# CHAPTER-ONE

# INTRODUCTION

The present study is on "Effectiveness of Explicit over Implicit Learning while Teaching Grammar". This section consists of general background, statement of the problem, rationales of the study, objectives of the study, hypothesis, significance of the study, delimitations of the study and operational definitions of the key terms.

## 1.1    Background

Language is viewed to be a unique asset of human being. It is a means of expressing human thoughts, ideas, feelings, etc. whether written or spoken form from one human being to another. In case of common, no language can be thought to be superior or inferior to other languages. However, some languages play more dominant role in a particular situation in a particular society. Among them English is regarded as world's most widely used and important language. In this regard, Crystal (1999) has said that language is a system of human communication because any means of human communication to be language, both source and receiver should be human. Language is the most advanced and powerful means of human communication. In the words of Jones (1994), the vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is universal medium to express human thoughts, feelings, ideas and emotions. English language is accepted as an international lingua franca.

According to the National Reading Panel Report, (2000)

> The importance of English in the present day world increased and no one can be an exception of it. One who has a good command of English can easily survive in any part of the world. It is a narrow window through which a broad world can be watched. As

a result, English holds a very important position in our educational system and is taught as a compulsory subject from primary level to higher level of education.

Kachru (1985) categorized the world Englishes into three layers of the circle, in which the varieties acquired and used as the mother tongue in the countries like the USA, Canada, England, etc are labeled as 'inner circle varieties', the nativised varieties used as the second language in the countries like India, Malaysia, etc have been labeled as 'outer circle varieties', and the varieties of English which are learnt and practised as the foreign language in the countries like Nepal, China, Russia, etc are labeled as 'expanding circle varieties'. English language unknowingly became heart touching for different language speaking communities and also suitable for public tongue in the world. People also would need to learn English to survive in English speaking community. In this regard, the English language is functioning as the target language in English speaking community.

Similarly, for occupational purpose e.g. to guide aircraft through the skies the aircraft controller needs English, waiters need English to serve the customer and business executives need English for trade. So I want to see which way of giving instruction is better for students to learn English as it is a very common means of global communication.

### 1.1.1  Basic Concepts of Grammar

Language consists of its own grammar. Generally, grammar is regarded as the combination of syntax and morphology in its traditional view. But now grammar includes all those mechanisms which are needed to form better communication like: phonology, morphology, syntax, pragmatics, discourse. Grammar has been defined variously by different scholars. In layman's terms, grammar is body of rules and these rules govern or underline a language. Cowan (2009, p. 3) advances a workable definition of grammar as, "the set of

rules that describes how words and groups of words can be arranged to from sentences in a particular language".

Grammar is the study of words and the ways words work together. An invisible force that guides us as we put words together into sentences is grammar. Any person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language.

Grammar means different things to different people. To linguists, grammar means a set of rules that deals with the form and structure of the words and their interrelation in sentences. Linguists treat grammar from theoretical perspectives and the output is theoretical grammar. To teachers, grammar is a body of knowledge that they themselves need in order to help their learners to learn language it is pedagogical grammar for teachers. To language learners, grammar is set of rules that possess in order to be able to use the target language correctly, effectively and appropriately. For layman, grammar is book that represents the rules of a language. Such book contains grammatical explanations with examples and sometimes followed by grammar exercises.

There is an ongoing debate on the role of grammar instruction in second language teaching. The debate revolves around the questions: "Can adult learners learn a second language without being taught its grammar?" Theoretically, there are two schools of thoughts. Those who answer in the negative ( i.e. no, they cannot) argue that grammar instructions is a prerequisite for a balanced language development. They prefer expose learners to target grammatical items by means of formal instructions. On the other hand, those who answer in the affirmative (yes, they can) argue that grammar is best learned naturally. They prefer to immerse learners in an $L_2$ environment.

There is a lack of consensus on the role of formal instruction in learning a second language. Krashen and his followers deny any contribution of formal instruction to interlangauge development. Researchers like Cadierno and

Doughty, on the other hand, assign an important role to grammar instruction. Instruction, according to them, stretches learners' developing grammar.

### 1.1.2  Importance of Teaching Grammar

Communication is the heart and soul of the human experience as mentioned in Cowan (2009). The process communication mainly includes speaking, listening, and writing. Nobody actually learns grammar to learn his / her own mother tongue. It is a natural phenomenon that we start speaking what everybody speaks around us. This is evident in the definition given by Thornbury (1999), who defines grammar as "a description of rules for forming sentences, including an account of the meanings that these forms convey (p.1)". We gradually develop a sense of understanding with the passage of time.

According to Krashen (1980), we do not study grammar of our own mother tongue to use it for daily speaking. But when we need to polish our mother tongue, we have to study its grammar and we usually do that. When we come to learn new language like English, we need to study its grammar, the importance of grammar cannot be neglected and before we do that we need to understand what grammar is. The meaning of grammar has undergone reassessment. Different people interpret grammar from different perspectives.

Thieme (1999) gives four main reasons which advocate for the importance of teaching grammar. These are:

**(i) Helps with foreign language:** English grammar provides an effective basis for the study of upper level foreign language. If one first understands grammar in English, it's much easier to understand it in the foreign language, because it provides a strong basis for comparison. Since high schools now require foreign language for graduation, and colleges look it on high school transcripts, why not insure that your child will be thoroughly prepared for it.

**(ii) Helps with English compositions:** It is helpful to know English grammar when studying higher levels of composition. The language of grammar enables us to talk to our kids accurately about what they have written "you ended your sentence with a preposition", or "you used an adjective instead of an adverb", or "in a prepositional phrase, the pronoun must use the objective case." All of these ideas can be conveyed without the language of grammar, but it is more accurate to teach this way.

**(iii) Teaches thinking skills:** Since grammar has defined clear rules, studying in order to label and understand parts of speech.

**(iv) Increases vocabulary:** Learning new words are great, learning them in context is better. The study of grammar is not only the study of the parts of speech and how they are fit together. It is also the study of a new set of vocabulary in context.

According to the report submitted to the National Reading Panel Report (2000), "grammar names the types of the words and word groups that make up the sentences not only in English but in any language". As human beings, we can put sentences together even as children --we can all do grammar. But to be able to talk about how sentences are built, about the types of the words and word groups that make up sentences – that is *knowing about* grammar. And *knowing about* grammar offers a window into the human mind and into our amazingly complex mental capacity. Grammar rules can be presented in different ways. Linguists often use the phrase structure tree to show how rules work in a language. For the pedagogical purpose, Cowan suggests the use of the bracketing system accompanied by prose description.

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Grammar is important because people might not understand what you are saying without proper grammar. If a word is written wrong it might be unreadable and confusing. "A

sound knowledge of grammar is essential if pupils are going to use English creatively" Hutchinson (as cited in Thornbury, 1999).

Each language has its own grammar. These grammars have their own distinctive features. For example, Nepali has SOV word order (Ram bhaat khaanchha.) while English has SVO word order (Ram eats rice.). However, there are some characteristics which are shared by all grammars. They are:

- All languages have a grammar.

- All grammars change over time.

- All grammars are equal.

- Grammatical knowledge is implicit.

There are many arguments for putting grammar in the foreground in second language teaching. However, Thornbury (1999) has given following seven of them:

**(i)The sentence- machine argument:** Grammar is a set of finite rules which can generate infinite number of sentences which are all and only grammatically well-formed and acceptable sentences. It is compared with machine, which produces goods as we need.

**(ii)The fine- tuning argument:** when learners have good grammar knowledge, they can construct their sentences, correct, standard, fine and so on. They can also monitor, check, and repair the ambiguous and wrong sentences produced by others.

**(iii)The fossilization argument:** if we do not teach grammar in the name of pure communicative activities and due to constant use of incorrect and inappropriate expressions, our learners' linguistic ability will be fossilized.

**(iv)The advance-organizer argument:** When our learners learn formal system of language from beginning, they see some kind of progress in the use of their language. Moreover, the sound knowledge of grammar can enhance learners to organize their language in such a way that their language can be called as advanced type of language.

**(v)The discrete item argument:** Language can be seen as a gigantic, amorphous and heterogeneous object made up of several discrete items like subject, verb, object, noun, adverb, adjective, articles, and prepositions and so on. These are the discrete items of language as well as the grammatical items of the language. So, teaching grammar means making the learners familiar with these items of language in particular and organizational aspect of language in general.

**(vi)The rule of law argument:** Language is rule governed human behavior. In each level of language we can see the rules, structure, system etc. So , if we do not teach grammar, learners cannot be aware of this fact of language. Grammar teaching can make the learners familiar about language as the system of system or language is rule governed phenomenon.

**(vii)The learner expectation argument:** Grammar is kept in language classroom simply because of learners' expectations to learn grammar.

Similarly, Giri (2007), in her article in Young Voices in ELT, mentions that, teaching grammar facilitates second or foreign language learning enabling the learners to learn the language within limited period of time. The limited number of rules of grammar enables them to generate unlimited number of sentences and monitor and correct their own performance themselves. Grammar provides a structured system for teaching and testing the language. The systematic analysis of the language is only possible if the analyzer possesses thorough knowledge of grammar of the language in question.

### 1.1.3   Effectiveness of Instruction

The effectiveness of instruction is often assumed, although not always accepted. For example, in approaches that assume that what is needed is large doses of (comprehensible) input, classroom effectiveness is limited. Similarly, in approaches that assume a natural immutable sequence of natural process, classroom effectiveness is similarly limited. This was expressed succinctly by Felix (1981) in Gass and Selinker (2008, p.390):

> Foreign language learning under classroom conditions seems to partially follow the same set of natural processes that characterize other types of acquisition…there seems to be a universal and common set of principles which are flexible enough and acceptable to the large number of conditions under which language learning may take place. Those observations furthermore suggest that the possibility of manipulating and controlling the students' verbal behavior in the classroom is in fact quite limited.

The effectiveness of instruction is such a matter in SLA that is always in debate. Those theorists who give emphasis on large amount of input in SLA find limitation of classroom effectiveness and the theorists who mainly focus in natural setting for SLA to take place also take it as restricted for SLA. The effectiveness of instruction depends on the following issues:

- Is the instruction implicit or explicit?
- Is there focus on form or forms?
- Is it accompanied with functional task or formal only?
- Is it in the context of target language or the context of native language?

