ROLE OF L2 EXPLICIT AND IMPLICIT KNOWLEDGE IN LEARNING ENGLISH: A STUDY OF UNDERGRADUATE STUDENTS OF MADHA TAHSIL

MINOR RESEARCH PROJECT

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UNDER THE FACULTY OF ARTS AND FINE ARTS

BY

DR. SACHIN VAMAN LONDHE

M.A., Ph. D., SET.

DEPARTMENT OF ENGLISH
K. N. BHISE ARTS AND COMMERCE COLLEGE,
KURDUWADI, DIST- SOLAPUR

DECLARATION

I hereby declared that the Minor Research Project entitled "Role of L2 Explicit and Implicit Knowledge in Learning English: A Study of Undergraduate Students of Madha Tahsil" being submitted to University Grants Commission, Western Regional Office, Ganeshkhind Pune for the fulfillment of Minor Research Project is my original and bonafide work and the conclusions drawn therein are based on the data and information collected by myself. To the best of my knowledge and belief, this work has not formed the basis for the award of my Degree or Diploma of similar title.

Place: Kurduwadi

(**Dr. Sachin V. Londhe**)
Dept. of English
K. N. Bhise Arts and
Commerce College,
Kurduwadi

CERTIFICATE

This is certify that the Minor Research Project entitled "Role of L2 Explicit and Implicit Knowledge in Learning English: A Study of Undergraduate Students of Madha Tahsil" which is being submitted herewith for the fulfillment of Minor Research Project of University Grants Commission, Western Regional Office, Ganeshkhind Pune is the result of the original research work completed by Dr. Sachin Vaman Londhe.

Place: Kurduwadi

Prin. Dr. R. R. Patil

Date:

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Kurduwadi **Dr. Sachin V. Londhe**

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Chapter 1
INTRODUCTION

1.0 Preview

The present research is mainly undertaken to investigate the Implicit and Explicit L2 (Second Language) Knowledge of English of the UG students of Madha Tahsil. Considering this, the researcher discusses the introductory account of the issues related to the present study in this chapter. The chapter is divided into four parts. **Part I** introduces the two major concepts, Implicit and Explicit L2 Knowledge, which are used in the present study. The present research investigates the model of Implicit and Explicit L2 Knowledge of the non-native learners of English, who learn it as Second Compulsory Language in India. Therefore, **in Part II** history of English in India, its current status and the importance of learning English in India are discussed. In addition, this part also considers the practice of teaching and learning English at Primary, Secondary, Higher Secondary, and Graduate and Postgraduate levels. **Part III** gives the review of the work done on the present topic. **Part IV** deals with the rationale for the selection of the present research topic. It also details aims, objectives and limitations of the present study.

1.1 Implicit and Explicit Knowledge of L2

As the present research is about the role of Implicit and Explicit Knowledge in learning English, it becomes essential to understand the meanings of the concepts used in the study: Implicit and Explicit L2 Knowledge. They are understood in the context of Second Language Learning. The Implicit Knowledge of the L2 is often defined as 'the intuitive and procedural knowledge that is normally accessed automatically

in fluent performance and that cannot be verbalized' (Bowles, 2011; R. Ellis, 2005). The Explicit Knowledge, on the other hand, is understood as 'the conscious and declarative knowledge of the L2 that is accessed during controlled processing and is potentially verbalizable' (Bowles, 2011; R. Ellis, 2005). The distinction between Implicit and Explicit L2 knowledge and Learning is made by the cognitive psychologists and it is very important for understanding the nature of L2 acquisition. The Cognitive psychologists differentiate Implicit and Explicit Learning in two major ways:

1. Implicit Learning proceeds without making demands on central attentional resources. As N. Ellis (2008: 125) puts it, 'generalizations arise from conspiracies of memorized utterances collaborating in productive schematic linguistic productions'. Thus, the resulting knowledge is subsymbolic, reflecting statistical sensitivity to the structure of the learned material. In contrast, Explicit Learning typically involves memorizing a series of successive facts and thus makes heavy demands on working memory. As a result, it takes place consciously and results in knowledge that is symbolic in nature i.e. it is represented in explicit form (Ellis. R, 2009: 3).
2. In the case of Implicit Learning, learners remain unaware of the learning that has taken place, although it is evident in the behavioural responses they make. Thus, learners cannot verbalize what they have learned. In the case of Explicit Learning, learners are aware that they have learned something and can verbalize what they have learned (Ellis. R, 2009: 3).

1.2 English in India

This part highlights the role of English language in educational system of India. It will also shed light on the arrival of English language in

India, its history, its status in the past and the present, its users, and the functions it serves in India. The role of English language in the Indian educational system is elaborated with respect to Primary, Secondary, Higher-Secondary and Higher education in India.

