PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of MOULAY Tahar, Saida

Faculty of Letters and Languages and Arts

English Department

Tacit and Explicit Grammatical knowledge Potent in Learners' Oral Production

Case Study :First Year Master Didactics Students at Dr. Moulay Tahar-Saida

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in Didactics

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Academic Year: 2018-2019

Declaration of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Signature:

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Date:

Acknowledgment

First of all, I would like to express my gratitude to ALLAH for giving me the strength and the ability to accomplish this research work.

I would like to express my sincere appreciation and my deep sense of resppect to my supervisor Dr. Sellam Latifa for being kind enough to accept supervising this work with all her academic engagement and for the accurate advice she put forward.

I am also thankful to my English teachers in the Department of English at Saida University who did their best to provide us with their experiences and knowledge.

Dedication

To my mother and father, source of power and success in my life, for their support in the most difficult moments and for their confidence in me for being up to the challenge.

To my sisters : Asmaa, Faiza, and Ghalia and to my brothers Miloud and Mohamed for their support and encouragements to strive for my interests.

To my best friends Khadidja and Khaira with whom I enjoyed funny moments to go over the stress.

To all those who believe in me and pray for my success.

Abstract

The ability to understand and express meanings by producing well-formed phrases and sentences rests on the grammatical knowledge. Both types of this knowledge, tacit and explicit, establish the grammatical accuracy. The current study is an attempt to examine the impact of the grammatical accuracy on EFL learners' oral performance. The participants were thirty-five master students of didactics at Dr Moulay Tahar SAIDA University. Five of them participated in the interview to check their grammatical accuracy in speaking and sixteen students participated in the two tests (TGJT and UGJT) to measure their tacit and explicit knowledge. An observation also was done for four sessions to elicit the desired results. The findings showed that there was a correlation between learners' grammatical accuracy and their oral performance. Thus, the results suggested that the grammatical accuracy triggers learners' oral performance.

Key expressions: Grammatical knowledge ; Tacit grammatical knowledge ; Explicit grammatical knowledge ; Grammatical accuracy ; Oral performance

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General introduction :

Learning a foreign language or any language requires the mastery of its grammar rules to ensure a successful language learning and use. It is well known that grammar incarnates structures and rules that govern the language to be systematically used and understood at the same time. Its importance cannot be stated in few words because it is very huge in quantity and quality as well ; in other words, the different aspects of language learning are built up on grammar as well as improved through grammar.

Grammatical knowledge, also known as grammatical competence, exists in two forms. On one hand, tacit grammatical knowledge is described to be instinctive in nature which means that it is based on the unconscious reasoning. The idea is that intuition is dominant when working with this type of knowledge. On the other hand, explicit knowledge of grammar is the most known form simply because it is direct and easily understandable. By contrast to tacit knowledge, the explicit one advocates consciousness to be managed and stored. In short, both types of grammatical knowledge are indispensable to become proficient in language the way that improves the grammatical accuracy.

The purpose of this study is to explore whether the grammatical accuracy, correctness, is partly responsible for activating learners' oral performance or not. To approach this determination, the following question is raised:

Does grammatical accuracy trigger learners' oral performance?

Regarding the importance of grammatical competence in different language aspects, it is hypothesised that learners with good command of grammar are likely to be empowered in their talk and their orality is highly triggered.

In order to get reliable results and effective data, this study used different instruments to elicit the intended outcome. In the first place, a Timed Grammaticality Judgment Test (TGJT) was administered to measure the learners' tacit grammatical knowledge ; whereas, an Untimed Grammaticality Judgment Test (UGJT) was administered to measure their explicit grammatical knowledge. In the second place, an interview was deployed as a means to examine learners' grammatical accuracy. In the third place, an observation was concerned with the core of this study. Equally important, the qualitative and quantitative approaches took place in this paper.

For clear understanding, this work is organised to be devided into four main chapters. The first chapter deals with definitions of the related concepts of this study ; moreover, it displays in a detailed manner the methodology applied in this investigation. The second chapter demonstrates the related literature and what have been found in the previous studies with their methodology. The third chapter points out the data analysis and interpretations. Finally, the last chapter provides some useful recommendations to help students improve their grammatical competence and their grammatical accuracy as well.

The preceeding studies concerning grammar have tackled its effectiveness in language proficiency in general. Further, this work has looked beyond this proficiency in terms of accuracy and examined its contribution to the oral production of language.

While conducting this research, some difficulties were confronted. One of these difficulties is the availability of sources ;especially, bookswhich are about the previous studies because they are very few. Also, the conditions students were studying oral expression were not appropriate to do an observation in this course.

Chapter One

Key Concepts' Description and Methodology

1.1 Introduction

It is commonly believed that knowledge exists in different forms; thereby, understanding and being able to differentiate between various types of knowledge is an essential step for knowledge management. Within grammar, two types of knowledge are defined, namely explicit and tacit knowledge. Second language researchers as well as cognitive psychologists gave the value of these types to be important and ongoing subject for language research. Besides, their researches have revealed fruitful explanations concerning these concepts. Bearing in mind that language production had become the main goal in learning a language, and thus grammatical competence which is incorporated in grammatical accuracy has a big role within foreign language learners, especially, in spoken form that is seen in the learners' oral performance of the target language.

1.2 Grammatical Knowledge

First of all, it is worth noting that grammar has been the overlooking issue in the last seventy-five years because it is seen as the heart of the language, and without it the language would be in disorder. As a definition given by the Oxford dictionary to the term 'grammar', it is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. Similarly, in Nelson Francis' viewpoint the word 'grammar' has three different meanings. First, « it is a set of formal patterns in which the words of a language are arranged in order to convey large meanings (Francis,1954,299-312) ». Second, « it is the branch of linguistic science which is concerned with the description, analysis, and formalization of formal language patterns ». Finally, he has defined it as linguistic etiquette. As far as knowledge is concerned, in order to understand

what grammar knowledge is linguistic knowledge is considered to be dealt with first. Referring to the work of Chomsky, he claimed that linguistic knowledge is the individual's internal state of mind when being aware of the meaning and features of a given language (Chomsky, 1986, 3). This knowledge is acquired through the interplay between the person's principles of his/her Universal Grammar (UG), which has been thought as the state of language faculty that exists before any exposure to any input, and linguistic experience to produce certain language (3-4). On the other hand, drawing on the connectionist position by the cognitive psychologists like Rumelhart and McClelland, they viewed linguistic knowledge as connections between an intricate network and differing strengths (Rumelhart and McClelland, 1986, 32-33). Moreover, this knowledge is said to be reserved as consistent copy of a form of sequence or structure. According to these two different positions, tacit L2 knowledge is the initial foundation of the linguistic knowledge; then, theories come to explain the way tacit knowledge is obtained.

Correspondingly, Professor Jack C. Richards has defined the grammatical knowledge, also known as grammatical or linguistic competence, to have two dimensions: the first is the way that the individual knows how to make use of grammatical system (rules, tenses, phrases, and syntactic structures) of a language in order to build sentences, and the second is knowing how to execute the grammatical scheme of a language in the process of producing spoken and written texts. In sum, grammatical rules are stored in learners' brain to form a sort of knowledge which is spited into two main categories.
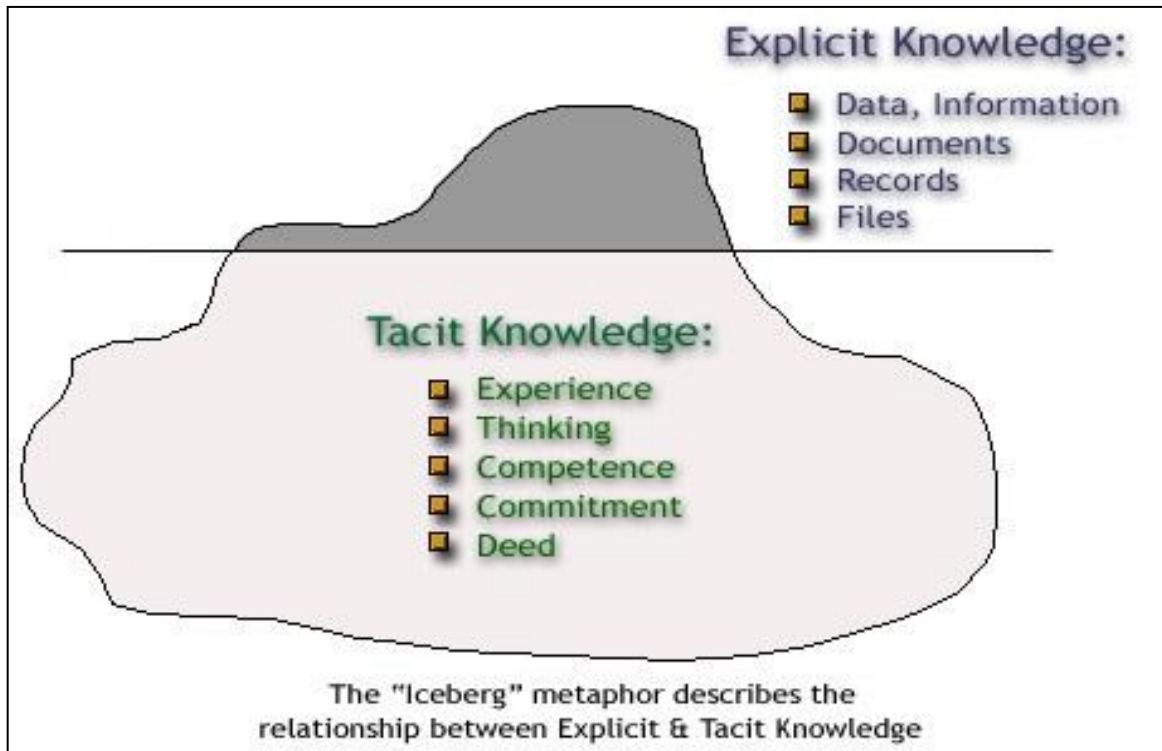
Figure 1.1 : The ''Iceburg'' metaphor description of the relationship between tacit and explicit knowledge.