Norris and Ortega (2000),in their research on effectiveness of L2 instruction, found that explicit focus is more effective than implicit focus and that a focus on form is more effective than focus on forms. When L2 researchers found that

instruction  makes a difference, it was of interest to them to find out what kind of formal instruction works best in teaching grammar.

### 1.1.4 Instruction: Explicit vs. Implicit Learning

Although there is general agreement on the value of teaching grammar, for some time it has been debated whether instructions should be implicit or explicit. As mentioned by Cowan (2009) "In explicit grammar teaching, rules are explained to learners, or learners are directed to find the rules by looking at linguistic examples, sentences that embody the rules. Implicit teaching on the other hand, makes no overt reference to rules."(p.31)

Part of the debate regarding instruction focuses on the way in which instruction is delivered. Basically, instruction can be direct (explicit) or indirect (implicit). This debate outlines two major camps of educational philosophy. Those that advocate explicit instruction generally adhere to the traditional design of instruction. In this design, the teacher is perceived as the expert and is responsible for transferring his/ her knowledge to the students in explicit ways. Explicit instruction is generally teacher centered, meaning that the teacher directs the students' learning. A great deal of research in recent years has demonstrated the value of explicit instruction in certain reading skills like decoding, fluency and vocabulary (National Reading Panel Report, 2000).

❖ **Explicit Instruction**

Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedure derived from effective school researches merged with behavior analysis. "Explicit teaching directs students' attention towards specific learning in a highly structured environment" (Cowan, 2009). It is teaching that is focused on producing specific learning outcomes. In this regard Adhikari (2011) gives an important point that, topics and contents are broken down in to small parts and taught individually. It involves explanations demonstration and practice. Children are provided with guidance and structured frameworks.

According to Bygate (1994) another important characteristic of explicit teaching involves modeling skills and behaviors and modeling thinking. Explicit instruction is skill based, but students are active participants in the learning process. It is holistic. It integrates smaller learning units into meaningful wholes. Explicit instruction is developmentally appropriate. Instruction is tailored specifically to students' learning and intentional needs. The teacher constantly monitors understanding to make sure students are deriving meaning from instruction. Explicit instruction is used in diverse contexts and curricular areas.

In explicit instruction the teacher directs learners to grammar rules. There are two modes of instruction within the explicit grammar teaching frame work as mentioned by Norris and Ortega (2000). These are:

    (i)     deductive instruction

    (ii)    inductive instruction

**(i)**     **Deductive instruction:** In deductive instruction, the teacher explains rules to learners and presents examples that conform to the rules. The whole process of deductive instruction can be summarized as:

- The teacher presents different structures/ rules.
- Learners practice them in different types of exercises such as transformations; fill in the blanks, multiple choices, true/ false, and as activities such as memorizing dialogue, reading simplified texts, etc.
- Learners get explicit/ direct negative feedback on their work.

The main problem of instruction is that it is mechanical, teacher-centered and decontextualised. Cowan has summarized Long's criticism of the teaching in the following points:

- It focuses on forms rather than form.
- It teaches more than necessary (lack of relevance)
- It does not respect learner grammar

)     It falsely treats language learning as incremental process (learning one item at a time).

**(ii)**     **Inductive instruction:** The teacher presents relevant examples and learners are directed to study these examples to work out rules for themselves. While studying the examples, they can be asked: what rules could you make for..?

Inductive instruction is more preferable to deductive instruction because in the former students manipulate rules from living and breathing examples.

)     It focuses on form rather than forms.

)     It provides more opportunities for relating grammatical rules to their contexts.

To sum up, explicit instruction is more effective than implicit instruction. Explicit instruction gives students a sense of direction. Based on Norris and Ortega's (2000) study, Cowan writes, "explicit teaching produces better and longer – lasting learning than implicit teaching" (p.31).

Explicit teaching, however, should be made relevant and meaningful by addressing learners' grammar needs. Explicit presentation and practice should be taken as just the beginning not the end.

While presenting rules to learners or directing them to find out the rules from the examples, they should be provided with ample opportunity to use these rules in realistic contexts. This directs learners to grammatical structures and meanings both, and balances accuracy with fluency.

❖     **Implicit Learning**

Implicit instruction does not seek any help from the rules. Cowan (2009) writes "In implicit learning there is no overt reference to rules or forms. Implicit instruction replicates the immersion environment. It does not replace any focus on formal discussion of grammatical properties of the language". Learners

examine the living speech in real communication rather than analyzing written examples in the classroom. They are exposed to substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along. Implicit teaching does not divorce rules from the context where they occur. "Literature is the best way to give implicit instruction" (Thornbury 1999).

Constructivist principle of education contends that implicit learning is superior to long-lasting and deep learning. Implicit learning is characterized by activities that guide students to forming connections for learning. Skill instruction is often embedded in the process of reading connected text, and assessment generally occurs in the completion of authentic tasks. When using implicit learning technique, the teacher serves as a guide or facilitator for learning, establishing learning environments and materials conducive to student generated learning. The Whole Language Movement is built upon Constructivist principle and implicit learning methods (Goodman, Goodman and Hood. 1989).

Implicit learning occurs in instructional tasks and do not provide specific guidance on what is to be learned from the task. It may provide examples, uses, instances, illustrations, or visualization of a knowledge components without a direct statement (or rule) that specifically directs the learners on what is to be learned (knowledge component). It contrasts with explicit instruction.

### 1.1.5 Effectiveness of Explicit Instruction and Implicit Learning

Norris and Ortega (2000), in their overview of instructed SLA, found that *explicit focus* is more effective than *implicit focus* and that *focus on form* is more effective than *focus on forms*. However it is important to note, as the authors themselves point out, that these cumulative findings should be treated with caution, given that (1) the measurements of learning outcomes in the studies they included usually favor explicit treatments, (2) implicit treatments may require a longer period of time for learning to take place and consequently

may necessitate longer post observation times than explicit treatments, and (3) there was often an inconsistent operationalization of each instructional approach. Finally, the linguistic forms targeted in most of the studies included are (relatively) easy and simple, which potentially favors explicit treatment.

As with many areas of SLA research, the results are not always clear cut. Dekeyser (1995) found positive effects for explicit rules presentation, as Graaf (1997) did. In their  latter study, explicit rule presentation was accompanied by two other important ingredients: input and practice. On the other hand, studies such as those by Rosa and O'Neill (1999) and VanPatten and Oikkenon (1996) did not show positive effects. In the case of the former study, the issue of task-demand came into play.

The best practice suggests a combination of these strategies. Explicit instruction is vital for initial instruction in skill acquisition. This is specially the case for struggling readers who often require intense support to acquire reading skills. Beginning reading instruction should emphasize explicit instruction, particularly for phonics instruction. Implicit learning is important when generalizing skills to other contexts. It is also used frequently when children explore children's literature. Story structure can be taught implicitly and may be more meaningful to children than teaching it explicitly.

## 1.2    Statement of the Problem

The present research study is carried out to find out effect of instruction while teaching grammar in higher secondary level. This research includes two ways of giving instructions: explicit and implicit. Explicit instruction gives direct structures and examples related to language function whereas implicit learning involves literature and texts to teach where students have to internalize the language functions used in the text. So this research entitled 'Effectiveness of Explicit over Implicit Learning while Teaching Grammar' is an attempt to see which way of teaching either explicit or implicit out performs in teaching grammar.

## 1.3 Rationale of the Study

Grammar teaching goes side by side as language teaching goes on. Thornbury(1999) as mentioned above in 1.1.2(importance of teaching grammar) gives the following seven points for teaching grammar: the sentence machine argument, the fine tuning argument, the fossilization argument, the advance organizer argument, the discrete item argument, the rule of law argument and the learner expectation argument.

This research is an investigation on what type of instruction is better in teaching grammar in higher secondary level i.e. explicit or implicit learning. In the Department of English, there are many researches carried out in teaching grammar through inductive and deductive method. Both of these methods come under explicit way of teaching, but till now there has been not a single research carried out to investigate on implicit way of learning. So, this is my little attempt to find out which way of teaching is better: explicit or implicit.

## 1.4 Objectives of the Study

This study had the following objectives:

(i) To find out the effectiveness of explicit instructions and implicit learning while teaching grammar at higher secondary level.
(ii) To suggest some pedagogical implications.

## 1.5 Hypothesis

Generally, in grammar teaching, it is believed that explicit instruction is more effective than implicit learning. The result of explicit teaching has shown that students do better in language learning when they are conscious about the language structure they are going to learn. On the basis of interaction done with some teachers, I made this hypothesis. Norris and Ortega (2000) carried out an experimental research on effectiveness of explicit instruction. Their study has clearly shown that explicit instruction is more effective to teach grammar than implicit instruction.

The hypothesis of my study on effectiveness of explicit over implicit instruction  as written below:

) Explicit instruction is more effective than implicit learning while teaching English.

## 1.6    Significance of the Study

Grammar teaching can involve both ways of giving instruction: explicit teaching and implicit learning. Norris and Ortega(2000) put their strong view saying that explicit instruction is a systematic instructional approach that includes a set of delivery and design procedure derived from effective school researches merged with behavior analysis. Explicit instruction is skill based, but students are active participants in the learning process. It is holistic. It integrates smaller learning units into meaningful wholes. Explicit instruction is developmentally appropriate. Instruction is tailored specifically to students' learning and intentional needs. The teacher constantly monitors understanding to make sure students are deriving meaning from instruction. Whereas, Implicit instruction replicates the immersion environment. It does not replace any focus on formal discussion of grammatical properties of the language. Learners examine the living speech in real communication rather than analyzing written examples in the classroom. They are exposed to substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along. Implicit teaching does not divorce rules from the context where they occur.

This research will be significant and helpful for the English teachers, educational administrators, policy makers, trainers and the person who are interested in carrying out research on different aspects of providing instructions while teaching English in second language classrooms. It will be fruitful for the teachers, students and for those who are engaged in the realm of teaching second language. The findings of this work will suggest some pedagogical implications in the field of teaching and learning. This research work will be

equally significant for those who want further study in this field of instruction in the future.

