**The immediate and delayed impact of isolated and integrated form-focused instruction on L2 knowledge of grammar**

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**Abstract**

In second language acquisition, form-focused instruction (FFI) in which forms are attended to within meaning-based activities are considered effective for language learning; however, when is a better time to direct learners' attention to form in FFI has been widely ignored. To fill this gap, this study investigated the contributions of two FFI types, namely, isolated and integrated FFI, in developing L2 knowledge. To this end, 40 Iranian pre-intermediate learners were randomly divided into two groups (n=20 each), namely, the integrative FFI group (IntFFI) and the isolated FFI group (IsoFFI). Both groups received 8 hours of FFI on plural -s, articles, and third-person -s. While the IsoFFI group received FFI after their communicative practices, the IntFFI group received it within their communicative practices. Three oral narrative tasks were utilized as the pretest, immediate posttest, and delayed posttest. The results indicated neither of the FFI types had immediate nor delayed effects on articles. Regarding 3rd person -s, only Isolated FFI had short-term impacts on this linguistic feature. Both Isolated and integrated FFI had immediate effects on plural -s but only Integrated FFI had delayed effects on plural -s. Therefore, it can be concluded that certain linguistic features, i.e., articles, are acquired late no matter whether FFI is provided or not. Isolated FFI has more immediate rather than delayed effect on L2 knowledge of grammar. Integrated FFI has the advantage over isolated FFI as it can develop certain linguistic features over time. The pedagogical implications of these findings for teachers are discussed.

**Keywords**: *Isolated FFI, Integrated FFI, Immediate impact, Delayed impact, Form-focused instruction (FFI)*