

The Effect of Explicit Grammar Instruction on Language Learning

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Abstract

Explicit grammar instruction in the second language (L2) classroom is an increasingly important area that requires more research. Second language acquisition (SLA) researchers investigate the role of explicit grammar instruction and its impact on achievement. However, the findings are inconclusive. The present study, therefore, sets out to investigate the impact of teaching the target language grammar explicitly on the development of the target language competency in the hope of identifying the relevance of such explicit instruction.

The study employs positivist research paradigm. After conducting a pre-test, sixty learners learning English as a second language are selected and randomly assigned into two groups namely experimental and control groups. A grammar course is administered for four months to each group alike except that the experimental group learners are given basic instructions on form and function of grammatical item using their L1. The control group learners are taught the same grammatical items explicitly without using their L1. At the end of the course, a post-test is held to determine the improvements. Statistical analysis of improvement marks suggests that those experimental group learners who received instructions using their first language significantly improve and demonstrate the ability to use grammar in isolation, yet such instruction has not helped either group to improve their ability to use grammar in contextually appropriate ways. This does not necessarily mean that explicit grammar instruction is of no use, but this finding encourages us to more carefully plan the explicit grammar instruction lessons.

Keywords: explicit instruction, adult learners and beginner level learners

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