## 1.7    Delimitations of the Study

Since it is an experimental research carried out in small area of grade XII students in Bal Jagritee College, Kanchanpur district, I have attempted to carry out the study taking the following delimitations:

)    This research was carried out in Kanchanpur District, Mahendranagar Municipality, Bal Jagritee College.

)    This study included only the 40 students of grade XII.

)    The research was carried out to experiment explicit and implicit instruction for teaching English grammar in higher secondary level.

)    The experiment included only 24 classes.

## 1.8    Operational Definition of the Key Terms

*Explicit*: Explicit instruction is a systematic instructional approach that includes a set of delivery and design procedure derived from effective school researches merged with behavior analysis. Explicit instruction is skill based, but students are active participants in the learning process. It is holistic. It integrates smaller learning units into meaningful wholes. The teacher constantly monitors understanding to make sure students are deriving meaning from instruction.

*Implicit*: Implicit instruction replicates the immersion environment. It does not replace any focus on formal discussion of grammatical properties of the language. They are exposed to substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along. Implicit teaching does not divorce rules from the context where they occur.

*ELT*: English language teaching.

*SLA*: second language learning

*The fossilization argument*: if we do not teach grammar in the name of pure communicative activities and due to constant use of incorrect and inappropriate expressions, our learners' linguistic ability will be fossilized.

*Deductive instruction***:** In deductive instruction, the teacher explains rules to learners and presents examples that conform to the rules.

*Inductive instruction***:** The teacher presents relevant examples and learners are directed to study these examples to work out rules for themselves. While studying the examples, they can be asked: what rules could you make for..?

# CHAPTER-TWO
# REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

## 2.1    Review of Theoretical  Literature

Generally, grammar is regarded as the combination of syntax and morphology in its traditional view. Bt now grammar includes all those mechanism which are needed to form better communication like: phonology, morphology, syntax, pragmatics, discourse. As mentioned in page no. 2, grammar is the study of words and the ways words work together.Norris and Ortega (2000), in their overview of instructed SLA, found that *explicit focus* is more effective than *implicit focus* and that *focus on form* is more effective than *focus on forms*. However it is important to note, as the authors themselves point out, that these cumulative findings should be treated with caution, given that (1) the measurements of learning outcomes in the studies they included usually favor explicit treatments, (2) implicit treatments may require a longer period of time for learning to take place and consequently may necessitate longer post observation times than explicit treatments, and (3) there was often an inconsistent operationalization of each instructional approach. Finally, the linguistic forms targeted in most of the studies included are (relatively) easy and simple, which potentially favors explicit treatment.

As with many areas of SLA research, the results are not always clear cut. Dekeyser (1995) found positive effects for explicit rules presentation, as Graaf (1997) did. In their  latter study, explicit rule presentation was accompanied by two other important ingredients: input and practice. On the other hand, studies such as those by Rosa and O'Neill (1999) and VanPatten and Oikkenon (1996) did not show positive effects. In the case of the former study, the issue of task-demand came into play. The best practice suggests a combination of these strategies. Explicit instruction is vital for initial instruction in skill acquisition. This is specially the case for struggling readers who often require intense

support to acquire reading skills. Beginning reading instruction should emphasize explicit instruction, particularly for phonics instruction. Implicit learning is important when generalizing skills to other contexts. It is also used frequently when children explore children's literature. Story structure can be taught implicitly and may be more meaningful to children than teaching it explicitly.

Various researchers have divided instructions in various groups. VanPatten and Cadierno (1993) divided instructions into three groups on the basis of formality they perform. These are:

(i)     Focus on forms vs. focus on form

(ii)    Practice vs. consciousness raising

(iii)   Implicit vs. explicit instructions

**(i)     Focus on forms vs. focus on form**

Long (1991) made an important distinction between a focus on forms and a focus on form. *Focus on forms* refers to earlier teaching methodologies in which the main organizing principle for language classrooms was the accumulation of individual language items, e.g. plural endings, passives. It means that *focus on forms* refer to instructions that seeks to isolate linguistic forms in order to teach and tests them one at a time. It is found when language teaching is based on a structural syllabus.

*Focus on form* refers to a need for meaning- focused activity into which an attention to form is embedded. According to Long (1991), focus on form involves alternating in some principled way between a focus on meaning and a focus on form. It occurs when teachers follow a task -based syllabus. Focus on form "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication."  It means that it focuses learners' attention on specific linguistic properties in the course of communicative activities.

**(ii)      Practice vs. consciousness raising**

Traditionally, a focus on form approach has involved giving learners the opportunity to practice. In recent practice, learners are required to produce sentences containing the targeted structure. On the other hand, in consciousness raising activities the learners are not expected to produce the target structure, only to understand it by formulating some kind of cognitive representation of how it works. Practice is aimed at developing implicit knowledge of the rule, where as consciousness raising is directed only at explicit knowledge. L2 researchers argue that consciousness raising activities are more effective than more practice activities. Ellis (1994) also advocates for consciousness raising as an alternative to practice. Consciousness raising has received considerable attention in language pedagogy.

**(iii)     Explicit instruction vs. implicit learning**

Formal instruction can take the form of an explicit treatment or an implicit treatment. In an explicit treatment learners are given a rule which they then practice. Teacher directs learners to grammar rules while giving instruction explicitly. On the other hand, in an implicit treatment learners are required to induce rules from examples given to them. There is no overt reference to rules or forms. Learners examine the living speech in real communication rather than analyzing written examples in the classroom.

A number of comparative studies sought to establish which approach of giving instruction was most effective: explicit or implicit. The GUME project in Sweden (Von Elek and Oskarsson, 1995, as cited in Rawal, 2010) did show some advantages for an explicit approach. Several other researches (such as Seliger, 1975, Ellis, 1991) indicate that an explicit presentation of rules supported by examples is most effective way of presenting difficult new material.

Explicit instruction is systematic instructional approach that includes a set of delivery and design procedure derived from effective school researches merged with behavior analysis. "Explicit teaching directs students' attention towards specific learning in a highly structured environment" (Cowan, 2009). It is teaching that is focused on producing specific learning outcomes. In this regard Adhikari (2011) gives an important point that, topics and contents are broken down in to small parts and taught individually. It involves explanations demonstration and practice. Children are provided with guidance and structured frameworks. In explicit instruction the teacher directs learners to grammar rules. There are two modes of instruction within the explicit grammar teaching frame work as mentioned by Norris and Ortega (2000). These are:

(i)deductive instruction
(ii)inductive instruction

**Deductive instruction:** In deductive instruction, the teacher explains rules to learners and presents examples that conform to the rules.

**Inductive instruction:** The teacher presents relevant examples and learners are directed to study these examples to work out rules for themselves. While studying the examples, they can be asked: what rules could you make for..?

Cowan (2009) writes "In implicit learning there is no overt reference to rules or forms. Implicit instruction replicates the immersion environment. It does not replace any focus on formal discussion of grammatical properties of the language". Learners examine the living speech in real communication rather than analyzing written examples in the classroom. They are exposed to substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along. Implicit teaching does not divorce rules from the context where they occur. "Literature is the best way to give implicit instruction" (Thornbury 1999).

Constructivist principle of education contends that implicit learning is superior to long-lasting and deep learning. Implicit learning is characterized by activities that guide students to forming connections for learning. Skill instruction is often embedded in the process of reading connected text, and assessment generally occurs in the completion of authentic tasks. When using implicit learning technique, the teacher serves as a guide or facilitator for learning, establishing learning environments and materials conducive to student generated learning. The Whole Language Movement is built upon Constructivist principle and implicit learning methods (Goodman, Goodman and Hood. 1989).

Implicit learning occurs in instructional tasks and do not provide specific guidance on what is to be learned from the task. It may provide examples, uses, instances, illustrations, or visualization of a knowledge components without a direct statement (or rule) that specifically directs the learners on what is to be learned (knowledge component). It contrasts with explicit instruction.

## 2.2    Review of Empirical Literature

Up to now different researches have been carried out in teaching grammar through inductive and deductive methods of giving instruction. Both of these approaches come under the explicit way of giving instructions in teaching grammar. Some of them are as follows:

Karki (1990) carried out a research entitled "Teaching Subject Verb Agreement Inductively and Deductively". The aim of his study was to find out relative effectiveness of two methods: inductive and deductive for teaching subject - verb agreement in English. Pre test and post test were the major tools for data collection. Results of the two tests were compared and it was found that inductive method is relatively more effective than deductive method.

Sitaula (1999) carried out a research on "Teaching Passivization in English using Inductive and Deductive Methods". The aim of his study was to

determine the effectiveness of inductive and deductive methods. Pre tests and post tests were the major tools for data collection. Results of the two sets were compared and it was found that the deductive method was more effective than inductive method.

Ghimire (2000) conducted a research entitled "Effectiveness of Teaching Question Tag Inductively and Deductively". The aim of his study was to determine inductive and deductive method for teaching question tags in English. Pre-test and post test were the major tools for the data collection. Question had incorporated 25% oral tests. After analysis and interpretation of the data results of the two tests were compared and it was found out that inductive method was more effective and meaningful than the deductive one in teaching question tag.

Sharma (2000) studied on "Teaching Reported Speech in English Inductively and Deductively". The aim of his study was to find out relative effectiveness of two methods: inductive and deductive for teaching reported speech in English. Pre-test and post test were the major tools for data collection. Results of the two tests were compared and it was found that deductive method was more effective than inductive method.