Adapted from: book *Tacit and Explicit Knowledge* by Harry Collins ;1999

1.3 Tacit Knowledge

The first category is linked to Chomsky's concept of « tacit » that is unconscious knowledge which is about the grammatical knowledge of native speakers' first language characteristics. As an important point to consider when dealing with this type of knowledge is that the commonly used term for it is « implicit knowledge » which is defined as tacit and intuitive. To define the tacit knowledge, it is important to take into account Polanyi's saying: « we can know more than we can tell (Polanyi, 1966, np) ». This expression indicates the meaning of this type of knowledge to be the knowledge possessed by the individual and it is gained from personal experiences and context. Lately, Kidwell emphasized this idea by exemplifying the tacit

knowledge to be skills and competencies, experiences, individual's beliefs, and ideas (Kidwell et al, 2000, 29). Additionally, this knowledge is more difficult to articulate or to write down. It is also regarded as the most valuable source of knowledge because one can easily access to it through the automatic processing in an unplanned language use; that is to say, the user of language has no direct access to this competence that steers performance unconsciously. In this way, tacit knowledge helps EFL learners to recognize what is grammatical and what is ungrammatical in a sentence without the ability of explaining why it is so (Ellis et al, 2009, 11). Meanwhile, as emphasized by Ellis, describing this knowledge as it exists in mind is manifested in some form of naturally occurring language behavior instead of static description (13). On the other hand, it can be improved in a learnable behavior; however, it is restricted in terms of learner's age. To put it in another way, the learner can easily obtain this kind of knowledge, but his/her ability decreases as he/she ages. Further, since it is argued that tacit knowledge takes the form of memories of past experiences rather than of an integral model that reflects analytical cognition, it is considered to be memory-based rather than rule-based (Mathews et al, 1989,np). Thus, it can serve as a basis for the construction of explicit knowledge.

1.4 Explicit Knowledge

When explicit knowledge is discussed, it is usually taken as knowledge of rules and items, met linguistic knowledge that exists in an analyzed form. The later is seen as the basic form of knowledge; moreover, its accessibility in written forms makes it easy to pass along and share. Anderson defined the explicit knowledge as being knowledge of facts which is procedural; it guides the learner to perform various cognitive activities (Anderson, 1990, 219).

This knowledge is conscious in nature when learners are required to be totally aware about the knowledge they possess (Ellis et al, 2009, 11).It is easily articulated, recorded, communicated, and most importantly stored. On the whole, when data are processed, organized, structured, and interpreted, the result is explicit knowledge. By contrast to tacit knowledge concerning the automatic processing, explicit knowledge is generally accessible for learners through controlled processing; that is to say, learners' production of language is done under a careful planning rather than spontaneous language use (12). This planning consists of a set of declarative facts that can be clearly stated and explained descriptively in terms of rules for a better and correct language use. According to Ellis viewpoint, learners' ability of learning the explicit facts about language is possible at any age because it involves their access to what they need and what they are motivated about (14). Therefore, it is argued that explicit knowledge may play a facilitative role in L2 as well as foreign language acquisition; in this case, it may boost the construction of links between the form and the meaning of language. Also, it is very important in linguistic problem-solving for learners; when their automatic capabilities fail in guiding their language use, they resort to the conscious support.

1.5 The Relationship between Tacit and Explicit Knowledge

With respect to the relationship between tacit and explicit knowledge, the debate revolves around whether they compose two different systems, or they both interact in representations in the way that one converts into the other. The discussion held was in terms of « interface » position in applied linguistics.

First, the non-interface position, Krashen (1981) and his followers believed in that tacit and explicit knowledge are two different systems with

different processing mechanisms, which mean that the parts of the brain involved in acquiring tacit knowledge are not the same as those involved in acquiring explicit knowledge. This position disregards the possibility of that tacit knowledge can be converted into explicit one and vice versa. Second the strong- interface position, (Dekeyser, 1998; Sharwood smith, 1981) maintained that tacit knowledge can be grounded from explicit knowledge as well explicit knowledge can be converted into tacit through practice. Accordingly, learners can first learn a rule, declarative fact, and then their frequent practice of this rule use will convert it into tacit. In this way, the learner constructs his/her explicit and tacit knowledge. Third, the weak-interface position, this position is explained in three brands that assert the possibility of explicit knowledge becoming tacit, yet this convertibility can be realized under some conditions on the time and the way this can take place. Ellis stated that in the first brand explicit knowledge can convert into tacit through practice only if the learner's learn ability conforms to his/her developmental sequences in the process of foreign language learning (Ellis et al, 2009, 22). The second brand argues that explicit knowledge indirectly yields to the tacit knowledge acquisition via fostering some processes that play a part in language development. The last brand claims that learners can use their explicit knowledge in producing output that can in turn serve as auto-input to their tacit learning mechanisms.

1.6 What Distinguishes Tacit and Explicit Grammatical Knowledge?

It is common knowledge that the learner's tacit and explicit knowledge are different from each other as well they can be distinguished according to three principal criteria drawn in the following table:

Knowledge criteria	Tacit	Explicit
Accessibility	- It is accessed in an easy way. - It calls for fluent language performance.	- It is accessed only with controlled effort. - It advocates careful monitoring.
Awareness	- It is unanalyzed and held without awareness.	- It is analyzed and it represents consciously held insights about language.
Memory	- It guides the language performance with the exact instructions.	- It merely expedites the ability to perform the language without providing the exact instructions.

Table 1.1: Differences between Tacit and Explicit Knowledge

1.7 Grammatical Competence

Many linguists emphasized that the term « linguistic competence » refers to the grammatical competence. Besides, the grammatical competence constitutes knowledge of language which is tacit and implicit .This means that one's ability to understand and express meaning by producing and recognizing the distinctive grammatical structures of a language is reviewed

to be the innate knowledge that allows a person to match sounds and meanings effectively in performance. On the other side, Chomsky (1965) introduced the term competence to be the linguistic system concerned with grammar rules by which grammatical sentences of a language are generated and described. Additionally, a notion has been brought to light after Chomsky's work which is the communicative competence. The later has been intended by Hymes (1972) and Campbell and Wales (1970) to include not only grammatical competence (tacit and explicit rules), but also contextual competence (knowledge of the rules of language use). When speaking about language use, it is worth noting that a good language performance rests on an accurate grammar.

1.8 Grammatical Accuracy

In terms of accuracy, the well known meaning for it is the correct usage of sentences structure in dialogue or in writing. Indeed, Skehan and Foster (1999) defined it as the ability of avoiding errors in language performance in the way that reflects the level of control in the language as well as conservative orientation. Many researchers (Celce-Murcia 1991; Schmidt 1994) have reasonably argued that for academically oriented and advanced foreign language learners, grammatical accuracy is essential if they are to achieve their educational and professional goals. In a like manner, when grammar rules are accurately used, the errors are rare and this results in preventing misunderstandings and misinterpretations from the receiver's part, be it a listener or a reader.