1.2.1 History of English Language in India

The East India Company officers introduced English language in India during the 18th century. It doesn't mean that Indians started using English language from that time. However, the deliberate efforts of Macaulay and others to teach English language to Indians were for the benefit of the company. From that time the formal teaching and learning of English language started in India. Since then, English language is acquired through teaching and learning in classrooms and not in informal settings, as other languages in India are acquired by Indian people. So there is a link between English language and formal school teaching.

1.2.2 English in Indian Education:

1.2.2.1. Macaulay and his *Minute*

The introduction of English language in India has its base in the colonial history. When the British realized that the Company requires English knowing Indians, East India Company started English teaching in schools. In this background Macaulay prepared his Minute in 1835 – *Manifesto of English Education in India*. In the Minute, Macaulay has clearly stated the goal of English education in India. Kachru (1983: 22) refers to the goal of Macaulay, that he wanted to form "a new class of persons, Indians in blood and colour but English in taste, in opinion, in morals and in intellect". Thus, the aim was to create 'baboos' i.e. clerks. The same goal was achieved by English language in Indian Education up to the Independence of India.

Afterwards, in the year 1857 the universities of Bombay (Mumbai), Calcutta (Kolkata), and Madras (Chennai) were founded in India and English became the dominant medium of higher education in India. From the 1920s, English became the language of political discourse. By the time India achieved Independence; English language has created its own place in education, administration, judiciary and the media. Today, there is a duel approach towards English language: on the hand, some politicians speak against the spread and use of English. On the other hand, some think that the knowledge of English language is vital.

From the time of its inception in India, the issue of English both as a medium and as a subject in Indian Education has remained controversial. As Agnihotri (2001: 200) points out a large group of people opposed its use for the following reasons:

(1) A child is best taught through its mother tongue.

(2) The use of English alienates the learner and has disastrous psychological consequences.

(3) English is associated with colonization and slavery.

(4) Our native languages increasingly become impoverished with the use of English.

(5) Innovative ideas are possible only in one's native language.

(6) English sustains and in fact widens the gulf between the rich and the poor.

Another group, however, supported and encouraged the use of English for the following reasons:

(1) Upward social mobility.

(2) Access to knowledge and power.

(3) Better occupation.

(4) Intellectual statuses.

(5) Trade and commerce.

(6) International networking and diplomacy, etc.

Both the above views are partially true. But it seems that none of them appreciate the Indian sociolinguistic reality and also do not consider the theoretical issues like the nature of language, processes of language acquisition and the relationship between language and culture. According to Agnihotri (2001), the important issues related to English in Indian Education are:

1. At what stage should English be introduced?
2. Should it be a medium of instruction or learned only as a subject?
3. What should be the essence of teacher training programmes so far as English is concerned?
4. What should be the norm of English language teaching?
5. How should its knowledge be evaluated?
6. What lessons can be learned from the history of English in India?
7. How is English related to our multilingualism?
8. What role, if any, can it play in the process of democratization and participatory planning?

However, it is beyond the scope of the present research to explore all these issues, though the researcher will try to focus on some of the relevant issues.

The Independence of the country does not find any significant change in the education policies. After the division of States on the basis of the regional languages, Central Advisory Board of Education (CABE) proposed the 'Three Language Formula' in 1958. The same was accepted by the Conference of Chief Ministers in 1961. Kothari Commission (1964-66) also accepted it and modified it into a 'graduated three-language formula'. Since then, every education Commission has accepted this formula. Agnihotri (2001) refers to the report of Kothari Commission because it characterizes the current thinking about English:

> For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it, and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school days. (Govt. of India 1966:15)

Accordingly, syllabi and materials are formed in order to implement them at both the school and the university levels.

1.3 Teaching of English up to Higher Secondary

English as a subject was introduced from 5th standard in Maharashtra. The objective was that students should learn the grammar of English and not how to communicate. As Agnihotri (2001: 198) says, the method of teaching classical languages like Greek and Sanskrit was imposed upon the teaching of English language. It was forgotten that it is a living language and the focus should be on its use. However, in recent times English is introduced at first standard and teaching material is prepared with the view that students would use English language for their day to day purposes. However, Agnihotri (2001), quoting Duley, Burt and Krashen (1982), says that the early introduction of language helps in the acquisition of sound system of language and that lexicon and syntax can be acquired at any age. English as the medium of instruction is introduced at 11th standard for the sciences faculty. In terms of the Semi-English students at Secondary Level, it is introduced at the 8th class. In the English Medium schools, English both as a subject and as the medium of instruction is introduced from the 1st standard itself.