Pokhrel (2000) carried out a research entitled "Teaching Communicative Functions Inductively and Deductively". The aim of his study was to develop certain communicative abilities on the part of the learners. Pre test and post test were the major tools for data collection. Results of the two tests were compared and it was found that inductive method is more effective than deductive method for teaching communicative functions in English.
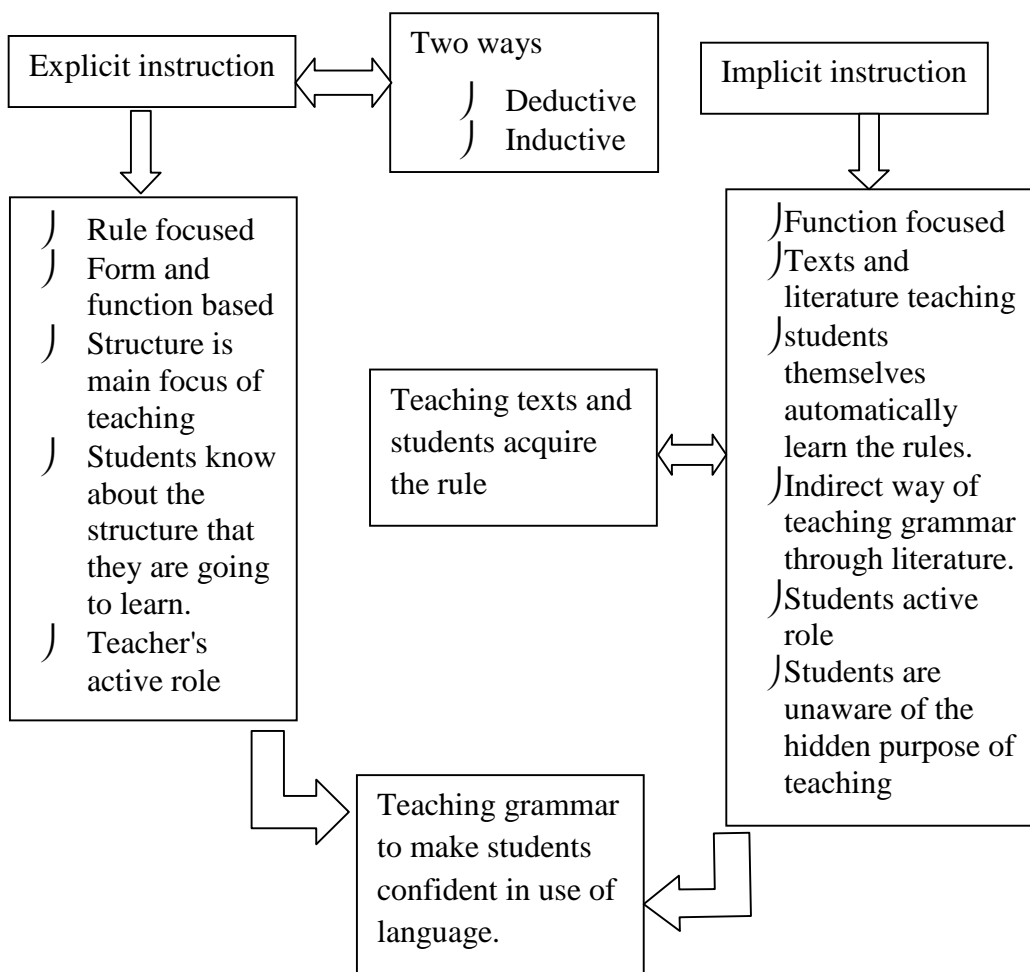
## 2.3    Implications of Review for Study

Karki (1999), Ghimire(1999), Pokhrel(2000) have claimed inductive method to be more effective but Sitaula (1999) and Sharma (2000) have claimed deductive method to be more effective. All these researches have been conducted to evaluate the effectiveness of explicit instructions. Though these researchers have clearly shown the effectiveness of inductive method of grammar teaching is the best, no research is conducted in effectiveness of explicit instruction over implicit learning while teaching English in higher secondary level yet in the Department of English Education. This study is different from all these studies carried out to see the effects of inductive and deductive methods in that it aims to find out whether explicit instruction or implicit learning outperforms while teaching English in second language classrooms of higher secondary level. So this research will be the first on explicit instruction and implicit learning in the Department of English Education.

## 2.4    Conceptual Framework

This research work is carried out to find out the effectiveness of explicit instruction over implicit learning. this is an experimental research where students are divided into two groups: experimental and controlled. The conceptual framework of my research can be shown in the over leapt figure:

# Teaching Grammar

| Explicit instruction |

| Two ways
⟩ Deductive
⟩ Inductive |

| Implicit instruction |

**Explicit instruction:**
- ⟩ Rule focused
- ⟩ Form and function based
- ⟩ Structure is main focus of teaching
- ⟩ Students know about the structure that they are going to learn.
- ⟩ Teacher's active role

| Teaching texts and students acquire the rule |

**Implicit instruction:**
- ⟩ Function focused
- ⟩ Texts and literature teaching
- ⟩ students themselves automatically learn the rules.
- ⟩ Indirect way of teaching grammar through literature.
- ⟩ Students active role
- ⟩ Students are unaware of the hidden purpose of teaching

| Teaching grammar to make students confident in use of language. |

# CHAPTER-THREE
# METHODS AND PROCEDURES OF THE STUDY

This is an experimental research where I participated in direct observation. I adopted the following methodological strategies to verify the hypothesis of this research and to accomplish the above mentioned objectives.

## 3.1    Design of the Study

Experimental research is carried out either to verify or falsify the existing theory of truth. According to Best and Kahn,

> Experimental research provides a systematic and logical method for answering the question, 'if it is done under carefully controlled conditions, what will happen?' Experimenter manipulates certain stimuli, treatment or environmental condition and observes how the conditions or the behaviors of the subject are affected or changed. Their manipulation is deliberate and systematic (2002, p.133)

The experimental research method is an approach to educational research in which certain hypothesis is verified or tested by setting up experimental situation. The focus in an experimental research is given on the variable relationship. According to Kumar (1999. p. 88), "If a relationship is studied in the first way, starting from the cause to establish the effects, the study is classified as an experimental one."

Experiment is a scientific method of discovering truth in the laboratory setting. However, experiment carried out in science and the social sciences are not same and similar. Experimental research in social science needs an artificial situation to test or verify its presumptions which are created by introducing an

independent (change) variable. Experimental research is carried out to find out the magnitude of cause – effect relationship shared by two or more variables, either by testing the hypothesis or by verifying the established theory.

### 3.1.1  Experimental Research Process

Any experimental research is based on the scientific way of investigation. Kumar (2009) has suggested following process to carry out experimental research:

(a)  Framing the topic.

(b)  Specifying the objectives.

(c)  Formulating hypothesis.

(d)  Expanding the theoretical knowledge by reviewing the related literature.

(e)  Writing research proposal and preparing research tools.

(f)  Collecting enough materials for experiment.

(g)  Field visit and establishing rapport with the authority and the subjects.

(h)  Assigning subjects randomly in two matched groups.

(i)  Giving pre test (same test items).

(j)  Checking the answer sheets and listing the raw scores.

(k)  Calculating the mean of both groups.

(l)  Finding out the differences between mean score of both groups and adjusting it.

(m)  Starting the experiment.

(n)  Giving the post test (same test items).

(o)  Checking the answer sheets and listing the raw scores.

(p)  Calculating the mean of both the groups.

(q)  Ultimately comparing the mean of both the groups.

### 3.1.2  Experimental Research on the Effect of Instruction

In my experiment of instruction I had two groups which were named as implicit group and experimental group. According to Ellis (1990):

Experimental studies enable us to examine whether explicit instruction directs at future *x* results in *x* being acquired. The designs of these studies follow a similar pattern. The learners' existing L2 knowledge is measured by means of a pre test. The treatment follows in the form of instruction focusing on one or more specific linguistic features. This usually takes place in the learners' normal classroom setting. A post test is then administered in order to determine what gains in knowledge have taken place. In some studies, a further post test is administered some time later in order to establish whether any gains identified by the first pre test are durable (p.123).

### 3.1.3  Design of Experimental Research

There are many designs of experimental research to find out the variable relationship and the resulted change by the presence of independent variables. Generally, there are following four types of experimental research in use:

(i)     The post test only equivalent - groups design

(ii)    The post test only equivalent - research design

(iii)   The pre test post test equivalent - group  design

(iv)    The Solomon four group design

The research design that I followed was 'pre-test post-test equivalent groups design.' I selected the whole class as my subject. Then pre-test was given to the students. On the basis of the marks they had obtained in pre-test, students were divided into two groups ensuring the equal level of knowledge on the subject matter at the time of pretest: a controlled group which got implicit instruction and an experimental group which got explicit instruction. The pre test was administered before the application of the experimental and controlled

treatment. A post test was administered in both the groups after the intervention and the result of both the groups were taken as a matter of study. The pre test was administered to find out the initial differences whereas the post test was conducted to find out the effects of intervention after a certain period of treatment. Findings of the study are derived by subtracting the scores obtained by the controlled group from the experimental group. This can be diagrammatically presented as below:

|   | Pre test |   | Post test |   |
|---|----------|---|-----------|---|
| R | $O_1$ | X | $O_2$ | (experimental group) |
| R | $O_3$ | C | $O_4$ | (controlled group) |

The pre test score is compared with the post test by subtracting as $O_2-O_1$ and $O_4-O_3$. Then, these two sets of results were compared to find out whether (or not) the treatment has a differential effect on the groups. Here, the controlled group got implicit instruction and experimental group got explicit instruction.

## 3.2    Population and Sample

The population of this study included 40 students of grade XII from Bal Jagritee College, Kanchanpur district. The students were given a pre-test. On the basis of scores they obtained in pre-test students were divided into two equal groups. Group A went through treatment (explicit teaching) and group B went through controlled (implicit teaching).

## 3.3    Sampling Procedure

Subjects were non randomly selected where all the students were given a pre-test. Students were divided into two equal groups on the basis of equal level of performance in their pre-test and named as experimental group and controlled group. The experimental group was taught explicitly and controlled group was taught implicitly.

## 3.4    Data Collection Tools

Generally, there are two types of data collection tools: common tools and language specific tools. Common tools are further divided into four types as (a) observation, (b) interview, (c) questionnaire and (d) test. Similarly, language specific tools are further divided into seven types as (a) introspective methods, (b) production tasks, (c) interaction/ conversation analysis, (d) discourse analysis, (e) text analysis, (f) data elicitation techniques, and (g) multisite, multi method, large scale research. In order to collect the data for my research work, I used observation and test as my research tools.