1.9 Oral Performance

As far as learning a foreign language is concerned, speaking is an essential element for interaction not only to communicate information, but also to express and to clarify thoughts, feelings, and opinions so as to come to understand ideas and concepts. Equally important, communicating in the

target language leads learners to improve their level in learning that language; also, it draws for them their academic potential to be reached. As a matter of fact, oral performance is not thought distinctively from speaking or communicating because one can define it as the actual use of the language which raises communication. According to Chomsky (1965), performance mainly concerns the psychological factors that are involved in the perception and production of speech. Furthermore, it is also important to keep in mind that the demonstration of language in real foreign language situations and for authentic communication purposes is observable in the learner's oral performance of that knowledge.

1.10 The Current Study

1.10.1 The Problematic

In the EFL context, to master the language, learners are to focus their attention and efforts on using this language constantly. It is argued that language is confronted first orally the reason that emphasizes the importance of morality in learning a language and in enhancing the learners' interaction in classrooms during the course ; that is to say, some learners, sometimes all of them, do not share what they have in mind with their teachers. By the end, teachers cannot recognize their understanding and their learning progression. Most importantly, teachers, sometimes, do not complain only about learners with average level, but also about learners with good level in terms of grammar and language use. Since both categories of learners fall in this reluctance of interaction, one can meditate on the intervention of grammar knowledge and its accurate usage in learners' performance of the target language.

1.10.2 Research Question

This study aims at investigating the following issue:

- Does grammatical accuracy trigger learners' oral performance?

1.10.3 Hypothesis

It is hypothesized: The grammatical accuracy triggers learners 'oral performance and it encourages learners to communicate their opinions.

1.11 Instrumentation

1.11.1 Participants

The participants in this study were 35 advanced students (22 females and 5 males), who are studying English as a foreign language (EFL) in the English department at Dr. Moulay Tahar Saida university- Algeria. These 35 students belong to the same classroom and specialty which is didactics. Their ages are between 20 and 23years old. A total of 16 EFL students were selected for two tests and five of them participated in an interview (1 male and 4 female). All the 35 students were part of the observation which was the main part of the study to select the desired data. The participants are native speakers of Arabic language, and none of them had any experience of being in an English-speaking country. They had already studied English as part of their curriculum in their middle and secondary schools before they entered university. These students belong to different societal background; some of them are rural and the others are urban. On the other hand, they have different abilities, some are fast learners and some are slow learners of the language. The rationale behind sampling first year master students of didactics was that they have already studied grammar in the two first years and they have built their grammatical knowledge, tacit and explicit. In addition to this, they will

be future teachers so they have to be good speakers of the language as well as their speech delivery should be powerful and fluent. This reason is what leads teachers to focus on their learners' oral performance.

1.11.2 Instruments

To accomplish the objectives of this study, the bellow instruments were used:

A. The Timed Grammaticality Judgment Test (TGJT) was administered to the participants so as to measure their tacit grammatical knowledge with twenty test items. It was designed originally following Ellis' (2004, 2006, 2009) guidelines. The final draft was delivered in the written form on handouts. The participants were required to select the correct sentence among the two parallel grammatical and ungrammatical structures within time limit of 10 seconds for each slide (10 min for all).The scoring of this test is a point for each slide.

B. The Untimed Grammaticality Judgment Test (UGJT) was administered to measure the participants' explicit grammatical knowledge. This test used the same structures used in the first one (TGJT), but in this test they were required to identify and to correct the error in the ungrammatical sentence, and then to spell out the rule that was violated in each item. For the scoring, half a point was assigned ti the identification and the correction part and half a point for the explanation of the rule.

C. An interview was designed to access five participants' language use; in other words, to check their accuracy in using grammar while performing the language orally in addition to the identification of which type of knowledge takes the great part when dealing with the language. This interview took place after the first test and it entailed

three questions which were related to the first test (TGJT). The participants were about to express on which basis they selected the correct sentence, either on grammar rules or on their intuitions.

D. Observation was the main instrument to elicit the desired data of this study. This observation has been realized in four sessions of psycho pedagogy courses. A check list observation was adopted during the observation and it was concerned only with the participants' interaction and their oral performance.

1.11.3 Methodology

The current investigation was based on two different approaches when analyzing the data gathered. In the first place, quantitative approach took place to cover the measurement of grammatical knowledge the participants possess. This research adopted the graphical language to express these measurements for an accurate analysis. In the second place, qualitative approach also was concerned with the behavioral aspect of learners in this study. It underlined the main motives and described, at the same time, their attitudes toward language performance.

1.12 Conclusion

In this study, different instruments were used in an organized way and under series of steps to be followed. These procedures were pursued to seek the information needed for the present investigation in order to be carefully analyzed and interpreted into final results. In line with grammar knowledge issue, many researchers attempted to study its role in the field of SLA, Second Language Acquisition, in general and in learning English as a foreign language in particular. Indeed, there were no unified results; rather, divergent views were discussed, simply, because each study was done in particular conditions, with specific samples, and using different tools.

Chapter Two

Literature Review

2.1 Introduction

In the field of SLA ,Second Language Acquisition, tacit and explicit grammatical knowledge of the English language in an EFL context are two central constructs of this language, as well as, they have been at the core of second language research. In respect of their tremendous role in L2 learning and use, handful empirical studies have cantered their attention on investigating the relationship between implicit and explicit grammatical knowledge and general L2 proficiency. In other words, these studies took place to determine how learners draw on their implicit and explicit grammatical knowledge when they are exposed to different language tasks to perform. However, there were debates between researchers concerning this issue and different results were found.

2.2 Study of Green and Hecht in 1992

In the first place, Green and Hecht (1992) examined the role of the grammatical knowledge in acquiring English as a foreign language. The participants were 300 German EFL learners and English native speakers. The authors exposed their participants to twelve sentences containing grammatical errors so as to correct them and to spell out the rule that has been broken in each sentence. The result of this process showed that the English native speakers succeeded in correcting more errors in comparison with the EFL learners, however; the EFL learners were slight better at explaining errors than the native speakers. The results found suggested that the fact that EFL learners could correct errors more than they could explain; they made use of their implicit knowledge to do so. The same for the English native speakers, they relied on their implicit knowledge to perform the task. Undoubtedly, this study proved that the implicit knowledge takes the great part in the EFL learners' performance of the foreign language.

2.3 Study of Han and Ellis in 1998

Instead, a study had done by Han and Ellis (1998) who aimed at testing the relationship between the implicit and explicit knowledge and general L2 proficiency. 48 adult learners of English, who enrolled in two summer sessions of an American university intensive English programme in the United States, participated in this study. These researches used the Timed Grammaticality Judgment Test (TGJT) to measure the participants' implicit knowledge of grammar and the delayed Grammaticality Judgment Test to measure the participants' explicit knowledge of grammar. In this case, the relationship was operation alised by the use of TOEFL, Teaching of English as a Foreign Language, which contained three sections: listening comprehension, structure and written expression and vocabulary, and reading comprehension. Also, it was operation alised by the SLEP, Secondary Level English Proficiency, which contained two sections: listening comprehension and reading comprehension. As a result, the SLEP test correlated with the measures of implicit as well as explicit knowledge unlike the TOEFL which is more likely to elicit explicit knowledge. On the whole, the conclusion to be drawn from these results was that both explicit and implicit L2 knowledge might play a role in general L2 proficiency.

2.4 Study of Hu in 2002

Hu (2002) conducted a study to investigate the use of explicit knowledge in spontaneous writing. The participants were 46 Chinese learners of English. Hu used an untimed error correction task and a rule verbalisation task for the participants to carry them out before engaging in two similar spontaneous writing tasks and a timed error correction task. The purpose behind was to make learners aware of the six structures which were the focus of the study. Due to the availability of the metalinguistic knowledge, explicit

structures, the participants were more accurate in the use of these six structures the way that increased accurately their use in the second spontaneous writing task. This study ended with the conclusion that learner's awareness about the need to attend to specific form of the language helps them to fully use their metalinguistic knowledge, which is explicit, in writing performance.

2.5 Study of White and Ranta in 2002

Conversely, another investigation was undertaken by White and Ranta (2002) for the same issue. To do an experiment, they divided their participants into two groups: one is the control group and the second is the treatment group. This experiment witnessed two stages: the pre-test stage and the post-test stage. In the first stage, both groups participated in an open-ended oral production task without pre-instruction. Whereas, in the second stage the treatment group attended to instructions about the third person singular possessive determines before participating in the open-ended oral production task for the second time, however; the control group did not attend to the instructions. The first stage resulted in finding a positive correlation between the participants' explicit knowledge and the oral production task; as opposed to the second stage where the relationship was not statistically significant for the treatment group. According to these findings, White and Ranta theorized that learners' performance in oral tasks decreases when they are aware of what is in need to be attended to and thus the implicit knowledge might be useful in this case.

