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**Journal of English Language and Education (JELE)**, to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

## **PREFACE**

We proudly present the *Journal of English Language and Education (JELE)* Vol.1, No.2 which is presented for practitioners and researchers in accommodating their findings of research. By sharing the idea through this journal, it is expected that issues dealing with the English language and teaching can be overcome as it can be a reference to conduct a new research in the future.

This journal comprises seven articles concerning on linguistics and English language teaching. They are categorized into discourse analysis, syllabus design and techniques to teach English that aim to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the ideas towards the content of this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, December 2015

Editor

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**INTEGRATIVE GRAMMAR IN TEACHING  
ACADEMIC WRITING  
The Case of the Fourth Semester Students  
at the English Department of IKIP PGRI Semarang**

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**ABSTRACT**

**This paper addresses the issue of academic writing teaching by using integrative grammar to English Department of IKIP PGRI students with the focus on form and meaning. A method of integrative grammar, consisting of three major stages (a) *exploration*, (b) *explanation*, and (c) *expression (EEE)*, is proposed. To inform how each of these stages function, several lessons were conducted by using those stages in the class of academic writing as the evidence. The paper describes and discusses the lessons themselves, their rationale, and their implementation of the proposed method. A checklist which was used to describe the activeness of the lecturer taught academic writing by using EEE methods and questionnaire conducted before and after the lessons and also the revision of the syllabus and lesson plan used show that students preferred to write academically in L2 using the *EEE method* which not only focuses on form-based but also meaning-based.**

***Keywords : Academic Writing, Integrative Grammar and EEE Method***

**INTRODUCTION**

Successful writing is regarded as a multifaceted task which makes writing difficult for the learners, particularly in balancing between grammatical knowledge and using this knowledge to shape ideas. Most of the criticism about grammar teaching stemmed from its association with the Structural Approach, which involved the successive teaching and learning of a series of isolated grammatical items and the presentation of rules and

example sentences followed by intensive practice and repetition of the grammatical items. Attempts in using grammar as a method for improving students' writing skills were ineffective because grammar teaching was not related to writing instruction and did not take into account the context and the needs of the students. Relating grammar instruction to the teaching of composition involves the definition of specific goals that may arise from everyday classroom observation or from specific problems

in students' writing, and a clear definition of what is expected from them.

According to Celce-Murcia (1991:233) the capacity of expressing oneself in a language other than one's native language through writing with adequate accuracy and coherence is an important achievement. Part of this ability consists in producing correct and well-formed sentences, which is a very complex task. It is well known that even if second language writers become proficient in a process approach, they nevertheless have linguistic problems, often related to sentence structure and grammar.

Frodesen (1991:264) says that grammar has always been one of the most controversial issues in the teaching of writing. Most of the misunderstandings about the nature and the meaning of grammar, and its role in language teaching in general, stem from "a narrowly defined view of 'grammatical instruction' as traditional, decontextualized grammar lessons with a focus on formal analysis of sentence-level syntax (e.g., types of clauses) and or a preoccupation with correcting errors." Grammar, perceived as accuracy, is a

problematic area in writing for many non-native speakers who still struggle with elements like organization and coherence after they have more or less mastered the more global features of written English. Frodesen (ibid.: 233) explains that teachers should teach learners to regard grammar as "an aid to shaping effective and appropriate messages", and that any teaching of writing should take into account the students' needs, their background, and the requirements of writing tasks.

In terms of teaching writing, Spack (1984: 649) affirms that "most composition textbooks for native English speakers and ESL (English as a Second Language) students present a straightforward, mechanical view of writing which does not acknowledge the complexity of the composing process. These texts have not shown students how meticulous and even painful writing can be, especially for non-native speakers."

In their First Year at the Department of English of IKIP PGRI Semarang, regardless of prior language learning, the students are progressively introduced to English grammar. In addition, they are gradually made acquainted with

grammatical terminology and the major constituents of English grammar. Nevertheless, from informal discussions with students and lecturers of English, when they write in content areas like literature or social interaction, especially in examination essays, most students appear to focus more on content (i.e. answering the question (s) and supplying the right information) rather than on grammar, mainly because of time constraints and other factors. This often causes them to fail to convey their ideas correctly and accurately, and consequently they get low scores. On the other hand, when they know that grammar will be taken into consideration during the correction of their papers, they pay attention to the grammar they use when they write. Sometimes, when paying attention to the grammar, they show an inability to focus on their ideas, and sometimes, they fail to answer the question of the topic or the assignment.