### (i) Observation

Observation is one of the most appropriate and widely used tools for data collection. It involves the sensation of watching, listening and recording but the three techniques go simultaneously in the field. As my research is an experimental one I used direct participant observation as my one of the research tool. I observed the class and recorded in the diary. The class progress is noted down on diary.

### (ii) Test

Test is a powerful tool of data collection which tries to gather data from different sorts of intelligence. It focuses to gather numerical data rather than verbal. Test includes wider population. It is helpful for me to collect the data from my subjects. I had designed two sets of tests for my research study one set for pre-test and another for post test.

## 3.5    Data Analysis and Interpretation Procedure

The collected data was analyzed statistically and descriptively with the help of table and illustrations and presented on graph as well.

The marks obtained by the students in the pre test are given in the following table:

## Table No. 1
### Marks obtained by the students in pre test

| No. of students | 12 | 10 | 9 | 4 | 3 | 2 |
|---|---|---|---|---|---|---|
| Marks | 20-25 | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 |

Lets calculate the mean of this pretest:

## Table No. 2
### Frequency distribution table of pretest marks:

| Marks (x) | No. of students(f) | M | Fx |
|---|---|---|---|
| 20-25 | 12 | 22.5 | 270 |
| 25-30 | 10 | 27.5 | 275 |
| 30-35 | 9 | 32.5 | 292.5 |
| 35-40 | 4 | 37.5 | 150 |
| 40-45 | 3 | 42.5 | 127.5 |
| 45-50 | 2 | 47.5 | 95 |
|  | N= 40 |  | fx= 1210 |

Hence, mean $(\bar{x})$ $= \dfrac{\phi fx}{n}$

$= 1210/40$

$= 30.5$

The mean score of the pretest is 30.5

Marks obtained by the experimental group can be shown in the following frequency distribution table:

## Table No. 3
### Marks of experimental group in post test

| No. of the students | 5 | 4 | 7 | 3 | 1 |
|---|---|---|---|---|---|
| Marks obtained | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 |

## Table No. 4
### Marks of experimental group

| Marks (x) | No. of students (f) | M | Fx |
|---|---|---|---|
| 25-30 | 5 | 27.5 | 137.5 |
| 30-35 | 4 | 32.5 | 130 |
| 35-40 | 7 | 37.5 | 262.5 |
| 40-45 | 3 | 42.5 | 127.5 |
| 45-50 | 1 | 47.5 | 47.5 |
|  | N= 20 |  | fx=705 |

Hence, mean ($\bar{x}$) $= \dfrac{\phi fx}{n}$

$= 705/20$

$= 35.25$

Marks obtained by the controlled group can be shown in the following frequency distribution table:

## Table No. 5
### Marks of controlled group in post test

| No.of students | 2 | 8 | 6 | 3 | 1 |
|---|---|---|---|---|---|
| Marks obtained | 20-25 | 25-30 | 30-35 | 35-40 | 40-45 |

## Table No. 6
### Marks of controlled group

| Marks (x) | No. of students (f) | m | Fx |
|---|---|---|---|
| 20-25 | 2 | 22.5 | 45 |
| 25-30 | 8 | 27.5 | 220 |
| 30-35 | 6 | 32.5 | 195 |
| 35-40 | 3 | 37.5 | 112.5 |
| 40-45 | 1 | 42.5 | 42.5 |
|  | N = 20 |  | fx= 615 |

Hence, mean ($\bar{x}$)   $= \dfrac{\phi fx}{n}$

$= 615/20$

$= 30.75$

The detailed analysis will be given under discussion part in unit four.

# CHAPTER - FOUR
# RESULTS AND DISCUSSION

This chapter of research report deals with the findings, and interpretation made after analyzing the data. This chapter is divided in two parts, where the first part deals with the results (findings) and the second part deals with the interpretation made on the basis of the collected data and analyzed data and the findings.

## 4.1   Results

On the basis of analysis and interpretation of taken data, the major results (finding) of the study can be presented as follows:

1. Comparatively, explicit instructions in teaching grammar are more effective than implicit instruction as shown in the table no. 4 and 6 where the mean score of both the groups is 35.25 and 30.75 respectively. The difference of mean is 4.5.

2. Teaching grammar through explicit way is far better than teaching through implicit way.

3. Students felt comfortable to do the exercise when they are informed what they are going to study than presenting the texts indirectly.

4. Implicit way of teaching is better while teaching texts in literary form.

5. Students show their better performance in grammar while they are instructed with explicit language.

6. Students use their own answers which are in fact deviant forms of grammar when they come to do exercise based on implicit teaching.

7. Students become less conscious to obtain the exact rule that is within the implicit text because they focus on text content rather than language function.

8. Students become more attentive to obtain the rule by analyzing examples of explicit teaching and make number of similar sentence once they internalize the rule.

9. This research shows explicit teaching is more effective in teaching grammar than implicit teaching because students get direct instruction about what they are going to be familiar with.

## 4.2 Discussion

Although there is general agreement on the value of teaching grammar, for some time it has been debated whether instructions should be implicit or explicit. As mentioned by Cowan (2009) "In explicit grammar teaching, rules are explained to learners, or learners are directed to find the rules by looking at linguistic examples, sentence that embody the rules. Implicit teaching on the other hand, makes no overt reference to rules."(p.31)

Grammar can be taught through explicit and implicit ways of teaching. In explicit way of teaching there are two methods of teaching: inductive and deductive. And in implicit way students are taught through texts, literature. Here, in this research I have experimented these two ways of teaching i.e. explicit and implicit to teach grammar in higher secondary level for 24 days. Total numbers of students in the class were 40 and they were divided into two halves on the basis of pre-test. Group 1 was named as experimental group, which was taught through explicit way and group 2 was named as controlled group which was taught through implicitly.

For analyzing the data, the individual scores of both tests: the pre- test and the post test were been taken and tabulated hierarchically in descending order( appendix viii and xi). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of both groups were  computed out of the individual scores tabulated( appendix ix and xii). The difference between the average scores of the two tests was determined. The result is also converted into percentage. The results of the two groups have been compared on the basis of the average and the percentage of the scores that

students obtained. The marks of each students in the pre-test were subtracted from the marks of post test to find out the difference between them.

The group which got a higher average marks and the percentage was considered to be better than the one which got lower average marks and percentage. The holistic comparison of the study is given below:

**4.2.1 Holistic comparison:**

In this comparison, scores of the students are computed on the basis of: highest scores(above40), lowest scores(below 30), above average( average score in pretest i.e. 30.5) and below average.

Highest scores obtained by the students of experimental group and the controlled group is shown in the following table:

|  | No. of students |
|---|---|
| Experimental group | 7 |
| Controlled group | 1 |

 Lowest scores obtained by the students of experimental group and the controlled group is shown in the following table:

|  | No. of students |
|---|---|
| Experimental group | 2 |
| Controlled group | 11 |

Above average scores obtained by the students of experimental group and the controlled group is shown in the following table:

| | No. of students |
|---|---|
| Experimental group | 15 |
| Controlled group | 8 |

Below average scores obtained by the students of experimental group and the controlled group is shown in the following table:

| | No. of students |
|---|---|
| Experimental group | 5 |
| Controlled group | 12 |

This testifies that teaching grammar through explicit instruction was more effective than implicit one.

I took 24 classes in Bal Jagritee College, Mahendranagar, Kanchanpur. The The result of the test taken by experimental group is shown in the following table:

**Table No.7**
**Marks Obtained by Experimental Group**

| No. of the students | 5 | 4 | 7 | 3 | 1 |
|---|---|---|---|---|---|
| Marks obtained | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 |

Detailed marks of individual students are attached in the appendix.

I have analyzed this raw data using statistical approach of data analysis: descriptive statistics (measures of central tendency), mean. Below is the marks obtained by twenty students (experimental group) in compulsory English is arranged in a frequency distribution chart before calculating the central tendency. Now, we calculate the mean of above data:

**Table No.8**
**Frequency Distribution Chart to Calculate Mean of experimental group**

| Marks (x) | No. of students (f) |
|-----------|---------------------|
| 25-30 | 5 |
| 30-35 | 4 |
| 35-40 | 7 |
| 40-45 | 3 |
| 45-50 | 1 |
| | N= 20 |

We calculate the mean here:

## Table No. 9

### Marks of experimental group

| Marks (x) | No. of students (f) | M | fx |
|-----------|---------------------|------|--------|
| 25-30 | 5 | 27.5 | 137.5 |
| 30-35 | 4 | 32.5 | 130 |
| 35-40 | 7 | 37.5 | 262.5 |
| 40-45 | 3 | 42.5 | 127.5 |
| 45-50 | 1 | 47.5 | 47.5 |
| | N= 20 | | fx=705 |

Hence, mean ($\bar{x}$) $= \dfrac{\phi fx}{n}$

$= 705/20$

$= 35.25$

The mean score of experimental group is 35.25

Now we put the marks obtained by the students in percentage:

## Table No. 10

### Marks in Percentage Obtained by Experimental Group

| Marks in percentage | No. of students |
|---------------------|-----------------|
| 90% | 1 |
| 88% | 1 |
| 82% | 2 |
| 80% | 3 |
| 76% | 2 |
| 72% | 2 |
| 70% | 1 |
| 68% | 3 |
| 60% | 3 |
| 56% | 2 |

The above table shows that out of total students,1 student (5%) got 45 marks, 1 student (5%) got 44 marks, 2 students (10%) got 41 marks, 3 students (15%) got 40 marks, 2 students (10%) got 38 marks, 2 students (10%) got36 marks, 1 student (5%) got 35 marks, 3 students (15%) got 34 marks, 3 students (15%) got 30 marks and 2 students (10%) got 28 marks.

The result of the test taken by controlled group is shown in the following table:

The above table shows that out of total students,1 student (5%) got 40 marks, 1 student (5%) got 38 marks, 1 students (5%) got 36 marks, 1 students (5%) got 35 marks, 2 students (10%) got 33 marks, 2 students (10%) got 31 marks, 2 student (10%) got 30 marks, 4 students (20%) got 28 marks, 1 students (5%) got 27 marks and 3 students (15%) got 24 marks.

