicit grammar instruction due to time constraints in the curriculum. | 3  (15%) | | 5  (25%) | | 8  (40%) | | 4  (20%) | | 2.35 | | 0.82 | |
| Explicit grammar instruction is more effective for advanced learners than beginners. | 8  (40%) | | 5  (25%) | | 4  (20%) | | 3  (15%) | | 2.90 | | 0.86 | |
| I believe explicit grammar instruction should be integrated into all language lessons. | 11  (55%) | | 5  (25%) | | 2  (10%) | | 2  (10%) | | 3.25 | | 0.78 | |
| Explicit grammar instruction creates a more disciplined and focused learning environment. | 7  (35%) | | 8  (40%) | | 3  (15%) | | 2  (10%) | | 3.00 | | 0.80 | |
| I receive adequate support and resources to deliver explicit grammar instruction effectively. | 5  (25%) | | 6  (30%) | | 6  (30%) | | 3  (15%) | | 2.65 | | 0.84 | |
| Students retain grammatical rules better when taught explicitly. | 8  (40%) | | 8  (40%) | | 2  (10%) | | 2  (10%) | | 3.10 | | 0.78 | |
| I prefer using other teaching methods over explicit grammar instruction | 3  (15%) | | 5  (25%) | | 8  (40%) | | 4  (20%) | | 2.35 | | 0.81 | |
| Explicit grammar instruction is essential in helping students avoid common language errors. | 9  (45%) | | 8  (40%) | | 2  (10%) | | 1  (5%) | | 3.25 | | 0.73 | |
| **N = 20: Weighted Mean = 2.88 and Threshold Mean = 2.50** | | | | | | | | | | | |

Table 1 revealed that explicit grammar instruction is essential for improving students’ language skills. The result indicates a weighted mean of 2.88 which is higher than the threshold set at 2.50. The result implies that teachers’ perception of explicit grammar instructions is moderately positive (mean = 3.15); I frequently incorporate explicit grammar instruction into my lesson plans (mean = 2.95); Teaching grammar explicitly helps students understand language structure better (mean = 3.05); I believe that explicit grammar instruction is outdated and less effective (mean = 2.25); Explicit grammar teaching improves students’ overall writing proficiency (mean = 3.20); My students benefit more from implicit grammar teaching than explicit grammar instruction (mean = 2.25); I feel confident teaching grammar through explicit instruction ( mean = 3.10); Explicit grammar instruction limits students’ creativity in language use (mean = 2.45); I believe explicit grammar instruction is crucial in preparing students for academic writing (mean = 3.20); Students find explicit grammar instruction difficult to grasp (mean = 2.25); I avoid using explicit grammar instruction due to time constraints in the curriculum (mean = 2.35); Explicit grammar instruction is more effective for advanced learners than beginners (mean = 2.90); I believe explicit grammar instruction should be integrated into all language lessons (mean = 3.25); Explicit grammar instruction creates a more disciplined and focused learning environment (mean = 3.00); I receive adequate support and resources to deliver explicit grammar instruction effectively (mean = 2.65); Students retain grammatical rules better when taught explicitly (mean = 3.10); I prefer using other teaching methods over explicit grammar instruction (mean = 2.35); Explicit grammar instruction is essential in helping students avoid common language errors (mean = 3.25).

The weighted mean of the table is 2.88, which implies that teachers generally have a moderate to positive perception of explicit grammar instruction, viewing it as beneficial but with varying levels of support and confidence. A mean of 2.88, which is above the neutral midpoint of 2.50, reflects a tendency toward agreement with the value of explicit grammar instruction but also highlights the presence of reservations or mixed feelings among some respondents.

**Research Question 2:** What is teachers’ disposition of explicit grammar instructions?

**Table 2: Teachers’ Disposition of Explicit Grammar Instructions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Mean** | **Standard Deviation** | |
| Explicit grammar instruction is essential for improving students' language skills. | 7  (35%) | 7  (35%) | 4  (20%) | 2  (10%) | 2.95 | 0.82 | |
| I frequently incorporate explicit grammar instruction into my lesson plans. | 5  (25%) | 6  (30%) | 6  (30%) | 3  (15%) | 2.65 | 0.88 | |
| Teaching grammar explicitly helps students understand language structure better. | 6  (30%) | 7  (35%) | 4  (20%) | 3  (15%) | 2.80 | 0.85 | |
| I believe that explicit grammar instruction is outdated and less effective. | 3  (15%) | 5  (25%) | 7  (35%) | 5  (25%) | 2.30 | 0.87 | |
| Explicit grammar teaching improves students' overall writing proficiency. | 7  (35%) | 6  (30%) | 4  (20%) | 3  (15%) | 2.85 | 0.82 | |
| My students benefit more from implicit grammar teaching than explicit grammar instruction | 4  (20%) | 6  (30%) | 6  (30%) | 4  (20%) | 2.50 | 0.86 | |
| I feel confident teaching grammar through explicit instruction. | 6  (30%) | 6  (30%) | 5  (25%) | 3  (15%) | 2.75 | 0.84 | |
| Explicit grammar instruction limits students' creativity in language use. | 4  (20%) | 6  (30%) | 6  (30%) | 4  (20%) | 2.50 | 0.87 | |
| I believe explicit grammar instruction is crucial in preparing students for academic writing. | 8  (40%) | 6  (30%) | 4  (20%) | 2  (10%) | 3.00 | 0.80 | |
| Students find explicit grammar instruction difficult to grasp. | 3  (15%) | 5  (25%) | 6  (30%) | 6  (30%) | 2.25 | 0.89 | |
| I avoid using explicit grammar instruction due to time constraints in the curriculum. | 4  (20%) | 6  (30%) | 6  (30%) | 4  (20%) | 2.50 | 0.86 | |
| Explicit grammar instruction is more effective for advanced learners than beginners. | 6  (30%) | 6  (30%) | 5  (25%) | 3  (15%) | 2.75 | 0.84 | |
| I believe explicit grammar instruction should be integrated into all language lessons. | 8  (40%) | 7  (35%) | 3  (15%) | 2  (10%) | 3.05 | 0.79 | |
| Explicit grammar instruction creates a more disciplined and focused learning environment. | 7  (35%) | 6  (30%) | 4  (20%) | 3  (15%) | 2.85 | 0.83 | |
| I receive adequate support and resources to deliver explicit grammar instruction effectively. | 4  (20%) | 5  (25%) | 7  (35%) | 4  (20%) | 2.45 | 0.85 | |
| Students retain grammatical rules better when taught explicitly. | 8  (40%) | 6  (30%) | 4  (20%) | 2  (10%) | 3.00 | 0.81 | |
| I prefer using other teaching methods over explicit grammar instruction | 3  (15%) | 6  (30%) | 7  (35%) | 4  (20%) | 2.40 | 0.83 | |
| Explicit grammar instruction is essential in helping students avoid common language errors. | 9  (45%) | 6  (30%) | 3  (15%) | 2  (10%) | 3.10 | 0.78 | |
| **N = 20: Weighted Mean = 2.72 and Threshold Mean = 2.50** | | | | | | |