2.6 Study of Roehr in 2008

The focus of this study was on the L2 metalinguistic knowledge, which is the L2 explicit knowledge of grammar and vocabulary, and its relationship

with the university-level learners, L2 proficiency. To measure the L2 metalinguistic knowledge of sixty advanced university students taking German at a British university, Roehr resorted to a two-section test (henceforth, metalanguage test). The purpose behind the first section is to measure the learners' ability to correct, describe, and explain the selected L2 features, while the second section is the measurement of their language-analytic ability. On the other hand, the participants' L2 proficiency was evoked by a test with 45 items (22 items in form of gap-fill and 23 items in form of multiple-choice) including a set of L2 features (based on notions of pedagogical grammar) tackled in tertiary-level foreign language instruction aimed at L1 English-speaking learners of L2 German. Further, this test was piloted before being introduced widely to the participants. According to the findings, Roehr explained them in the way that the metalinguistic knowledge correlated strongly with the learners' L2 proficiency.

2.7 Study of Elder and Ellis in 2009

Elder and Ellis (2009) later conducted a study in which they directed their efforts at exploring to which extent implicit and explicit L2 knowledge predict L2 proficiency. This study was undertaken under two sub-studies :

2.7.1 The First Sub-Study

This sub-study aimed at examining the relationship between the measures of implicit and explicit L2 knowledge of 17 grammatical structures (Ellis, 2005) and the measure of L2 proficiency. The two researchers used as instruments the Untimed Grammaticality Judgment Test (UGJT) and the Metalinguistic Knowledge Test (MKT) to measure the explicit knowledge. Also, they used the Timed Grammaticality Judgment Test (TGJT) to measure the implicit knowledge of 111 students enrolled either in professional English classes, or in tertiary academic courses in New Zealand. Moreover, TOEFL

was chosen to be measurement of the L2 proficiency. What was found is that TOEFL correlated positively with the measures of the explicit knowledge, unlike the implicit knowledge which was extremely week and its scores did not correlate with the TOEFL.

2.7.2 The Second Sub-Study

Elder and Ellis in this study probed the extent to which the implicit and explicit L2 knowledge of specific grammatical structures related to the general L2 proficiency. They made use of the same measures used in the first sub-study to measure the explicit knowledge. And in addition to the (TGJT) to measure the implicit knowledge, they also used the Elicited Oral Imitation Test (EOIT) as measurement of that type of knowledge of fifty learners in foundation courses or in courses in private schools in New Zealand. However, in this sub-study the TOEFL was not the only test used to measure the L2 proficiency rather, Elder and Ellis added the International English Language Testing System (IELTS) to elicit different types of knowledge. The results found revealed that explicit and implicit measures of the same grammatical structures were not both related to proficiency. Hence, implicit knowledge was found to be a significant predictor of speaking and writing, whereas explicit knowledge predicted listening and reading.

The results raised in this study which involved two sub-studies are different from each other the reason that leaded Elder and Ellis to suggestively explain the causes behind this difference. First, in each sub-study different tests were used; in the first sub-study they used TOEFL while in the second one they used IELTS and both tests brought out different types of knowledge. Second, in the second sub-study they adopted the Elicited Oral Imitation Test as a second measurement of the implicit knowledge. Finally, they used total score

for measures of implicit and explicit knowledge; in contrast, the scores used in the second sub-study were calculated by the authors.

2.8 Study of Runhun Zhang in 2015

Currently, a research was carried out by Ranhan Zhang which examined the role of implicit and explicit L2 knowledge in general L2 proficiency in an EFL context (mainland China). The participants of this study were 49 English majors (43 females and 6 males). The researcher employed the four tests used in Ellis (2005, 2009) to measure the participants' implicit and explicit grammatical knowledge: Elicited Oral Imitation Test (EOIT), Timed Grammaticality Judgment Test (TGJT), Untimed Grammaticality Judgment Test (UGJT), and Metalinguistic Knowledge Test (MKT). On the other hand, Oxford Placement Test (OPT) was used as standardized proficiency test to figure out the L2 proficiency. The later contained two parts listening and grammar. The findings showed that both types of knowledge correlated significantly with the measures of general L2 proficiency and in particular with the grammar score.

2.9 Rationale of the Current Study

Although the previous studies have focused on the role of the explicit and implicit grammatical knowledge in the general L2 proficiency, very few investigations, among them, have been centred particularly on the oral proficiency and how it is obtained through executing these two types of knowledge. As a further vision, the correct use of the language system, grammar, is still in need to be investigated in terms of its contribution to the learners' oral performance. Equally important, the current study stands on the learners' awareness about their accurate language system and how learners act when confronting oral tasks with reference to their language exactness. All in

all, it looks beyond their oral proficiency so as to identify what support their orality by means of frequently real time observation rather than fixed tests.

2.10 Conclusion

Along with these researches, they have all questioned the role of grammar in learning a new language in a way that makes the reader touches the importance of grammar as a salient component of the language. On the other hand, these studies sympathised on that this component is the significant predictor of the learners' performance in the target language. Besides, they asserted its compulsory existence to be a strong foundation to the ability of monitoring meanings. In the same manner, the study in hand builds on this view to empower its stance. On the whole, this field of inquiry is very important as being concerned with helping learners to become effective users of the language.

Chapter Three

Empirical Phase

3.1 Introduction

For the sake of investigating the impact of the accurate grammar use on learners' oral production of the English language, the study in hand required the administration of two tests, interview, and observation to collect the desired data. The instruments took place following the appropriate procedures so as to ensure the authenticity of information gathered. Consequently, the findings were systematically analysed in a way that facilitates for the reader his understanding of these analyses. Drawing on the interpretations done based on what have been found in this investigation, one can answer the question raised in this paper to reach the potential of clarifying what is ambiguous concerning the Teaching/Learning issues.

3.2 TGJT Responses Analysis

In this test, twenty items were used to measure the tacit grammatical knowledge of sixteen students. For the time limit, they were asked to respond in ten minutes no more in order to prevent them from checking the rules instead working with their intuitions. The results of this test are summarised in the following table:

Table 3.2 : TGJT Responses Rate

Rate *Type of response*	**Correct responses (out of 320)**	**wrong responses (out of 320)**	**No responses (out of 320)**
Responses rate (number)	246	45	18
Responses rate (percentage %)	77%	14%	6%

The table shows the different rates of responses performed in the TGJT. This test revealed different types of responses: correct responses, wrong or

incorrect responses, and no responses which mean items with no answers. For the correct responses, the participants have succeeded in choosing 246 correct choices from the total of 320 items and the correct responses were 77%; whereas, for the wrong responses, the participants have failed in answering correctly 45 items, out of 320, which were 14%. Additionally, there were items that have been left with no responses (only three of the test papers contained these items with no responses) which were 6%.

Graph 3.1: TGJT Results' Description
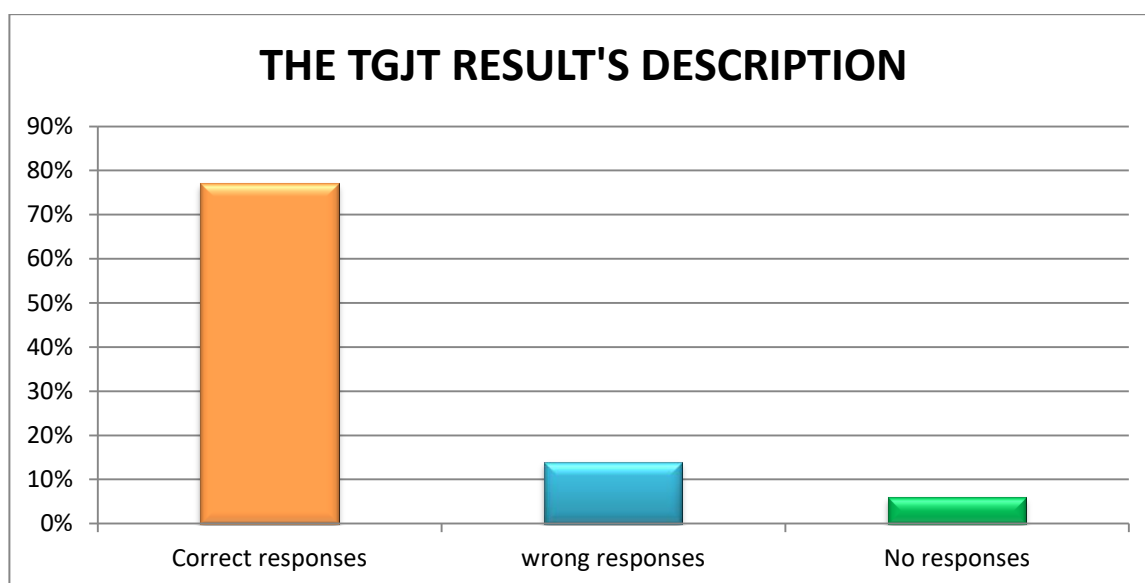
The graph reveals that the learners' ability to perform the task intuitively is very powerful in contrast with their failure to answer correctly some items. Therefore, one can conclude that the tacit grammatical knowledge interferes strongly in the learners' language performance and these results in increasing their correctness in performance as well as lead to the accurate use of language's structures in the language use. On the other hand, the learners' failure to answer correctly the items indicates that they have tried to answer either by their intuitions or by their thinking of the rule, and this act explains their willingness to perform what they have and what they know. Yet, those items with no response lead to one explanation ; since only three of

the participants did not accomplish the task and left the last items with no response (also their answers entailed the correct and the incorrect ones), so they did not manage their time appropriately to answer all the items.