I have analyzed this raw data using statistical approach of data analysis: descriptive statistics (measures of central tendency), mean. Below is the marks obtained by twenty students (controlled group) in compulsory English is arranged in a frequency distribution chart before calculating the central tendency.

**Table No.11**

**Marks Obtained by controlled Group**

| No. of the students | 2 | 8 | 6 | 3 | 1 |
|---|---|---|---|---|---|
| Marks obtained | 25-30 | 30-35 | 35-40 | 40-45 | 45-50 |

Detailed marks of individual students are attached in the appendix.

I have analyzed this raw data using statistical approach of data analysis: descriptive statistics (measures of central tendency), mean. Below is the marks obtained by twenty students (experimental group) in compulsory English is arranged in a frequency distribution chart before calculating the central tendency. Then I calculated the mean of above data:

## Table No.12

## Frequency Distribution Chart to Calculate Mean of controlled group

| Marks (x) | No. of students (f) |
|-----------|---------------------|
| 20-25 | 2 |
| 25-30 | 8 |
| 30-35 | 6 |
| 35-40 | 3 |
| 40-45 | 1 |
| | N = 20 |

## Table No. 13

## Marks of controlled group

| Marks (x) | No. of students (f) | M | Fx |
|-----------|---------------------|------|-------|
| 20-25 | 2 | 22.5 | 45 |
| 25-30 | 8 | 27.5 | 220 |
| 30-35 | 6 | 32.5 | 195 |
| 35-40 | 3 | 37.5 | 112.5 |
| 40-45 | 1 | 42.5 | 42.5 |
| | N = 20 | | fx= 615 |

Hence, mean ($\bar{x}$)  $= \dfrac{\phi fx}{n}$

$= 615/20$

$= 30.75$

The mean score of controlled group is 30.1.

Now we put the marks obtained by the students in percentage:

## Table No.14
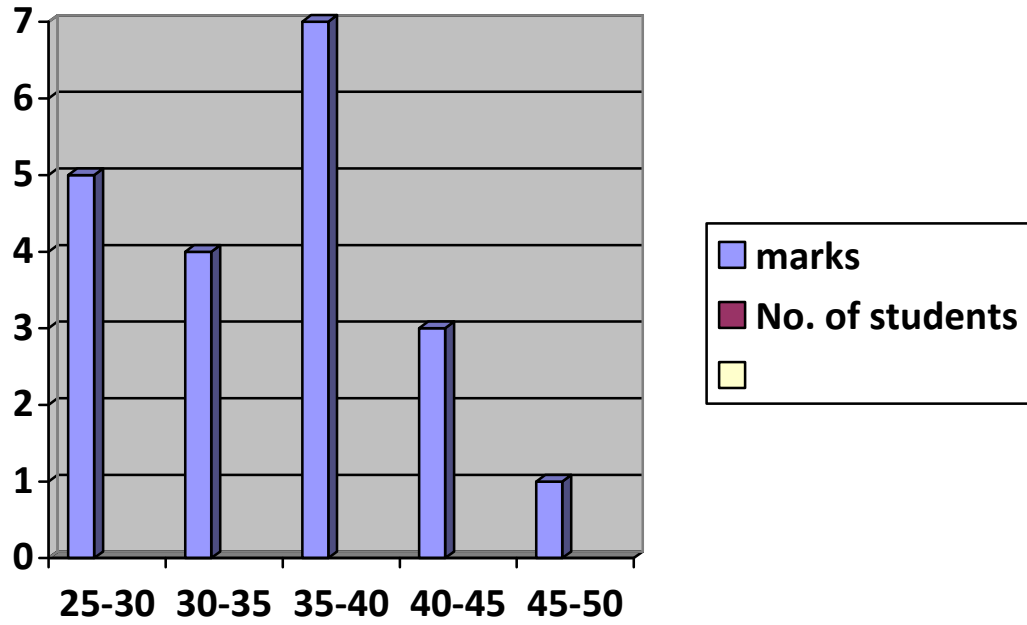
### Marks in Percentage Obtained by Controlled Group

| Marks in percentage | No. of students |
|---|---|
| 80% | 1 |
| 76% | 1 |
| 72% | 1 |
| 70% | 1 |
| 66% | 2 |
| 62% | 2 |
| 60% | 2 |
| 56% | 4 |
| 54% | 1 |
| 52% | 3 |
| 48% | 2 |

Above tables and the mean of experimental group (36.1) and controlled group (30.1) shows that students of experimental group are better in their test result.

The data of experimental group is displayed in the following bar diagram:
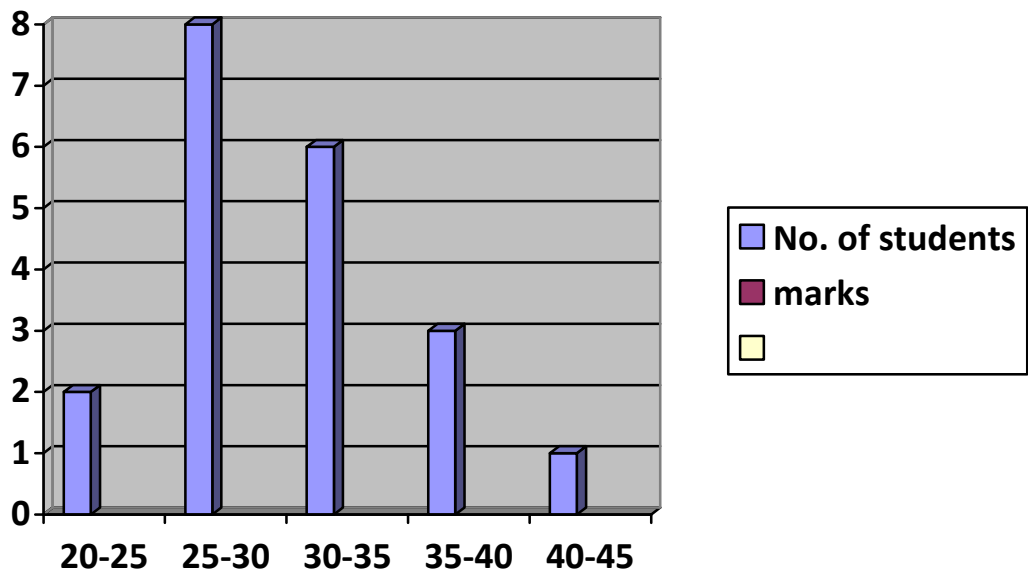
**Bar No.1:**

**Marks obtained by experimental group**



The data of controlled group is displayed in the following bar diagram:

**Bar No.2:**
**Marks obtained by controlled group**



Now we can say that experimental group has outperformed and explicit way of teaching grammar is better than implicit. Class was observed directly as I was the participant of the research. The post test result showed that experimental group which was taught in explicit way of teaching outperformed the controlled group which was taught in implicit way of teaching. Data analysis and interpretation process showed the results clearly that explicit way of teaching is better than implicit way of teaching grammar.

# CHAPTER-FIVE
# SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter deals with the summary of this research report, conclusions and implications of this experimental research in the fields of policy level, implementation level and further research.

## 5.1    Summary

Teaching grammar through instruction is highly practiced in teaching learning field. Although, there is general agreement on the value of teaching grammar, for some time it has been debated whether instructions should be implicit or explicit. As mentioned by Cowan (2009) "In explicit grammar teaching, rules are explained to learners, or learners are directed to find the rules by looking at linguistic examples, sentences that embody the rules. Implicit teaching on the other hand, makes no overt reference to rules."(p.31)

Explicit instruction is systematic instructional approach that includes a set of delivery and design procedure derived from effective school researches merged with behavior analysis. "Explicit teaching directs students' attention towards specific learning in a highly structured environment" (Cowan, 2009). It is teaching that is focused on producing specific learning outcomes. In this regard Adhikari (2011) gives an important point that, topics and contents are broken down in to small parts and taught individually. It involves explanations demonstration and practice. Children are provided with guidance and structured frameworks. In explicit instruction the teacher directs learners to grammar rules.

Cowan (2009) writes "In implicit learning there is no overt reference to rules or forms. Implicit instruction replicates the immersion environment. It does not replace any focus on formal discussion of grammatical properties of the language". Learners examine the living speech in real communication rather than analyzing written examples in the classroom. They are exposed to

substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along.

Implicit learning occurs in instructional tasks and do not provide specific guidance on what is to be learned from the task. It may provide examples, uses, instances, illustrations, or visualization of a knowledge components without a direct statement (or rule) that specifically directs the learners on what is to be learned (knowledge component). It contrasts with explicit instruction.

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 includes both ways of teaching while experimenting.

This study on instruction was carried out to find out the effectiveness of explicit instructions and implicit learning while teaching grammar at higher secondary level and to experiment which instruction explicit or implicit has more effective role in teaching grammar. The hypothesis of this research study was if explicit instruction is more effective than implicit learning while teaching grammar. The data was collected from the classroom experiment in grade xii students who 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 out performs the implicit way of learning as the students are aware about the language function before they encounter the grammatical structure.

This research entitled "effectiveness of explicit over implicit learning while teaching grammar" is based on the hypothesis that explicit way of teaching and learning is better than the implicit one. For this, various works are cited in unit one and two. It was proved by the experiment carried out in the higher secondary level (grade XII) for 24 classes. Total numbers of the students in the class were 40 and they were divided into two groups where all the students were given a pretest. After teaching for 24 classes group 1 by explicit way and

group 2 by implicit way I gave them a similar set of post test. In their post test result, students who were taught explicitly got higher marks than the students who were taught implicitly. After analyzing the data ( marks) of both the groups it was found that explicit way of teaching learning is more effective than implicit way of teaching learning while teaching grammar.

Through research it was found that students feel comfortable to do the exercise when they are informed what they are going to study than presenting the texts indirectly. Teaching grammar through explicit way is better than teaching through implicit way because students who got explicit instruction outperformed the students who got implicit instruction in this study.