This means that the students are able to focus on grammar alone, or to concentrate on content only. In other words, they are blocked when they attempt to focus on these two aspects at the same time. Another

possibility is that the importance they give to grammar depends on the goals of writing. It also appears that most students may not make a connection between their grammatical knowledge (i.e. what they are being taught in grammar) and their own writing.

### **Academic Writing**

First, the writing class is arguably both too narrow and too broad in its approach to writing pedagogy. Narrow in the sense that writing classes belong to the English department, with literature often seen as synonymous with English. The point here is that literature has its own specific conventions for what might be considered 'good' academic writing style, and many writing textbooks tend to favor a style of writing perhaps better suited to literary academic writing, such as advocating the use of figures of speech. Within a typical writing class, however, there may be many different academic majors represented, each with their own writing needs. In other words, what might be considered good style within the English department may not be regarded in the same manner in, say,

the science department. Secondly, “the teaching of academic writing usually adopts a generic approach,” thereby ignoring “contexts, participants and practices” (Lillis 2001). Moreover, Gimenez argues that “writing lecturers appear to focus on the basic principles of writing” (p.152), such as structuring and referencing, thus ignoring features of writing which are specific to individual disciplines. Gimenez further states that the essay is usually taught as a generic skill in the ‘general’ writing class’ and “when reports, memos or presentations are taught as universal genres, students from different disciplines need to ultimately adapt them to meet their own discipline-specific needs” (p.152). In this sense, the writing class simultaneously approaches the subject from a broad perspective, which is equally impractical in terms of helping students to understand discipline-specific writing conventions, which go beyond the basics of essay writing. Therefore, a narrow view taken toward academic writing, via a focus on literary devices more common within literary academic writing, and a broad view, consisting of teaching students essay writing skills based on

generic factors, does not effectively take into consideration the different academic writing needs of students.

Principally, the theories used for teaching Academic Writing using integrative grammar is the teachers centered learning. It means that through this learning, learners are broadly engaged in and teachers must be active in the whole class activities. That is why, the role of the teachers are not only as the facilitator but also as the guidance or helpers for learners when they meet some difficulties and need for help.

### **Integrative Grammar**

Integrative grammar combines a form-based with a meaning-based focus. Spada and Lightbown (1993) have also argued "that form focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term" (p. 205). Thus, integration of form and meaning is becoming increasingly important in current research. Celce-Murcia, Dornyei and Thurrell (1997) call it "a turning point" in communicative

language teaching (p. 141), in which "explicit, direct elements are gaining significance in teaching communicative abilities and skills" (p. 146). It is important to know that integrative grammar can be classified in functional grammar as the focus of integrative grammar mentioned above. Gerot and Wignell (1994:v) say that functional grammars focus on the purposes and uses of language. They derive from examination of spoken and written language and the contexts of their use. They investigate how language is used and its effect. Then, they say also language is functional, so study of language form alone cannot fully explain systematic language use. Language use, though unique, can be explored, and linguistic elements and specific language events can be systematically examined from a functional point of view. In short, we 'make meaning' through our choice and use of words and systematic study of language in use is how we make sense of our meanings. They states functional grammars view language as a resource for making meaning, describing language in actual use and so focus on texts and their contexts. They are concerned not only with the

structures but also with how those structures construct meaning (p.6). This means that by using integrative grammar, students are brought to write in a good sense of the use of their writing which is influenced in their grammatical pattern.

### **EEE (Exploration, Explanation, Expression) Method**

What is, then, meant by integrative grammar, is combining *the form* and *the meaning*, using what is called the *EEE method*. This method of *EEE* consists of three equally important stages:

- a. Exploration is the first stage of integrative grammar teaching. This stage is characterized by "*inductive learning*." Students are given sentences illustrating a certain grammar rule and are asked as a group to find the pattern and, with the help of the teacher, to formulate the rule. Students should be given opportunities to figure out everything by themselves, receiving help only when necessary. To make the task easier in the beginning, some grammatical forms or endings can be highlighted. Students tend to prefer

assignments that allow them to explore the language. The knowledge they obtain becomes theirs and it is often much easier to remember. Exploration, then, works as an excellent tool for motivation.

