

# Teacher Cognitions on Form-Focused Instruction

An Explanatory Sequential Study of  
Dutch Pre-Service and In-Service EFL Student Teachers

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the guardian

# Time to stop avoiding grammar rules

*The evidence is now in: the explicit teaching of grammar rules  
leads to better learning*



‘We found [studies investigating L2 instructional effectiveness] to be widely variable and generally not conducive to the systematic accumulation of knowledge about particular variables’

(Norris & Ortega, 2000, p. 499)

‘There is ... a need for more studies to include delayed posttests in their design, making it possible to observe changes in L2 learners’ knowledge over time’

(Spada & Tomita, 2010, p. 290)

Alleen  
grammatica  
bij fouten?

Alleen  
voorbeelden  
aanbieden?

Expliciete  
regels  
bespreken?

Grammatica  
staat  
centraal?

Deductief of  
inductief?

Wel of geen  
grammatica?



Drills of  
transfer-  
oefeningen?

**Wat *weet* je?**  
**Wat *denk* je?**  
**Wat *geloof* je?**

‘[T]eachers’ beliefs can powerfully shape both what teachers do and, consequently, the learning opportunities learners receive.’

(Borg & Al-Busaidi, 2012, p. 6)

## Onderzoeksvragen

- Welke cognities over grammaticadidactiek hebben leraren in opleiding in de verschillende fases van de opleiding?
- Wat is de oorsprong van deze cognities?
- Hoe beïnvloeden deze cognities de vakdidactische praktijk?
- Hoe kan de lerarenopleiding deze cognities beïnvloeden?