## 5.2    Conclusion

After analyzing and interpreting the whole data received from the experiment carried out in higher secondary level (grade XII) I have reached to the conclusion that explicit way of teaching learning is more effective than implicit way of teaching learning grammar. Students become more attentive to obtain the rule by analyzing examples of explicit teaching and make number of similar sentence once they internalize the rule. Students feel comfortable to do the exercise when they are informed what they are going to study than presenting the texts indirectly. Students feel comfortable to do exercise when they are informed what they are going to study than presenting the text indirectly. Even in higher secondary level, students show their best performance in grammar while they are introduced with explicit instruction. Teaching grammar through explicit way is far better than teaching through implicit way. Explicit instructions while teaching grammar are more effective than implicit instruction. Implicit way of teaching is better in teaching literature whereas explicit way of teaching is better in teaching grammatical items.

## 5.3    Implications

Present research on the effectiveness of explicit over implicit learning can be helpful for the English teachers as they are the practitioners of these two ways of teaching. Similarly this research can be useful for the policy makers to design the syllabus. It can be significant for the trainers and the person who are interested in carrying out research on different aspects of providing instructions while teaching English in second language classrooms. This report is fruitful for the teachers, students and for those who are engaged in the realm of teaching second language as they are directly related to the teaching learning activity. It will surely be useful for all those people who want further research in the field of instruction. The implications of present research in the various levels of policy making, implementations and further research can be shown as:

**(i) Policy Level:** This research can be helpful for the policy makers to design syllabus based on the explicit  instruction. This research has shown that explicit instruction is far more better than implicit learning while teaching grammar. The findings of the present research can be implemented in the policy level as:

(a) Government officials who are responsible for making the policy for teaching grammar in higher secondary level should use this research finding to prepare syllabus for grammar teaching through explicit instruction.

(b) Syllabus designers and textbook writers should make policy and write materials to teach in explicit way.

(c) Lots of books and resource materials should be published to enhance the explicit teaching.

(d) Explicit learning should be emphasized in the exercises and workbooks of the students.

(e) To develop evaluation tools in teaching and teacher training policy makers should involve the techniques of explicit instruction in the syllabus.

**(ii) Implementation level:** Teacher training is as old as language. Every teacher gets theoretical knowledge from different sources, academic studies, and other aspects. Training consists of skills, abilities, methods and different tricks which helps teachers to run a class in a very effective and systematic way. Training is must to implement any research work. This research can be useful the trainers and the persons who are engaged in the teaching learning field as:

(a) There is great role of teachers in practicing explicit instruction in the classroom. So, teachers should be provided with different types of trainings to teach through explicit method. They should be provided incentives for encouragement.

(b) Teachers should be given trainings to the various ways of teaching grammar through explicit instruction to enhance the attitude and the role of teachers in explicit instruction.

(c) Teachers should be made experts in their ways of giving instructions in explicit method i.e. inductive and deductive ways of teaching.

(d) to promote quality education teachers should be trained in explicit instruction techniques.

(e) Teachers should be made confident in teaching by rigorous practice of explicit  teaching which would enhance teaching learning process.

(f) For the development of the professional competence and responsibility teachers should be given trainings.

**(iii) Further Researches**: This experiment is also equally significant for those who want their further study in this field of instruction and teaching- learning. It will surely be useful for all those people who want further research in the field of instruction. This research will be fruitful for all the researches which aim to see the effect of instruction in teaching as well.

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# TEST ITEMS

**Full marks: 50**

**Time: 1 Hour**

**Name of the student:**

**Class: XII**

**Roll No.:**

**Obtained marks:**

**Q.N.1 Use 'looks as if' and 'looks as though' to talk about the people below:** (2×2.5=5)

(a)     You see a girl standing on the seashore, staring into the water.

(b)     You see a man lying on the ground, in a pool of blood.

**Q.N.2 Change the following sentences by using 'seem':** (5×1=5)

(a)     He is very friendly.

(b)     He has lived a very interesting life.

(c)     He watches TV a lot.

(d)     He is happily married.

(e)     He is very rich.

**Q.N.3 See the paragraph below and say when these people were born, decide approximately what age they are now:** (2×5=10)

John was born in 1934. So he was born in the thirties. In 1953, he was in his late teens. In 1960, he was in his mid twenties. In 1967, he was in his early thirties.

(a)     Richard 1930

(b)     Susan 1905

**Q.N.4 What do the appearances of the people below suggest to you? Write three sentences for each pictures: one with 'look+ adjective', two with 'look as if/ as though':** (3×3=9)



(a)…………………………………..

(b)…………………………………..

(c)…………………………………



(a)…………………………………..

(b)…………………………………..

(c)…………………………………

**(a)**…………………………………..

**(b)**…………………………………..

**(c)**…………………………………

**Q.N.5 Read the passage and answer the questions:** **(4×1=4)**

Pooja is a film actress. She is wearing fancy dress. She looks as if she is going on shooting. She looks as though it's shrunk. Her house looks as if its covered in icing. Her mother looks as though she's about to cry. Her brother looks terrific.

(a) How does Pooja look?
(b) How does Pooja's house look?
(c)  How does her mother look?
(d) How does her brother look?

**Q.N.6 Describe your friend using the structures 'look', 'look as if', 'look as though', 'seem'.** **(4×1=4)**

**Q.N.7 Look at the examples and continue the following remarks with :**
**look, sound, smell, feel or taste + like.** **(8×1=8)**

(a)     Surely he is not a manual worker….
   ❖ He looks like a businessman to me.

(b)     Are you sure this is tea?....

(c)     I wonder who wrote that music…

(d)     He's got a foreign accent….

(e)     This material is very soft…

(f)     What's that you're cooking?...

(g)     They have got very similar faces….

(h)     This isn't real leather, is it?....

(i)     I've got something in my shoe….

**Q.N.8 Write a description of you. Talk briefly about your height, weight and build, and describe face in detail.                    (5)**

# Appendix II

## Model Lesson Plan (For Explicit Teaching)

Subject: Meanings into words          Time: 45 min.

Level: Upper- Intermediate          Date:

Lesson topic: Appearance

**Specific Objectives:**

At the end of this lesson students will be able to:

- ) Write simple sentences using 'look + adjective', 'look as if/ as though' for the description of the pictures
- ) Make sentences using look, sound, smell, feel or taste, + like
- ) Use the simple present tense using the key words seem, taste, feel, sound

**Teaching Materials:**

Chart paper having the rules to make sentences by using 'look + adjective', 'look as if', 'look as though', along with examples

**Teaching Learning Activity**

**Step 1: Presentation of rules**

- ❖ Hang the chart paper on the wall
- ❖ Describe the rules with explanations

**Step 2: Providing some examples:** to clarify the rules and concepts give some examples

a)      He looks very aggressive.

b)      They seem to be well mannered.

c)      She looks as if she is trying to convince him.

d)      It looks as though he is depressed.

e)      This food tastes like macaroni.

f)      Wow! It's very soft. It feels like velvet.

g)      What's this noise! It sounds like they are having party there.

**Step 3: Asking students to practice the rules by doing the exercise**

(i)      Are you sure this is tea?

(ii)     I wonder who made this melody.

(iii)    She speaks like foreigner.

(iv)     What's Roma cooking?

(v)      I don't think you made this drawing yourself.

**Step 4: Production phase**

 Tell sentences orally and ask each student to answer**.**

**Homework :** Write 5 sentences using

'Look+ adjective', 'look as if', 'look as though', 'seem', 'taste', 'feel', 'sound', 'smell'.

## Appendix III

### Model Lesson Plan (For Implicit Teaching)

Subject: Meanings into words                    Time: 45 min.

Level: Upper- Intermediate                    Date:

Lesson topic: Appearance

**Specific Objectives**

At the end of this lesson the students will be able to:

- ) Write simple sentences using look + adjective, look as if /as though
- ) Make sentences using look, sound, smell, feel or taste, + like
- ) Use simple present tense to describe your friend's appearance.

**Teaching Materials**

Photo copied text having use of : 'look +adjective', 'look as if', 'look as though', 'seem', 'taste', 'feel', 'sound', 'smell', and questions to be answered.

**Teaching Learning Activity**

**Step 1:** Distribute the photocopies of the text to all the students

**Step 2:** Tell them to read the text

**Step 3:** Ask students to answer the questions which were written below the text.

**Step 4:** Tell them sentences where **'look+ adjective', 'look as if', 'look as though', seem, taste, feel, sound, smell** are used and ask them to make similar sentences.

**Homework:** Write a similar paragraph which was discussed in the class.

<p style="text-align:center"><strong>Appendix IV</strong></p>

<p style="text-align:center"><strong>Lesson Plan No. 1 (For Explicit Teaching)</strong></p>

Subject: Meanings into words          Time: 35 min.

Level: Upper- Intermediate          Date:

Lesson topic: Appearance

**Specific Objectives:**

At the end of this lesson students will be able to:

- Write at least 5 sentences using 'look', 'seem', 'feel', 'taste', 'sound' + adjective' for the given situation in the exercise.
- Use the simple present tense while writing about appearance.

**Teaching Materials:**

Chart paper having the rules to make sentences by using 'look', 'seem', 'feel', 'taste', 'sound' + adjective' along with examples

**Teaching Learning Activity**

**Step 1: Revision of previous class and presentation of rules**

- Hang the chart paper on the board.
- Ask students to make similar sentences based on previous class and describe the rules with explanations.

**Step 2: Providing some examples:** to clarify the rules and concepts give some examples.

- They seem very friendly.

- She looks hungry.

- That sounds terrific.

- He seems to be a businessman.

- It feels like cotton.

**Step 3: Ask students to practice rules by doing the exercise.**

- Do you think its soft?...(feel)
- I can't believe he is intelligent….(seem)
- It's snowing outside….(feel)
- She seems depressed….(seem  to be)
- Are you upset?...(look)
- Is it tea? ...(tastes)
- What's happening there?...(sound)

**Step 4: Production phase:**

**Tell sentences orally and ask each student to reply.**

Homework: write 5 sentences using 'look', 'sound', ''seem', 'feel', 'taste'+ adjective'.

# Appendix V

## Lesson Plan No.1 (For Implicit Teaching)

Subject: Meanings into words                    Time: 35 min.