- b. Explanation is the second stage of learning. As students find sequences or patterns in the examples they used during the *exploration* stage, the teacher or the students can summarize what was previously discovered, now focusing on the form. The *explanation* stage is quite important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference. Depending on students' proficiency, confidence, and actual performance, this stage can sometimes be omitted. However, students should be aware of and experience the strategies they may use to refer to the explicit rules, if needed.
- c. Expression is the third and last stage of the process. After discovering certain grammatical patterns in the *exploration* stage and

getting to know the rules in the *explanation* stage, students start practicing the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to help students to apply their acquired knowledge in practice by making meaningful utterances. On the one hand, this may also serve as a motivation technique, since learners can actually see what they can do with what they have learned. On the other, the expression stage gives them the opportunity to practice communication under the teacher's supervision, which usually assures the students that they can produce a correct utterance. Communicative interaction will be better if it is content-based, which allows students to relate it to something they care or know about, thus making it authentic

## METHODS

The research approach applied in this study is case study. According to Gillham (2000:1), a case study is an investigation to answer specific

research question which seek a range of *different evidence* from the case setting.

The case study methodology is considered the most appropriate approach to employ because it provides a systematic way to collect data, analyze information and reports the result, thus understand a particular problem or situation in great depth. The subject of this research was a lecturer of English Department of IKIP PGRI and the students at fourth semester of the English Department of IKIP PGRI Semarang who took academic writing in the year 2012/2013. The instruments which are used they are questionnaire, observation sheet and teaching document.

## FINDINGS AND DISCUSSION

The researcher analyzed the data qualitatively by describing the condition of how the lecturer's teaching in the classroom. The researcher observed the teaching learning activities in the classroom with two other observers for strengthening the data. The observation was carried on

using checklist. The checklist was formed using the steps of Exploration, Explanation, Expression (EEE) method in integrative grammar which proposed by Sysoyev (2005). This sheet was used to determine whether lecturer was active or not to teach academic writing using integrative grammar combining the form and meaning during the classroom activities.

The stages and description of those stages are mentioned and described as follows:

(1) **Exploration** is the first stage of integrative grammar teaching. This stage is characterized by "*inductive learning*."

1.1 Introducing the topic for good exploration and eliciting students' response

- a. Giving some sentences as the examples in certain grammar patterns
- b. Trying to identify the grammar pattern and formulate the patterns
- c. Encouraging students confident and potential to participate in the learning process
- d. Making dialogue to

control students' understanding of what is to be learned

- e. Shifting students' attention to grammar patterns in the sentences given

1.2 Guiding the cognitive thinking of the group by using leading questions, keeping the students thinking under control

- a. Summarizing what was previously discovered, focused on the form
- b. Giving leading questions of grammatical pattern and keeping students' thinking under control to refer to the explicit patterns
- c. Giving opportunities to co-construct of lecturer's questions
- d. Relating 'textbook rules' with the examples and findings of the *exploration* stage for future reference

1.3 Making classroom interaction

- a. Creating optimal conditions for learning
- b. Responding to implicit questions

c. Giving examples than explaining the use of terminology

- d. Making teacher-student communication
- e. Entering the discussion and helping students' confusion

1.4 Helping students improve their knowledge of grammatical structure

- a. Giving explanation as the negotiation between teacher and students of the topic (their writing and grammatical patterns) discussed
- b. Assuring students' on understanding the grammatical patterns
- c. Encouraging students by figuring out their knowledge of grammatical patterns
- d. Breaking into student-teacher dialogue of certain grammatical patterns

1.5 Making clarification and confirmation that they write in the right pattern

- a. Clarifying the students writing in the right

- b. Giving brief message of the material
- c. Keeping the discussion going well
- d. Giving more detailed assignment to students
- e. Interpreting what students see to make up the grammatical pattern
- f. Giving opportunities to students to answer their peer's questions without waiting for the teacher
- g. Giving equal opportunities for the interaction

(2) **Explanation** is the second stage of learning. As students find sequences or patterns in the examples they used during the *exploration* stage, the teacher or the students can summarize what was previously discovered, now focusing on the form. And it may be essential to go to the textbook with the examples and findings of the *exploration* stage. The *explanation* stage is quite important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference.

