ABSTRACT
Although there has been research conducted around the beliefs of English as a foreign language teachers in regards to grammar, this research has not been extended to Spanish as a foreign language teachers. This study seeks to fill this gap in literature by identifying differences between native speakers (NS) and speakers of Spanish as a second language (L2) who are teachers of Spanish as a foreign language. Specifically, it aimed to investigate their differing beliefs toward grammar instruction. In this quantitative research study, participants were asked to complete a questionnaire, which included statements about grammar instruction in the classroom. Participants were asked to choose their level of agreement on a 6-point Likert scale ranging from “strongly agree” to “strongly disagree.” Additionally, participants ranked the effectiveness of various teaching strategies on a scale from “very effective” to “not at all effective.” Analysis was based on 59 Spanish as a foreign language teachers who completed the questionnaire, with 45 L2 and 9 NS participants.

Results indicated that L2s and NSs differed in their beliefs toward the way learners learn Spanish and the importance of grammar in learning Spanish. Participants also agreed upon various points from “very effective” to “not at all effective.” These findings suggest a need for examining the way that teachers affect their students' language and their beliefs toward grammar instruction in their classrooms. These findings suggest a need for furthering this research in looking at the actual practices of teachers in the classroom.

Material/Method
- Questionnaire
  - Adapted from N. A. A. Eazi’s study titled “Yemeni Teachers’ Beliefs of Grammar Teaching and Classroom Practices” (2012)
- Qualities
  - 3 questions regarding professional experience and how the participant acquired the Spanish language
  - Likert scale from “Strongly Agree” to “Strongly Disagree”
- Participants
  - 59 Spanish as a foreign language teachers who completed the questionnaire, with 45 L2 and 9 NS participants.
- Analysis
  - Qualities repeats: bar graphs and majority response charts comparing participants’ responses

Research
Focus on form is a type of communicative language teaching in which grammar is taught through communicative activities.

There are two types of focus on form: incidental and planned. Incidental focus on form is one in which the students infer their own grammar rules through communicative tasks. Planned, on the other hand, is when the teacher has a specific grammar rule in mind when creating and implementing the communicative activity.

Conclusion and Future Directions
- Relationship between teacher beliefs and their own experiences in learning the Spanish language
- NS speakers reported stronger feelings toward the ability to acquire the Spanish language without learning grammar and that the best way to learn the language is through communication
- Both groups of teachers reported similar beliefs on the effectiveness scale

Aside from focus on form, focus on forms is the teaching of grammar rules (Chiu Yin Wong, & Barrea-M arts, 2012). Many researchers argue for the advantages and effectiveness of using focus on form in the classroom (Alghammi & Shukri, 2016).

References
Helen, R. (2012). Planned, on the other hand, is when the teacher has a specific grammar rule in mind when creating and implementing the communicative activity. Applied Linguistics, Volume 33, Issue 1, 2012.
Helen, R. (2013a). ‘Perhaps I didn’t really have as good a knowledge as I thought I had.’ Australian Journal Of Language & Literacy, 35(2), 109-119.