Level: Upper- Intermediate                      Date:

Lesson topic: Appearance

**Specific Objectives**

At the end of this lesson the students will be able to:

) Write at least 10 simple sentences on a paragraph using look using look, seem, sound, smell, feel or taste, + like

**Teaching Materials:** printed text having use of: look, seem, sound, smell, feel or taste, + like and questions to be answered.

**Teaching Learning Activity:**

**Step 1:** distribute the text papers to all the students.

**Step 2:** tell them to read the text silently**.**

**Step 3:** describe the text.

**Step 4:** ask students to answer the questions written below the text.

**Step 5:** ask them to make the similar sentence based on the clues.( friendly, hungry, terrific, silk, noisy).

**Homework:  Write a similar paragraph as in the text.**

# Appendix VI

## Lesson Plan No. 2 (For Explicit Teaching)

Subject: Meanings into words          Time: 35 min.

Level: Upper- Intermediate          Date:

Lesson topic: Appearance

**Specific Objectives:**

At the end of this class students will be able to:

⟩ Give the description of the people about their height, weight, figure, body built, facial structure, shape of the nose, chin, complexion, eyes, shape and colour of hair.

**Teaching Materials:** Picture cutouts

**Teaching Learning Activity:**

**Step 1:  Presenting the picture**

-ask students what they can see in the picture.

- ask students to talk about the people's appearance in the pictures.

-note their answers on the board.

**Step 2:  Write the rules to talk about the appearance of the people on board. And describe one of the student's appearance, talk about his/ her height, weight, figure, body built, and facial structure, shape of the nose, chin, complexion, eyes, shape and colour of hair.**

**Step 3: Ask students to practice the exercise in the book.**

**Step 4: Production phase:** tell students to describe themselves.

**Homework: give a police description about one of your friends who is missing.**

**Appendix VII**

**Lesson Plan No.2 (For Implicit Teaching)**

Subject: Meanings into words                    Time: 35 min.

Level: Upper- Intermediate                       Date:

Lesson topic: Appearance

**Specific Objectives**

At the end of this lesson the students will be able to:

⟩ Give the description of the people about their height, weight, figure, body built, facial structure, shape of the nose, chin, complexion, eyes, shape and colour of hair.

**Teaching Materials:** Picture cutout and a newspaper description about a missing woman.

**Teaching Learning Activity:**

**Step 1: distribute the newspaper cutouts to the students.**

- Ask them to read silently.
- Ask students to answer the questions written below the text.

**Step 2: Hang the picture cutouts on the board and tell students to description of people in the picture.**

**Step 3: Ask students to practice the exercise on the book.**

**Step 4: Ask them to write about their description.**

⟩ **Homework:** write a description of your friend, talk about his/ her height, weight, figure, and body built, facial structure, shape of the nose, chin, complexion, eyes, shape and colour of hair.

**Appendix VIII**

**Marks Obtained by Experimental Group (students' real names are changed for ethical consideration)**

| S.N. | Name of the students | Full marks | Marks obtained |
|------|----------------------|------------|----------------|
| 1. | Mamta Thapa | 50 | 45 |
| 2. | Alisha Khatri | 50 | 44 |
| 3. | Rakesh Saud | 50 | 41 |
| 4. | Sumita Singh | 50 | 41 |
| 5. | Kapil Bhatta | 50 | 40 |
| 6. | Monika Pathak | 50 | 40 |
| 7. | Janak Airee | 50 | 40 |
| 8. | Pradip Sawad | 50 | 38 |
| 9. | Arjun Shah | 50 | 38 |
| 10. | Nima Badu | 50 | 36 |
| 11. | Aayushi Singh | 50 | 36 |
| 12. | Suren Khati | 50 | 35 |
| 13. | Raju Bista | 50 | 34 |
| 14. | Anmol Pal | 50 | 34 |
| 15. | Sneha Pandey | 50 | 34 |
| 16. | Sunil Bhandari | 50 | 30 |
| 17. | Dipak Poudel | 50 | 30 |
| 18. | Rupa Panta | 50 | 30 |
| 19. | Hemantj Ojha | 50 | 28 |
| 20. | Dipndra Nepali | 50 | 28 |

# Appendix IX
## Frequency Distribution Chart to Calculate Mean (Experimental group)

| Marks (x) | No. of students (f) | M | fx |
|-----------|---------------------|------|-------|
| 25-30 | 5 | 27.5 | 137.5 |
| 30-35 | 4 | 32.5 | 130 |
| 35-40 | 7 | 37.5 | 262.5 |
| 40-45 | 3 | 42.5 | 127.5 |
| 45-50 | 1 | 47.5 | 47.5 |
| | N= 20 | | fx=705 |

$$\text{Hence, mean } (\overline{x}) \quad = \frac{\phi fx}{n}$$
$$= 705/20$$
$$= 35.25$$

# Appendix X

## Marks in Percentage Obtained by Experimental Group

| Marks in percentage | No. of students |
|---|---|
| 90% | 1 |
| 88% | 1 |
| 82% | 2 |
| 80% | 3 |
| 76% | 2 |
| 72% | 2 |
| 70% | 1 |
| 68% | 3 |
| 60% | 3 |
| 56% | 2 |

# Appendix XI

## Marks Obtained by Controlled Group (students' real names are changed for ethical consideration)

| S.N. | Name of the students | Full marks | Marks obtained |
|------|----------------------|------------|----------------|
| 1. | Rachana Chand | 50 | 40 |
| 2. | Rajni Singh | 50 | 38 |
| 3. | Indra Mahara | 50 | 36 |
| 4. | Sanjiv Joshi | 50 | 35 |
| 5. | DhanSingh Bhat | 50 | 33 |
| 6. | Mohit Kalauni | 50 | 33 |
| 7. | Prabhaa Bokati | 50 | 31 |
| 8. | Anjit Chand | 50 | 31 |
| 9. | Karishma khatri | 50 | 30 |
| 10. | Ganga Chand | 50 | 30 |
| 11. | Keshav Pandey | 50 | 28 |
| 12. | Gaurav singh | 50 | 28 |
| 13. | Rekha Basnet | 50 | 28 |
| 14. | Krishna Mishra | 50 | 28 |
| 15. | Mani Joshi | 50 | 27 |
| 16. | Kusum Bista | 50 | 26 |
| 17. | Samrat Pandey | 50 | 26 |
| 18. | Bhupendra Saud | 50 | 26 |
| 19. | Kristina Basnet | 50 | 24 |
| 20. | Arya Shahi | 50 | 24 |

# Appendix XII

## Frequency distribution chart to calculate mean ( Controlled group)

| Marks (x) | No. of students (f) | M | Fx |
|---|---|---|---|
| 20-25 | 2 | 22.5 | 45 |
| 25-30 | 8 | 27.5 | 220 |
| 30-35 | 6 | 32.5 | 195 |
| 35-40 | 3 | 37.5 | 112.5 |
| 40-45 | 1 | 42.5 | 42.5 |
| | N = 20 | | fx= 615 |

Hence, mean ($\overline{x}$) $= \dfrac{\phi fx}{n}$

$= 615/20$

$= 30.75$

## Appendix XIII

### Marks in Percentage Obtained by Controlled Group

| Marks in percentage | No. of students |
|---|---|
| 80% | 1 |
| 76% | 1 |
| 72% | 1 |
| 70% | 1 |
| 66% | 2 |
| 62% | 2 |
| 60% | 2 |
| 56% | 4 |
| 54% | 1 |
| 52% | 3 |
| 48% | 2 |

# Appendix XIV

## Marks obtained by experimental group
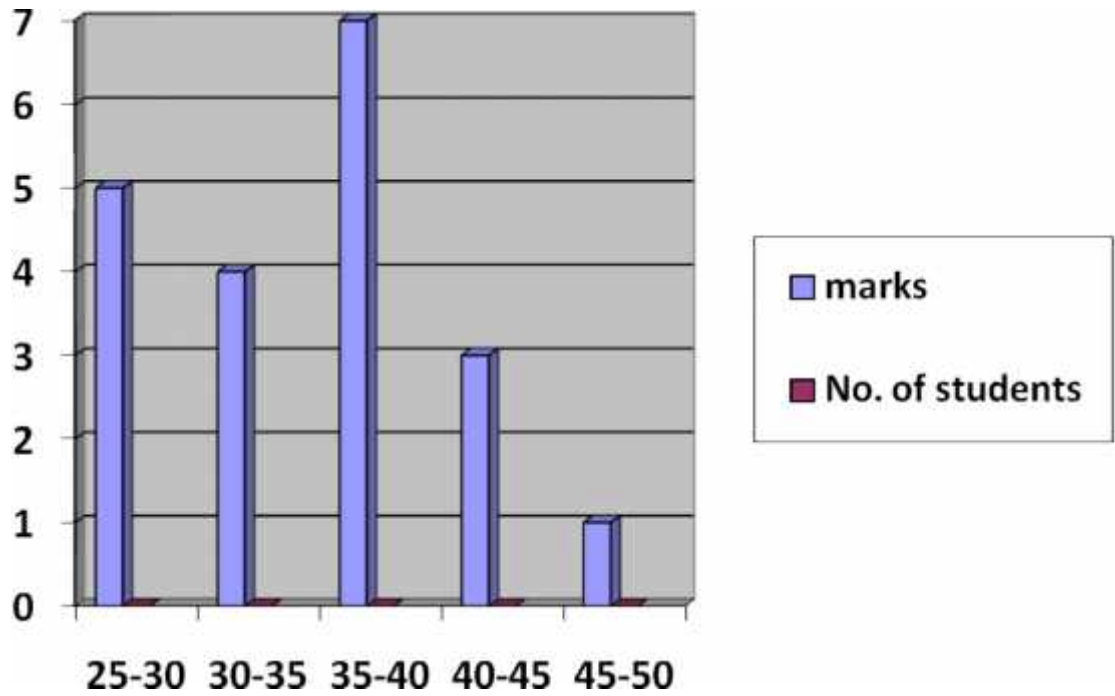
**Appendix XV**
**Marks obtained by controlled group**