- 2.1 Making connection of examples and explicit rules
  - a. Telling the students the explicit grammatical patterns
  - b. Explaining the explicit grammatical patterns
  - c. Checking what students have already discovered
  - d. Making dialogue to compare between the examples and the rules in textbook with the teacher
- 2.2 Giving 'routine' activity cognitively
  - a. Making similar grammar explanations typical in the learners' L1
  - b. Comparing the examples used in the first stage with the example given in the textbook
  - c. Serving as a bridge between what students consider 'theory' or what is usually given in textbooks
  - d. Giving practical use of the grammatical pattern in the sentences
- 2.3 Giving meaningful examples of how and in what situations

the tense can be used

- a. Illustrating the patterns in a content-based writing
- b. Discovering the grammatical patterns
- c. Providing students with models of their usage
- d. Seeing how learners are going to use their knowledge in the actual interaction

(3) **Expression** is the third and last stage of the process. After discovering certain grammatical patterns in the *exploration* stage and getting to know the rules in the *explanation* stage, students started to practise the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to provide students experience in applying their acquired knowledge in practice by making meaningful utterances. Then, in the expression stage, the lecturer gave them the opportunity to practice communicating under the teacher's supervision, which usually assures the students that they can produce a correct utterance. Communicative

interaction will be better if it is content-based, which allows students to relate it to something they care or know about, thus making it authentic.

3.1 Establishing the structure for student-student interaction using tenses

- a. Asking students to write telling their past experience using Past Tense
- b. Asking whether there are any problems faced by the students
- c. Clarifying the assignment with students
- d. Considering for grammatical accuracy during the activity

3.2 Representing a meaning based-task which reflects the nature of social interaction

- a. Reflecting the nature of social interaction (text) for stimulating a real-life situation,
- b. Asking follow-up questions and reacting consequently
- c. Practicing the form in meaning-based task and negotiating the meaning in their L2

- d. Switching students' attention from form to the meaning
- 3.3 Checking and correcting mistakes by repeating the sentence in the grammatically correct way
- a. Reacting in watching students' writing
  - b. Correcting the mistakes by repeating the sentences
  - c. Repeating and rephrasing the sentence
  - d. Emphasizing and modeling the correct use of grammatical pattern
- 3.3 Controlling what is going in the class, without 'invading' the students
- a. Holding the responsibility for assuring that there is no misuse
  - b. Not imposing wrong forms and patterns
  - c. Giving equal opportunities to students to participate and express their thoughts
  - d. Finding other strategies and techniques of controlling what is going on in students if needed

Here, the lecturer was active

and very good in giving good teaching and examples which focused on integrative grammar in academic writing. It could be seen from meeting one until meeting four. In meeting one and two, when the lecturer put several sentences from several report texts to know students' mastery in grammar and the meaning of its (report text and its grammar or language features) use in those sentences. Then, the lecturer asked the students to try to identify the grammar and formulate the grammar in order to encourage the students to be brave to show their potential in the classroom. Then, continued by giving a report text and some texts that contained of certain grammar patterns as the consideration.

In exploration stage, the lecturer began by introducing the topic for group exploration and then elicits students' responses. The way the lecturer gave the examples as their task was actually amazing and potentially very powerful: "Imagine yourself being scholars who are finding the patterns or making a new rule. Do you see any sequence?" This invitation to participate had a tremendous effect on the students. It

contained several implicit messages. One was that because "making new rules" is a discovery, it is acceptable to make mistakes; students need not to be afraid of talking and expressing the thoughts. The lecturer tried to identify the grammar pattern from some sentences given and formulated the pattern.

