

**EFFECTIVENESS OF EXPLICIT OVER IMPLICIT LEARNING
WHILE TEACHING GRAMMAR**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Nirmala Dhama**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2014

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2014**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted to the candidature of research degree to any University.

Date : 2/8/2013

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. **Nirmala Dhami** has prepared the thesis entitled 'Effectiveness of Explicit over Implicit Learning while Teaching Grammar' under my guidance and supervision.

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DEDICATION

Dedicated

To

My Ever Lovable Parent

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Nirmala Dhami

ABSTRACT

This research entitled “Effectiveness of Explicit over Implicit Learning while Teaching Grammar” has tried to find out which way of giving instructions namely: explicit instruction or implicit learning is better to teach grammar. It included both ways of teaching while experimenting. The data was collected from the classroom experiment in grade xii. Students were divided into experimental group and controlled group. The subjects were selected on the basis of equal level of performance in their pre-test. It was found out that explicit way of teaching outperformed the implicit way of learning as the students were aware about the language function before they encounter the grammatical structure.

This thesis consists of five chapters. The first chapter deals with background (basic concepts of grammar, importance of teaching grammar, effectiveness of instruction, instruction: explicit vs. implicit learning and effectiveness of explicit instruction and implicit learning), statement of the problem, rationale of the study, objectives of the study (to find out the effectiveness of explicit instruction and implicit learning and to experiment which instruction explicit or implicit has more effective role in teaching grammar), hypothesis (if explicit instruction is more effective than implicit learning in teaching grammar), significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter deals with review of the related literature and conceptual framework. Likewise the third chapter is concerned with methods and procedures of the study, design of the study, population and sampling, data collection, data analysis and interpretation procedure. The fourth chapter is about the results and discussion. And the last chapter deals with summary, conclusion and implications of the study at three levels(policy level, implementation level and further researches).

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>Lists of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-17
1.1 Background	1
1.1.1 Basic Concepts of Grammar	2
1.1.2 Importance of Teaching Grammar	4
1.1.3 Effectiveness of Instruction	8
1.1.4 Instruction: Explicit vs. Implicit Learning	9
1.1.5 Effectiveness of Explicit Instruction and Implicit Learning	13
1.2 Statement of the Problem	13
1.3 Rationale of the Study	14
1.4 Objectives of the Study	14
1.5 Hypothesis	15
1.6 Significance of the Study	16
1.7 Delimitations of the Study	16
1.8 Operational Definitions of the Key Terms	16

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND		
CONCEPTUAL FRAMEWORK		18-25
2.1	Review of Theoretical Literature	18
2.2	Review of Empirical Literature	22
2.3	Implications of Review for the study	24
2.4	Conceptual Framework	24
CHAPTER THREE: METHODS AND PROCEDURES OF		
THE STUDY		26-33
3.1	Design of the Study	26
3.2	Population and Sample	29
3.3	Sampling Procedure	28
3.4	Data Collection Tools	30
3.5	Data Analysis and Interpretation Procedure	30
CHAPTER FOUR: RESULTS AND DISCUSSION		34-44
4.1	Results	34
4.2	Discussion	35
CHAPTER FIVE: SUMMARY, CONCLUSION AND		
IMPLICATIONS		45-48
5.1	Summary	45
5.2	Conclusion	47
5.3	Implication	48
REFERENCES		
APPENDICES		

LIST OF TABLES

Table No. 1	: Marks obtained by the students in pre test	31
Table No. 2	: Frequency distribution table of pretest marks	31
Table No. 3	: Marks of experimental group in post test	31
Table No. 4	: Marks of experimental group	32
Table No. 5	: Marks of Controlled Group in post test	32
Table No. 6	: Marks of controlled group	32
Table No. 7	: Marks obtained by experimental group	37
Table No. 8	: Frequency distribution chart to calculate mean	38
Table No. 9	: Marks in percentage obtained by experimental group	38
Table No. 10	: Marks obtained by controlled group	39
Table No. 11	: Frequency distribution chart to calculate mean	40
Table No. 12	: Marks of controlled group	40
Table No. 13	: Marks in percentage obtained by controlled group	41
Table No. 14	: Marks obtained by experimental group	42

LIST OF BARS

Bar No.1: Marks obtained by experimental group	40
Bar No.2: Marks obtained by controlled group	41

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CA	:	Contrastive Analysis
e.g.	:	for example
et al.	:	and other people
etc.	:	etcetera
i.e.	:	that is to say
L1	:	First Language
L2	:	Second Language
p.	:	Page
SLA:		Second Language Acquisition
viz.	:	Namely