1.3.1 English in Higher Education

UGC, in 1978, decided that the medium of instructions in higher education institutions should be English instead of the regional languages.

The reasons offered by UGC include: 'English is a highly developed language and best suited for India's industrial and scientific progress and that English was less divisive because of its neutral character, i.e. a language which all can learn on equal terms' (Gargesh, 2006: 96). Gargesh is of the opinion that the education system in India reveals a pyramid structure 'with the mother tongues forming the base, the regional standards occurring in the middle, and English emerging as the sole language at the top' (ibid: 94).

In Higher Education, with reference to Shivaji University and Solapur University, English is used both as a medium and as a subject. As a subject, it is a compulsory subject for all the faculties at the undergraduate level: three years for Arts Faculty, and two for both Sciences (first year and third year) and Commerce Faculties (first year and second year). The teaching and learning materials for both Science and Social Science faculties are easily available in English. So in both these faculties, English is used as the medium of instruction.

A small group of students of Arts Faculty choose English as their Optional Subject at the First Year and Second Year of Graduation and it is studied as a Special Subject at the Third Year. As a compulsory subject, in accordance with the innovations noticeable in the policies of the government, 'English for Communication' course is introduced. Since the research is concerned with the assessment of the Implicit and Explicit Knowledge of English language of students of Shivaji and Solapur Universities, it will be helpful here to refer to the units that the students under study have learned.

Units for B. A. I Year course are: Introducing Yourself and Others, Talking about Personal Experience, Giving Directions and Instructions, Preparing a C. V. and Writing a Letter of Application, Telephonic and Email Communication and Note-Making, Parts of Speech, Articles,

Prepositions etc. The Units prescribed for the B. A. II year course are: Presenting your Point of View, Notices and Agenda and Minutes, Information Transfer and Interpretation of Data, English for Journalistic Writing, Summarizing and Organizing Written Composition, Tenses, Kinds of verbs, Review writing, Teleconferencing, Voice Mail etc. For B.A. III, the following Units are prescribed: Understanding Organization of a Passage, Modal Verbs, Avoiding Errors in Written English, Developing Vocabulary and its Use, How to Take Part in a Group Discussion, How to Face an Interview and English for Official Letter Writing. For the students of Sciences Faculty, there are only two papers based on this course, at I and III year of their graduation. The Units prescribed for them are: How to Express your Views and Opinions, Talking about Personal Experience, Writing a Letter of Application and C. V., Telephonic and E-mail Communication, Making Notes and Expanding Notes Taken, Information Transfer and Interpretation of Data, Avoiding Common Errors in Written English, Describing Objects and Processes, Organizing a Passage, Interacting in a Group-Discussion, Summarizing and How to Face an Interview. The Units prescribed for the students of Commerce Faculty at the I and II year of their graduation are: Business Communication I and II, Writing Business Letters, Preparing a C. V. and Writing a Letter of Application, Use of English in Consumer Advertising, Notice, Agenda, and Minutes, Information Transfer and Interpretation of Data, Interview for a Job, English for Marketing, English for Banking, English for Writing Business Reports, English for Public Relations Correspondence, Summarizing and Organizing Written Composition.

However, at PG level in Indian Higher Education English language is used as a medium of instruction.

1.4 Importance of English in India:

Right from its inception in India, English language is seen as 'a language of opportunity'. During the pre-Independence times, those who learnt English considered it as a way of self-improvement, though the objectives of the British government were different. During post Independence period, the Government of India introduced Three Language Formula and English was made as one of the compulsory languages from the first standard. Though a number of students were not aware about why they are learning English, it showed the awareness of education policy-makers, teachers and parents of the fact that English serves various purposes in Indian society. English is the Associate Official Language in India. Moreover, three states– Meghalaya, Nagaland and Mizoram and eight Union Territories have accepted it as the sole Official Language.

Apart from this, English language performs several functions in India. It is used in the fields like education, commerce, information technology, mass media, law, jurisdiction, etc. Verma (1982:174) provides a list of users of English language in India. According to him, the users of English include school, college and university students; school, college and university teachers; officers and clerks working in Central and State Government institutions; employees working in prestigious hotels, restaurants and business institutions; scholars participating in national or international seminars, workshops; journalists, magazine columnists; doctors, lawyers, and above all creative writers. To this the youth working in the multinational companies established in the metropolitan cities as a result of the policy of globalization can be added. Thus, it shows that those who have taken formal education of English in the classroom settings are the user of English language in India.