3.3 UGJT Responses Analysis

In the UGJT, the same sixteen students who have participated in the first test (TGJT) participated in this test. The purpose behind this testing is to measure the participants' explicit grammatical knowledge by exposing them to twenty items which were incorrectly formulated in terms of grammar. The participants were supposed to recognise the incorrect part in the sentence and to reformulate it correctly; then, to spell out the rule broken in each sentence. They were not restricted by time rather they had the opportunity to work at ease in order to call for the grammar rules in performance. The results are described in the following table:

Table 3.3: UGJT Responses Rates

Type of Response		Responses Rates N°	Responses Rates %
Correct responses	Recognising the error (out of 80)	40.25	50%
	Reformulating the sentence (out of 80)	33.5	41%
	Spelling the rule (out of 160)	14.5	09%
Wrong responses	Recognising the error (out of 80)	23.5	29%
	Reformulating the sentence (out of 80)	28.25	35%
	Spelling the rule (out of 160)	22.5	14%
No responses	Recognising the error (out of 80)	12	19%
	Reformulating the sentence (out of 80)	12	19%
	Spelling the rule (out of 160)	110.5	71%

The results announced in the table are related to the rates of responses gathered from the UGJT. Also this test entailed three types of responses:

correct responses, incorrect/wrong responses, and no responses (items not answered). First, the correct responses concerning the first part of recognising the error were 40.25 which are about 50%. Next, the part of reformulating the sentences correctly was 33.5 which are about 41%. Then, spelling the rule was 14.5 which is about 9%. In the second place, the incorrect responses for recognising the error were 23.5 which are about 29% and reformulating the sentences was 28.25 which is about 35% ; then, for spelling the rule, it was 22.5 (14%). In the third place, the scores of items with no responses for the first part were 12 (19%) similarly for the second part its score was 12 (19%). However, the part of spelling the rule was 110.5 (71%).

Graph 3.2: UGJT Results' Description.
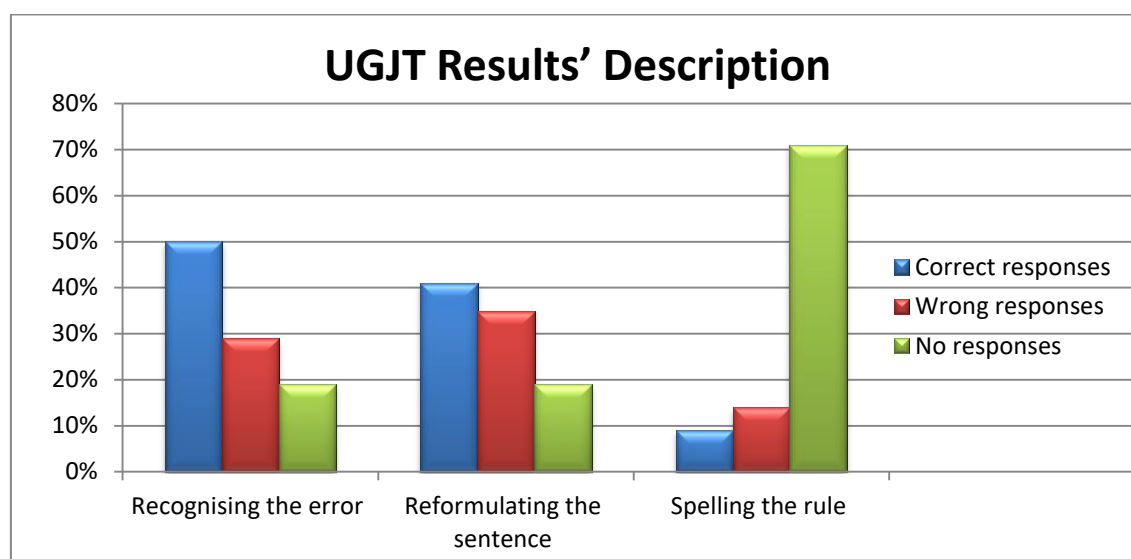
In this graph, the first two parts of the test concerning recognising the error and reformulating the sentences are quiet similar. Also, both of them move from the top to the bottom which means the students' ability to know what is wrong in the sentence and correct it is more proficient than their disability of evoking the error and correcting it. Indeed, these actions refer to the tacit grammatical knowledge; that is to say, the students' tacit grammatical knowledge is still playing a big part in their performance.

On the other side, spelling the broken rules in the items' results move from the bottom to the top. The later exhibits the participants' deficiency in being apprised of the explicit grammatical rules because they did not answer a great number of items relating to the rules' part which was under the score of 110.5 (71%). Hence, one can explain this in the way that the students' explicit grammatical knowledge is not extreme as much as their tacit grammatical knowledge.

3.4 TGJT and UGJT's Final Interpretation

Based on the scores of the two tests and their analyses as well as their description, the results empower the interpretation of that the students' performance of the language relies firstly on their intuition rather than their awareness about the language's rules of use. In the same way, the tacit grammatical knowledge is taken to be their instrument to avoid errors when using the language and to reach the convenient language display. To put it in a simple way, the pie-chart bellow illustrates what have been concluded from the analysed data.

Pie-chart 3.1 : Tacit/Explicit knowledge Comparison

Tacit/Explicit knowledge Comparison

- explicit knowledge (25%)
- tacit knowledge (75%)
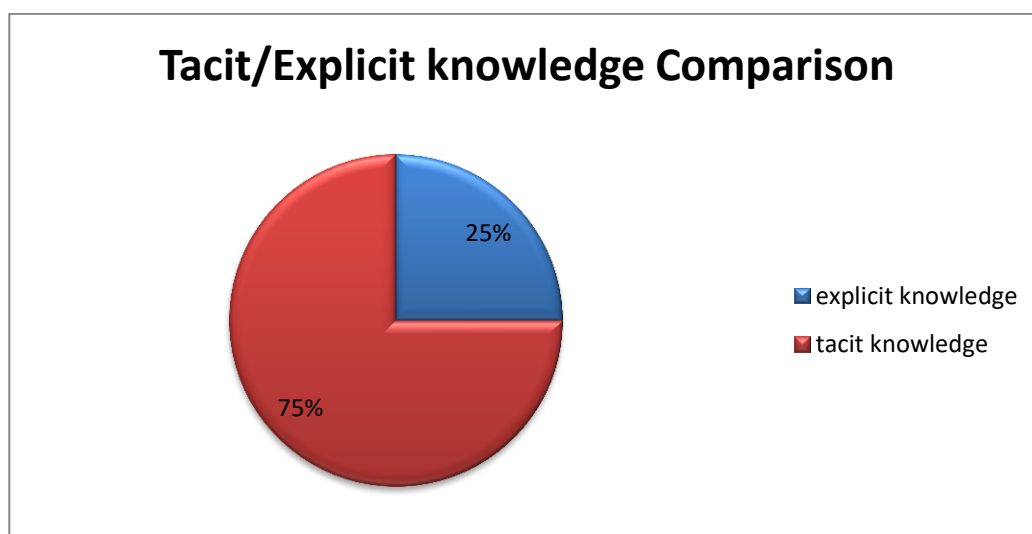
3.5 Interview Analysis

It is worth noting that the interview was done on the basis of checking the participants' oral performance in terms of their grammatical accuracy in using the language orally. Likewise, the five participants in the interview were chosen according to their good oral performance and this process of choosing them was done under the help of their teacher of oral expression.