Table .2 revealed that explicit grammar instruction is essential for improving students’ language skills. The result indicates a weighted mean of 2.72 which is higher than the threshold set at 2.50. The result implies that teachers’ disposition to explicit grammar instructions is moderately positive. (mean = 2.95); I frequently incorporate explicit grammar instruction into my lesson plans (mean = 2.65); Teaching grammar explicitly helps students understand language structure better (mean = 2.80); I believe that explicit grammar instruction is outdated and less effective (mean = 2.30); Explicit grammar teaching improves students’ overall writing proficiency (mean = 2.85); My students benefit more from implicit grammar teaching than explicit grammar instruction (mean = 2.50); I feel confident teaching grammar through explicit instruction ( mean = 2.75); Explicit grammar instruction limits students’ creativity in language use (mean = 2.50); I believe explicit grammar instruction is crucial in preparing students for academic writing (mean = 3.00); Students find explicit grammar instruction difficult to grasp (mean = 2.25); I avoid using explicit grammar instruction due to time constraints in the curriculum (mean = 2.50); Explicit grammar instruction is more effective for advanced learners than beginners (mean = 2.75); I believe explicit grammar instruction should be integrated into all language lessons (mean = 3.05); Explicit grammar instruction creates a more disciplined and focused learning environment (mean = 2.85); I receive adequate support and resources to deliver explicit grammar instruction effectively (mean = 2.45); Students retain grammatical rules better when taught explicitly (mean = 3.00); I prefer using other teaching methods over explicit grammar instruction (mean = 2.40); Explicit grammar instruction is essential in helping students avoid common language errors (mean = 3.10).

The weighted mean of 2.72 indicates that teachers hold a moderately positive disposition towards explicit grammar instruction. This suggests that while teachers generally recognize the importance and benefits of explicit grammar instruction, their enthusiasm and commitment may vary due to factors such as confidence in teaching it, perceived effectiveness, or external challenges like time constraints and lack of resources. A mean of 2.72, which is above the neutral midpoint of 2.50, reflects a tendency toward agreement with the value of explicit grammar instruction but also highlights the presence of reservations or mixed feelings among some respondents. This moderate positivity underscores the need for targeted professional development and support to address these reservations and strengthen teachers’ disposition toward using explicit grammar instruction effectively.

**Discussion of Findings**

**Teachers’ Perception of Explicit Grammar Instructions**

The findings revealed that teachers’ perceptions of explicit grammar instruction had a positive perception of explicit grammar instruction. This results supports Sato and Loewen (2021) found that teachers who advocate for explicit grammar instruction see it as particularly beneficial for learners who struggle with language structure and need clear guidance to enhance their linguistic competence. These findings align with the current study, where teachers largely support explicit grammar instruction as an effective means of improving students’ language proficiency.

**Teachers’ Disposition to Explicit Grammar Instructions**

The findings indicates that teachers’ disposition towards explicit grammar instruction was positive and it was influenced by their beliefs about its effectiveness and their own confidence in teaching grammar. This perspective corroborates Borg (2019), who observed that some teachers worry about overemphasizing grammar rules at the expense of fostering a communicative and student-centred classroom environment. Consequently, these teachers may be reluctant to adopt explicit grammar instruction as a primary teaching strategy.

**Conclusion**

It can be concluded that understanding teachers’ disposition to and perception of explicit grammar instruction provides valuable insights into the ways teachers approach grammar instruction, which is crucial for student language development.

**Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Schools should implement ongoing professional development workshops focused on effective grammar teaching strategies, enabling teachers to build confidence in explicit grammar instruction and stay updated on best practices.

2. Educational authorities should ensure that schools are equipped with sufficient teaching resources, such as grammar guides, interactive software, and visual aids, to support teachers in delivering engaging and comprehensive grammar lessons.

3. Curriculum developers should emphasize explicit grammar instruction as a key component, giving teachers structured guidelines and flexibility to integrate it into various subjects and language activities.

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