Further, Verma (1994: 116-119) shows the functions of English language at the National and the Individual levels:

National Level: At this level, English is considered as the 'window to the world' i.e. it gives access to the knowledge. It also functions as the link language at International level. At national level English language functions as the link between Central Government and State Governments. In the educational context, it is the main or associate medium of instruction, and where other languages are used as the language of medium, it serves as the 'library language' (Sarwade: 2012: 34).

Individual Level: At individual level English language is esteemed as 'language of opportunity' and is also used in communications.

1.4.1 Importance of Learning English as a Second Language

According to Shinde (1991:2) Indian English is established as a legitimized variety of English due to the sustained efforts of Indian linguists, critics, creative writers and teachers of English over the years. The status of English language after Independence was different. Both the central and state governments gave importance to indigenous languages and subordinated Imperial English. However, English remained an inseparable part of Urbane Indian.

Khubchandani (1994) refers to the downward movement of English language in urban India– English slipped from upper to the middle class and also to the grassroot levels. He maintains that 4% of total population of India (i.e. about 35 million people) knows some kind of English. It suggests the growth and spread of English in India.

The result of it is that, today, in India the speakers of English are more in number than when the British left India. The growth in technology, education and urbanity has enlarged the scope of English language at both international and national levels.

1.5 Review of Research

The Implicit and Explicit Knowledge of second language (L2) are the two central constructs in the field of second language acquisition (SLA). Research about these two constructs has mainly focused on their role in language learning and language use, as well as the relationship between these two types of representations.

Ellen Bailystok (1979) in 'Explicit and Implicit Judgements of L Grammaticality' examines the Implicit and Explicit Knowledge of 317 students of French as second language learner. In it, L2 learners are asked to give grammatical judgments under-time pressures and under relaxed conditions. Maximum three seconds were allowed to learners for registering the response. The exercise showed that L2 learners are equally good at various levels of proficiency while making grammatically judgements at both under time pressured and under more relaxed conditions. However, when they wanted to make more detailed judgement about the sentence, only time-pressure made the difference. Bailystok concludes that the learners make their grammaticality judgements on the basis of Implicit Knowledge and use their Explicit Knowledge when more fine-grained decisions are required.

Hulstijn & Hulstijn (1984), in ' Grammatical Errors as a Function of Processing Contraints and Explicit Knowledge', **Seliger (1979)** in his 'On the nature and function of rules in language teaching' and **Sorace (1985)** in his 'Metalinguistic knowledge and language use in acquisition-poor environments' and examine the relationship between learners' Implicit and Explicit knowledge. They undertake different tasks for knowing whether L2 learners use Implicit or Explicit Knowledge. In all of these studies, Explicit Knowledge is operationalized as learners' explanation of specific linguistic features, while Implicit Knowledge is

determined by examining the learners' use of these features in oral or written language.

Green and Hecht (1992) in their 'Implicit and explicit grammar: An empirical study' selected 300 German school and university learners of English. They presented a set of sentences to these students. These sentences contained grammatical errors. Students were asked (1) To correct each sentence, and (2) To state the rule that had been violated. They find that learners were able to state correct rule in 46% of the sentences; however, they could correct 78% of the sentences. Thus the learners' ability to correct the errors is better than their ability to explain the rules. Green and Hecht conclude that the learners' Explicit rules constitute only a subset of their available Implicit Knowledge.

DeKeyser (1995) in his **'**Learning second language grammar rules: An experiment with a miniature linguistic system' examined the effects of form-focussed instructions i.e. explicit-deductive and implicit-inductive on two kinds of rules in an artificial grammar i.e. 'simple categorical rules' and 'fuzzy prototypical rules'. Computerized judgment test and computerized production test were used to measure learning outcomes. In the first test, students required to say whether a sentence matches a picture. The second test was speeded one i.e. within 30 seconds learners needed to register their response. In this test learners required to type in a sentence to describe a picture. Afterwards learners were also asked to complete fill-in-the-blank tests to demonstrate their understanding of the grammatical rules. The learners in the explicit-deductive condition provide exact rules in new contexts and do better than the learners in the implicit-inductive condition. The study suggests that at least in the case of simple grammatical forms, the learners who are taught Explicit Knowledge, practise and then use it. But, as DeKeyser admits, it is not clear the extent to which the production task allows monitoring to use Explicit Knowledge.

