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explicit methods. Explicit grammar teaching, which is a more traditional approach, focuses primarily on linguistic form and meta-linguistic explanation. Implicit grammar teaching, on the other hand, relies primarily on picking up grammar unconsciously from communicative interactions (Ellis, 2006).

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The implicit grammar teaching approach motivates students and they instantly find applicability. This approach tactfully leads them to identify errors and self correct them. Also students are able to acquire the patterns unconsciously and relate them meaningfully to their real life experiences. Unlike the monotony caused when the abstract

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by Larry M. Lynch. 20 comments. Based on my 15 years of EFL (English as a Foreign Language) teaching experience, the statement " grammar teaching should be implicit, not explicit " could be argued both for and against. Whether to teach grammar as an extracted focus of ELT (English Language Teaching) or more passively as an inductive, integral topic has been the theme of countless debates on the part of institutions, professors, grammarians and language researchers for decades.

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Implicit Grammar Teaching: An Explorative Study into Teacher Attitudes and Classroom Implementations . By S.M. Abrahamse. Abstract. Although much literature has been presented on implicit grammar teaching in English as a Foreign Language (EFL) contexts, little is known on teachers ' implementations of longitudinal implicit grammar teaching ...

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Using explicit grammar instruction in the classroom, is where grammar concepts are the main point of instruction and grammar rules are given to the learners and have clear purpose (Ling, 2015). Explicit grammar instruction is known to be a traditional method of grammar instruction that has been used for longer than implicit grammar instruction which is a new concept.

Explicit Versus Implicit Instruction in Second Language ...
explicit and implicit grammar teaching approaches in learning complex and simple rules the other . 4 . two questions are relevant to the effect of language proficiency on the learning of simple and

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complex structures. There are 70 participants in this quantitative applied study and they are all teenage L2

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grammar teaching in their context. The paired sample t-test result, $t(347) = 5.655$; $p < .05$; Cohen's $d = .95$), revealed that the teachers had significantly stronger beliefs in the direct/explicit grammar instruction than in indirect/implicit grammar instruction. The two-way ANOVA results

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