The impression got from the interview was very positive because four of the participants have answered clearly the questions and in the correct way. Besides, their language was free from mistakes and errors the way that made their oral performance proficient. The interview entails three items (questions) and the results were as follow:

Table 3.4 : Interview Results

Items	1st interviewee	2nd interviewee	3rd interviewee	4th interviewee	5th interviewee
The TGJT correct choices	80%	80%	99%	90%	90%
The basis of their choices	Intuition	Intuition	Intuition	Intuition	Intuition then the rule
Stating the rule for particular structure	No	Yes	Yes	Yes	Yes

The results mentioned in the table show that the students were strongly sure about their correct choices in the first test (TGJT) which is recognised in the percentages they gave to their responses. In the second place, they emphasised their intuition intervention in performing the task the reason that empowers the interpretation of the tests' results (TGJT and UGJT) when saying that the students' tacit grammatical knowledge plays a great role in performing the language. Additionally, the third item concerning the grammatical rule was answered by four of the participants; thus, they

improved that their tacit and explicit knowledge are good enough to lead them to perform correctly the language. On the whole, their grammatical accuracy was noticeable in their speech when answering the interview's questions. The figure below summarises the interview's key concepts:

Figure 3.2: Interview's key concepts
Own Adaptation
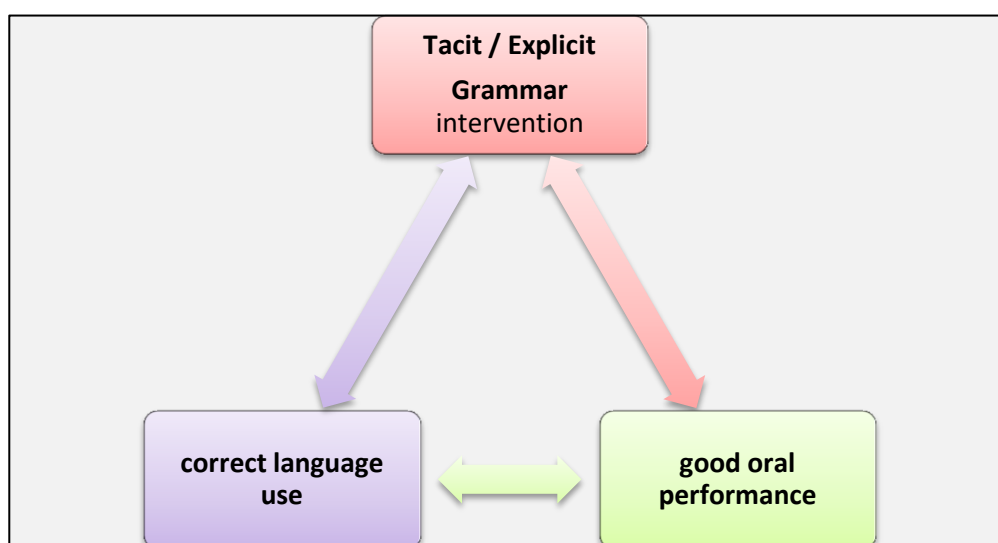
3.6 Observational Data Analysis

One of the important points concerning the observation is that it provided a chance to see things that students may be unwilling to discuss. The observational data in hand touch the behavioural side of students during the courses. Although the current study stands on grammatical proficiency, the focus of the observation was on two categories of students; the first category (A) is those students who enjoy good language performance and the second category (B) are those students who are not good in performing the language orally.

The reason behind focusing on two categories is to make a kind of comparison so as to reference the basis on which the interpretations are made. Further, observing students for four sessions revealed the following data:

Table 3.5 : Observational data.

Sections	1st session	2nd session	3rd session	4th session	1st session	2nd session	3rd session	4th session
Starting an interaction	ST	MT	MT	ST	R	R	ST	R
Justifying information	ST	MT	MT	ST	R	R	R	R
Developing the interaction	ST	ST	MT	MT	R	R	R	R
Changing the topic	-	-	-	+	-	-	-	-
Stopping the interaction	Student	teacher	teacher	Student	/	/	student	/
Responding requests	After few seconds	directly	directly	After few seconds	/	/	/	/

- ST : Sometimes

- MT : Most of time

- R : Rarely

- +: yes

- -: no

The results in table are divided into sections to be analysed:

Section One: Starting an Interaction

In this section, students (A) have shown a great involvement when they were interacting most of the time in the three sessions and only in one session their interaction was reduced in comparison to the previous ones. In this case, it can be strongly explained in the way that the students with good language performance cover the phase of starting interaction during the course which means that they are encouraged to speak what they have in mind. For the session where they were not interactive as they used to be, it is interpreted that they might have difficulties in understanding the topic and managing it, which was noticed in their responses. However, this did not prevent them from interacting with their teacher even with few ideas. On the other side, students (B) , sometimes, took the initiative to express themselves which was seen only in one session. For the other three sessions, they were totally passive i.e.; no interaction at all.

Section Two: Justifying Information.

In the second section, students (A) have also shown their ability to justify and defend their views when expressing them. In two sessions, they were so defensive by contrast to the other two sessions, but their talk was always covering the courses. On the other hand, students (B) did not make any cooperation in sharing their ideas, instead they resorted to silence.

Section Three: Developing the Interaction

Developing the interaction has to deal with going further in details within the same point of discussion. Students (A) in this section were managing their ideas in a way that made the teacher asks for more

justifications and gives time for them to display all what they have because these details were worth discussing. Students (B) were also passive in this section because they did not interact from the beginning or present ideas to be justified or developed.

Section Four: Changing the Topic

It was the hardest section for them because very few students from category (A) had the ability to develop a topic to be discussed with their teacher and this happened only in one session. In fact, one of them brought a topic from his own and he was doing a research on it. Moreover, the same passivity was marked for students (B).

Section Five: Stopping the Interaction

In this section, students (A) sometimes stopped the interaction only when their ideas are fully expressed; otherwise, the teacher stopped them in an indirect way because of their willingness to keep expressing ideas in an interactive way. Students (B) were the only responsible for stopping their interaction regarding the few words they shared.

Section Six: Responding Requests

At the end of any discussion, the teacher tended to ask questions related to the topic tackled. What was noticed is that students (A) sometimes responded directly the questions, whereas in the other times they responded after few seconds who indicates that they take time to recall facts and to organise ideas. For students (B), they did not show any effort in responding requests in an academic manner, rather they rarely utter separate words in a disorder which were taken for granted.

3.7 final Results' Interpretation

The last finding of this study was that, in comparison to the non-proficient students regarding the language oral production, the students with good command of grammar dominate the classroom with their talk during the lesson. In other words, their opinions are loudly presented and discussed in a confident way. Thus, one can discern that the students' ability to deliver their ideas, be them wrong or right, is empowered by their grammatical accuracy represented in their oral language use. To this end, the answer hypothesised to this investigation is positively approved which states that the grammatical accuracy, indeed, triggers the learners' oral performance and guarantees their speech delivery.

3.8 Conclusion

This study is added to the body of L2 research on the impact of tacit and explicit grammar knowledge on the EFL learners' general proficiency. The results indicated that students enjoy a high level of tacit grammatical knowledge which is not the case for the explicit knowledge; however, only some of them were good in both types of knowledge, tacit and explicit. Similarly, those students were enjoying an accurate grammar in their orality. Furthermore, students in this case were highly motivated to participate and share ideas through interaction at each time. In short, it was found that this accuracy is the reason behind promoting students' utterances and bringing them to light. As opposed to those cases where some students with good command of grammar do not show interest in participating, the reasons behind might be related to psychological or environmental cause.

Chapter four

Pedagogical Recommendations

4.1 Introduction

This study was to look for the impact of tacit and explicit grammatical knowledge which lead to the accurate grammar use on the learners' oral production of the language. Its results have confirmed that grammatical accuracy is highly correlated with their triggered oral performance. In the light of the above finding, one can expand the importance of grammatical knowledge, tacit and explicit, in the improvement of language accuracy; accordingly, learners' morality will be released. Moreover, this would suggest some useful recommendations for promoting language proficiency.

