

pattern in their development. (According to Selinker [7], this phenomenon refers to any erroneous linguistic material that learners will tend to keep in their linguistic production, no matter how much instruction they might have received on the proper form to be used instead.)

Consequently, this experience may suggest that pedagogical interventions that seriously pursue to take the learner's perspective into account and drive their perception towards form-meaning connections may contribute to the development of more effective acquisition of grammatical forms usually unnoticed or hardly ever learned. In this report, it is suggested that the approach adopted, Processing Instruction, was effective in teaching the alluded grammatical form in spite of the reduced number of classes dedicated to instruct the classes in the particular grammatical form alluded. It is noteworthy that the encouraging results in the acquisition of this grammatical form justifies a larger experimental study including a thorough statistical analysis comparing groups and different teachers utilizing both Traditional Instruction (TI) and Processing Instruction (PI) interventions.

4. References

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