In Explanation stage, the lecturer was very clear in leading the class. It could be mentioned when the lecturer made connection of examples and explicit rules of the examples given so that the students were safe in knowing the grammatical pattern from the sentences they wrote. Then, the lecturer kept giving examples for students to make sure that they still remembered of the use of those grammatical patterns. This activity happened in meeting two after students got clarification and confirmation that they wrote in the right pattern, also the students were asked to go to the textbook they had and related the pattern used in their textbook and findings in the *exploration* stage. This means that students were well-prepared to be ready for continuing both their study and writing which were not only focus

on form but also the meaning needed from their writing.

In Expression stage, the lecturer was good by continuing the two stages which were done before. She did interaction among her students by establishing, clarifying and considering for the grammatical accuracy by asking the students if there was any problem they found in writing. the lecturer reflected a meaning based task of her students writing. Then, she kept controlling the class for no misuse grammar pattern in students' writing. At the beginning of expression stage, the lecturer established the arrangement for student-student interaction. Arranged in small groups, students took turns read their partners' writing about one of their families or tourism place they like using Present Simple Tense. Presumably, every student will have an equal opportunity to be the leader when reading about it and then changed the roles. The way it turned out in the classroom, though, shown the complexity of the group interaction. The lecturer asked if there were any questions. Nobody asked any because there would be an opportunity to clarify the assignment with the

peers and nobody wanted to show that he/she did not understand the task. Once students were in their group, they assigned themselves roles. In this case, the role distribution was based on "who knows what to do." In this stage, it represents a meaning based task, which reflects the nature of social interaction.

It enables students to simulate a real-life situation, asking follow-up questions and reacting consequently. For example, one of the student after hearing that their partner has brothers, he interrupts her and asks "How old are they?" Or, in another group, when one of their partner said, he described borobudur temple, their partner asked "How wonderful is it?". Those questions were not important from the perspective of the task, but rather is a natural reaction of a listening interlocutor. Thus, the major advantage of combining form and meaning is that in practicing the form in meaning-based tasks, students negotiate the meaning in their L2. That results in spontaneous use of the target language.

From the analysis of collecting data of the checklist used for describing the activeness of the

lecturer using EEE method the lecturer was very clear in leading the class. It could be mentioned when the lecturer made connection of examples and explicit rules of the examples given so that the students were safe in knowing the grammatical pattern from the sentences they wrote and the EEE method worked fairly successfully with the students. They were willing to respond and participate in the classroom in doing writing and the result of the teaching was adjusted in such a way that a positive response meant a positive attitude towards teaching academic writing by using integrative grammar. For the questionnaires, those were given to lecturer and students and were used to know the strength and the weaknesses of teaching academic writing by using integrative grammar. It was found that the integrative grammar in academic writing, the writing itself can be accurate in use and the students are able to improve their writing in which their writing is not only used in that course but also writing in essay even in final project based on the meaning form. The last, the teaching documents which were used in the classroom they are syllabus and lesson plan, the

revision is needed based on the *EEE* method in academic writing. The weaknesses here could be seen and corrected in terms of Material, Teaching and Learning Activities, Indicators, and Assessment in syllabus and lesson plan. Those were revised for the needs of the students but as earlier said that this revision was only for suggestion. This means that the lecturer of academic writing was free to use this revision or not.

### **CONCLUSION AND SUGGESTION**

This paper described a way of combining form and meaning in teaching academic writing by using integrative grammar to ESL students. The *EEE method*, consisting of three stages (*exploration, explanation, and expression*) Finally, the evaluative questionnaire, which was administered to determine the attitudes of the students towards a new method of grammar stages used in academic writing, showed that students liked the method and thought its work was effective.

Then, the aim of this study is to determine whether it is possible or

notto develop an integrative approach to the teaching of grammar in the context of academic writing. It has been noted that integrative grammar involves a philosophy of local solutions to local problems and has to remain sufficiently flexible to allow the lecturer to adjust their teaching practices according to the particular needs of their students. The analysis of the students' questionnaire revealed several aspects concerning their view about grammar. Concerning the lecturer, she is aware that the time spent in the written expression courses is not enough to develop good writing skills. Through her responses to the questionnaire, she showed a commitment to find more efficient ways of teaching the writing skill. The lecturer's attitudes towards integrative grammar revealed that she is not bound to any specific method. Indeed, even if the lecturer of academic writing favour a process-based teaching, she does not neglect the grammatical aspect which she consider essential in learning to write.

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