4.2 Importance of grammar/ grammar knowledge

It is very important to keep in mind that grammar is not just about avoiding mistakes; rather, it plays a substantial role in governing the use and application of language. Understanding how grammar works is fundamental for the user, when being provided with language's structures, in order to build complete and meaningful sentences. It is true that some learners can subconsciously pick up their language without any kind of explicit or formal instruction, like native speakers do, but they cannot talk about it or explain some of its irregularities without having learned them. According to this view, both types of grammatical knowledge, tacit and explicit, are vital for reaching the level of accuracy in using the language, English, as it is demonstrated in the figure below:

Figure 4.3: Elements of grammatical accuracy

Own Adaptation
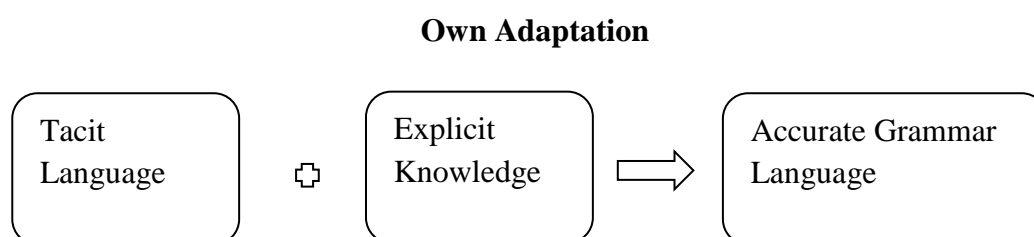
The importance of grammar can take many dimensions and vary according to the situation and context in which it is used; in other words, the roles grammar play are multiple and diverse. One of the primary traits grammar has is that it enables the language user to process and produce correct sentences, be them written or spoken. Besides, it draws the ways for the user to function properly in each of these areas (speaking, writing, listening, and reading). A mastery of grammar can make it easier for learners to communicate and articulate their thoughts coherently unlike the deficiency in mastering grammar; in this case, communication is more likely to be disrupted and misconceived. What follows is an attempt to demonstrate the role of grammar in the four areas:

Figure 4.4: Grammar roles in the four skills

Own Adaptation
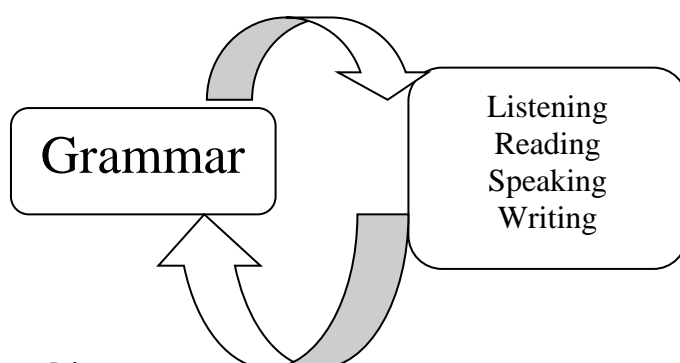
4.2.1 In speaking

It is common belief that the strength of a tree lies on its roots. Similarly, the strength of any spoken language lies on its grammar; that is to say, grammar serves the foundation of all spoken languages. Since speaking is an everyday activity, a good command of grammar is crucial for effective communication. More to the point, the way one expresses himself/herself during communication gives off hints to one's knowledge and education which will be demonstrated in the others judgments. Thus, a correct use of grammar makes people perceive the speaker as a well educated person and a good language user.

Figure 4.5: Grammar reflection on one's personality

Adapted from: File: /// C: / users/Pc/Desktop/ling/

The importance of Grammar in English Acquisition.htm

Speaking

⇩

First impression lasts:

| Most obvious aside behaviour | One's creditability is judged |
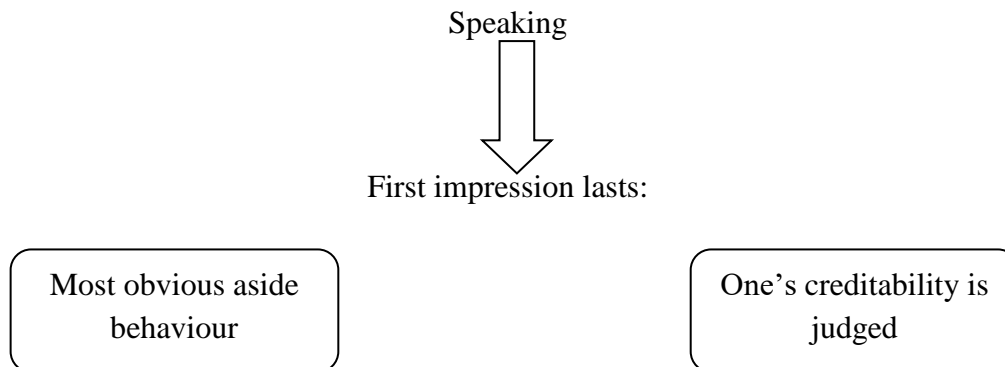
4.2.2 In Writing

In writing, grammar governs the mechanisms of writing and ensures that it can be understood by all. A learner may have splendid ideas and distinctive perspectives which would bring benefits for others. Nevertheless, if he/she lacks the aptitude to fluently and accurately express these ideas, they would not entice the others attention. Moreover, the misused structures or mechanisms can change totally the meaning of sentences and it will be a waste of time and effort by the end.

4.2.3 In Listening and Reading

The function of grammar does not extend to the written and spoken forms of language only; instead, it exceeds to be an underlying component in listening and reading. In sum, the role of grammar pertains not only to one's production, but also to one's understanding and perception. Learners cannot develop their understanding if they do not do further reading about a particular topic ; however, reading without understanding is harmful for the existing knowledge because when learners read without getting the real meaning, they star doubting what they have in mind. On the other hand, they cannot express their thoughts

elicited from their reading. This applies to listening as well when they are less able to understand what is said to them, they will be not able to either receive neither the meaning nor reacting to that meaning.

4.2.4 In Triggering Oral Performance

As it is discovered recently in this paper, mastery of grammar, grammatical accuracy, tends to be a powerful activator of the oral performance in learners. As a matter of fact, when learners are aware about their correct grammar incorporated in their orality, their self-confidence is increased to activate their speech. In this case, not only grammatical accuracy of learners is enhanced, but also their self-confidence to dominate the talk.

4.3 Recommendations for Improving Grammatical Accuracy

Drawing on the importance of grammar in learning and mastering a foreign language, English, both teachers and students are required to focus more and more on this issue in the teaching/learning process. Recently, grammar is taken for granted and there are no serious procedures when dealing with it. For this reason, a high deficiency in competence is taking the greatest part among EFL students. To build up this grammatical competence some useful recommendations are suggested for both teachers and students:

4.3.1 Pedagogical Considerations for Teachers to Help Students Improve Their Grammar/Grammatical Accuracy

Teachers are the first influential factor who influence students and control their learning process. A good teacher can intelligently make students involved in the lesson through eclectic methods which suit his/her students' learning style and interests. In this case, the first step teachers should do is to study their students' styles, interests, and needs by doing a kind of needs analysis in order

to decide upon the procedures that are going to take place. The following tips are also important:

4.3.1.1 Providing Context

Since language exists for the sake of communication, it cannot be learned in isolation or in a separate manner. This means that the teacher should create suitable context to teach a given structure and this context should be real, derived from the « here » and « now ». The later helps in motivating students and making them involved in the lesson. To put it simple, when students are exposed to actual situations and topics which are not imaginary, they will find themselves unconsciously engaged in those situation and they will act intuitively.

Teachers can also use games to make students perform different tasks about grammar rules; in this way, students will perform as if they are competing each other's and the classroom atmosphere will be enjoyable. This is used to avoid falling in boredom from one side and from the other side to foster the understanding of grammar rules.

4.3.1.2 Controlling Grammar Output

Each student is marked with his/her level in grammar and the teacher is the only responsible for finding what can help students in enhancing their abilities through the appropriate activities. Equally important, teachers can help students by directing them to target a certain grammar point in speaking. For instance, they may ask them to narrate a journey or stories, or to describe events, objects, and persons.

4.3.1.3 Providing Practice

One of the useful ways to make students practise speaking freely and without stress is to give them opportunities to speak in small groups without

teacher intervention. Students in this situation feel at ease when expressing themselves. Moreover, to reduce stress in speaking which lead students to make mistakes, teachers should allow their students to practise presentations with peers to feel supported.

4.3.1.4 Providing Feedback

Listening to mistakes without correcting them is taken to be a crime because students see their orality is accurate if they are not put under attention of their mistakes. This act leads to ignore accuracy in grammar and focus only on fluency. For this reason, teachers can require their students to record their presentations and transcribe them into the written form in order to circle the mistakes done and correct them by themselves. Indeed, this helps them in working on their grammar again and passing over their difficulties.

Considerations for Students to Improve Their Grammar/ Grammatical Accuracy:

Beside that teachers play a tremendous part in fostering learning, students also are considered to be controllers of their learning process. This means that they have to do further efforts and not relying only on what teachers do in the classroom. In this way, they successfully reach the desired level of grammar knowledge. Some of these efforts can help to do so:

4.3.2.1 Learning from Mistakes

Students are obliged to review what they produce so as to check the quality of their production. While reviewing, they are going to come across some mistakes which have to be corrected. This process rise students' awareness to avoid those kinds of mistakes because they learned from them in an indirect way.

4.3.2.2 Concentrating on the Most Difficult Grammar

For students, each one of them faces difficulty in dealing with particular structure in grammar. Most of the students pass over them and it is not the right way ; instead, they have to focus their attention and efforts more on these structures to be mastered in future through the excessive practice. Coming to this point, nothing will be impossible and failure will turn to success.

4.3.2.3 Reading/listening to English Materials

Mastering grammar cannot be achieved only with written or oral practice. Students have to invest their free time in reading articles, journals, and books written in English. Also, listening to native speakers from time to time is very helpful in learning grammar, but these actions have to be carried out regularly.

4.3.2.4 Refreshing Understanding of Grammar Rules

To know grammar rules is not enough for students because they may forget one day those rules if there is no practice. Students have to take some time to go through a grammar guide in order to remind themselves with grammar rules. This helps the brain to install these rules in long-term memory as basics.

4.3.2.5 Recording and Listening to Presentations

As mentioned before, teachers apply this technique to make students learn from their mistakes. This does not prevent them from practising this in their own; that is to say, students can take it as a habit to record their talk and listen to it. From one side, they will be more confident when they are asked to present their works and from the other side, they cure their weaknesses in some parts of grammar.

4.4 Conclusion

It is important to note that grammar is the heart of language and it cannot be mastered without practice. For some, it seems not useful to follow these tips, or they are not good enough for good grammar use. However, to follow them for two times or three times, of course, this will not work. Students and teachers should be consistent when implementing these procedures. Besides, it requires time and patience both from teachers and students so as to succeed in making their grammar accurate. In learning, nothing is easy, but nothing is impossible. Above all, students' willingness to master grammar takes the major area in this process and without this inclination nothing will be reached.

General Conclusion

The present research addressed a grammatical issue to discover another significance of grammar in the field of Second Language Acquisition. Drawing on this objective, different relevant procedures were undertaken to gather information. Prior to this study, different attempts to seek out the role of tacit and explicit grammar knowledge in general language proficiency took place; however, contrasting results were discussed among researchers to arrive to the conventional view. The general belief elicited from all these researches is that the grammatical competence is the most influential factor in language proficiency. In the same manner, the current research followed this belief to go deep in this issue and to work on more details concerning grammar knowledge.

The results gathered from the tools used in the present study were carefully analysed and interpreted to reach the desired objective. The results indicated that most of the students were good in tacit grammatical knowledge by contrast to the explicit one and these results were revealed in the two tests (TGJT and UGJT). Another results implied that students with good tacit and explicit knowledge of grammar were thoroughly proficient in communication and this was seen in their speech in the interview. In short, it was found that the grammatical exactness, accuracy, has importance in activating students' speech and supporting it. In respect to these findings, teachers and students are represented to a set of considerations to be taken into account in order to spread this grammatical accuracy among students to reach the proficiency at the spoken level. For further studies, it is recommended to investigate what prevent those few cases with good command of grammar from freely expressing themselves, so studies can be conducted to bring to light reasons behind their reluctance and how to it should be treated.

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Appendix A

Timed Grammaticality Judgment Test (TGJT)

Age :
Gender :

Instruction : circle the correct choice (either A or B) within the time limit set for each slide (10 seconds)

Example : what do you usully do on Friday ?

A : I often going to the cinema.

B : I often go to the cinema.

1/How is the weather there ?

  A : It is nice.

  B : It is a nice weather.

2/A :They seldom do not go to the movies.

  B : They seldom go to the movies.

3/A :Why is Tom not worried ?

  B :Why is Tom no worried ?

4/A :Tom is a careful driver.

  B :Tom is a carefully driver.

5/A :I asked her whether could she read before she started school.

  B :I asked her whether she could read before she started school.

6/What is this ?

  A :It is the book I wanted you to read.

  B :It is the book I wanted you to read it.

7/Are you sitting down ?

  A :Yes, I sit.

B :Yes,Iam.

8/How is her swimming ?

  A :She can certainly swim a lot fastest than Ican.

  B :She can certainly swim much faster than I can.

9/They are really good friends.

  A :Yes, they have been in the same class for the past three years.

  B :Yes, they were in the same class for the past three years.

10/A :The window was repaired by the landlord.

    B :The window repaired by the landlord.

11/A :She said that she did not mind to want well until we go back.

    B :She said that she did not mind wanting well until we go back.

12/A :This is the city where George Washington lived.

    B :This is the city where George Washington was living.

13/B : No,you have to guess it yourself.

 A :Can you explain me this word ?

 A :Can you explain this word for me ?

14/B :At 9 o'clock.

 A :What time is the news on the television ?

 A :What time are the news on the television ?

15/B :Yes, it tastes delicious.

 A :Is the fish enough cooked ?

 A :Has the fish been cooked enough ?

16/Where is Jim ? I do not see him these days ?

 A :He has gone to Japan.

B :He has gone to the Japan.

17/B :Art and architecture.

A : What are you interested with ?

A :What are you interested in ?

18/ He seems not to be feeling well.

A :Yes, he has been working such hard that he has made himself ill.

B :Yes, he has been working so hard that he made himself ill.

19/A :It was near end of prehistoric times that the first wheeld vehicles appeared.

B :It was at the end of prehistoric times that the first wheeld vehicles appeared.

20/The book is really interesting.

A : It is really worth reading.

B :It is really worth read.

Appendix B

Untimed Grammaticality Judgment Test (UGJT)

Age :   **Gender :**

Instruction : for each item below :

1/Underline the grammatically incorrect word(s).

2/Write its correct form.

3/State the grammatical rule that has been broken.

Example : A : what do you usually do on Friday ?

         B : I often goes to cinema.

Correct form : go

Rule :the verb must agree with the subject.

1/ A :How is the weather there ?

   B :It is a nice weather.

Correct form :

Rule :

2/ A :They seldom do not go to the movies.

Correct form :

Rule :

3/A : Why is tom no worried ?

Correct form :

Rule :

4/ A :Tom is a carefully driver.

Correct form :

Rule :

5/A : I asked her whether could she read before she started school.

Correct form :

Rule :

6/ A : What is this ?

   B : It is the book I wanted you to read it.

Correct form :

Rule :

7/A : Are you sitting down ?

   B : Yes, I sit.

Correct form :

Rule :

8/A : How is her swimming ?

   B : She can certainly swim a lot fastest than I can.

Correct form :

Rule :

9/A : They are really good friends.

   B : Yes, they were in the same class for the past three years.

Correct form :

Rule :

10/B : The window repaired by the landlord.

Correct form :

Rule :

11/A : She said that she did not mind to want well until we go back.

Correct form :

Rule :

12/A : This is the city where George Washington lived.

Correct form :

Rule :

13/A :Can you explain me this wo

    B :No, you have to guess it yourself.

Correct form :

Rule :

14/A :What time are the news on the television ?

    B :At 9 o' clock.

Correct form :

Rule :

15/A :Is the fish enough cooked ?

    B :Yes, it tastes delicious.

Correct form :

Rule :

16/A :Where is Jim ?I do not see him these days ?

    B : He has gone to the Japan.

Correct form :

Rule :

17/A :What are you interested with ?

    B :Art and architecture.

Correct form :

Rule :

18/A :He seems not to be feeling well.

B :Yes, he has been working such hard that he has made himself ill.

Correct form :

Rule :

19/A :It was near end of prehistoric times that the first wheeled vehicles appeared.

Correct form :

Rule :

20/A :The book is very interesting.

B :It is really worth read.

Correct form :

Rule :

Appendix C

Interview for Students

1/ How sure are you about your judgments?

2/ Did you base your judgments on how the sentence sounds? Whether it sounds correct or incorrect? Or did you try to think of a rule to help you decide?

3/ Can you tell me what the rule is?

Appendix D

Checklist Observation

Managing the Interaction

Start any interaction   rarely / sometimes / most of time

Justify information   rarely / sometimes / most of time

Developing the interaction   rarely / sometimes / most of time

Take the opportunity to change the topic   yes / no

Decide when the discussion stops   by teacher /   by student

Respond to request   no / yes directly / yes after few seconds

Appendix D

Checklist Observation

Managing the Interaction

Start any interaction   rarely / sometimes / most of time

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