Robinson (1996) in 'Learning simple and complex rules under implicit, incidental rule-search conditions, and instructed conditions' compared the L2 acquisition of English syntax under different exposure conditions. Subjects were exposed to implicit condition, incidental condition, rule-search condition and instructed condition. They were exposed to *implicit* condition and in the *incidental* condition they were exposed to the L2 rules incidentally, i.e. subjects were unaware that they were receiving training and that they would be tested afterwards. The difference between the two conditions is that subjects in the former group were required to focus on the ordering of words in stimulus sentences, while subjects in the latter group were asked comprehension questions and thus focused on the meaning of the stimuli. Subjects in the *rule-search* condition were instructed to discover the L2 rules while receiving exposure to the training set, whereas subjects in the *instructed* condition received formal explanations of the rules in addition to rule-oriented training. After this, the subjects in all conditions completed a grammaticality judgment task. Their performance is classified to measure learning. He used retrospective verbal reports to determine whether the acquired knowledge was conscious or not. He found that, in terms of overall accuracy, the instructed group scored highest, followed by the incidental group, the rule-search group and the implicit group. Importantly, the analyses of the verbal reports showed that a large number of subjects in all conditions noticed rules during training and were able to report them when prompted to do so. That is, Robinson's study showed that subjects can acquire L2 syntax incidentally (as evidenced by the performance of subjects in the implicit and incidental groups) but provided no evidence that exposure resulted in unconscious knowledge.

Han and Ellis (1998) in their **'**Implicit knowledge, explicit knowledge and general language proficiency' used a very different

methodology to know the role of Implicit and Explicit Knowledge in language learning. They analyzed a series of tests (oral production, grammaticality judgment, metalinguistic knowledge, TOEFL, SLEP), and found two factors that could be interpreted as Implicit and Explicit. However, their results are hard to interpret, because none of their test is pure measure of either Implicit or Explicit Knowledge. Moreover, the results are doubtful, because only one structure was at issue (verb complements). More positive evidence for the role of Explicit Knowledge comes from Hulstijn (1984) who found that learners of Dutch as a second language performed significantly better on word order rules in a story retelling task when they had explicit knowledge of these rules than when they did not.

Macrory and Stone (2000) in their **'**Pupil progress in the acquisition of the perfect tense in French: The relationship between knowledge and use' investigated British comprehensive school students' 'perceptions' of what they know about French perfect tense (measured by means of self-report), their 'actual knowledge' of the tense (measured by means of gap-filling exercises) and their ability to use the tense in an informal interview and in free written production. They find that the students have a good Explicit understanding of the perfect tense. In general, this study shows that there are only weak relationships between students' perceptions, their performance in the gap-filling exercise and their use of the tense in free oral and written production.

Hu (2002) in 'Psychological constraints on the utility of metalinguistic knowledge in second language production' conducted a study of 64 Chinese learners of English. His main purpose was to investigate the extent of Explicit Knowledge used in spontaneous writing. He asked the learners to complete two spontaneous writing tasks and then to carry out an untimed error correction task and a rule-verbalization task,

before completing two similar spontaneous writing tasks and a timed error correction task. Hu focused on six structures, selecting a typical and secondary rule for each structure (e.g. for articles, 'specific reference' constituted the typical rule and 'generic reference' the secondary rule). Overall, he found that when correct metalinguistic knowledge was available, the participants were more accurate in their typical use of the six structures. He also reported that there was a gradual increase in the accuracy of the six structures in the second spontaneous writing task. It showed that the learners made fuller use of their metalinguistic knowledge. However, Hu admitted that it is not possible to claim that the participants actually used their metalinguistic knowledge in the writing tasks, although he did argue that the results are compatible with such an interpretation.

Ellis (2005) in **'**Measuring implicit and explicit knowledge of a second language:A psychometric study' created a battery of five English language tests designed to test Explicit and Implicit knowledge by manipulating awareness, type of knowledge, self-report, learnability, systematicity and certainty of L2 knowledge, type of processing and accessibility of knowledge, and use of L2 knowledge. The tests included (a) an oral imitation test that contained both grammatical and ungrammatical sentences, (b) an oral narration test, (c) a timed grammaticality judgment test (GJT), (d) an untimed GJT with the same grammatical structures, and (e) a metalinguistic knowledge test. Ninety one L2 learners of English at a range of proficiency levels and a group of 20 English native speakers took the battery of tests. Their responses were analyzed using exploratory factor analysis. The results indicated that the scores from the oral imitation test, oral narration test, and timed GJT loaded on one factor, whereas the scores from the metalinguistic knowledge test and scores from the ungrammatical sentences on the

untimed GJT loaded on a second factor. Ellis interpreted the two factors as corresponding to implicit and explicit knowledge, respectively.

De Jong (2005) investigated the effects of form-focussed instruction on learners' Implicit and Explicit Knowledge. De Jong is interested in the relative effects of receptive and mixed receptive/production training on the acquisition of Spanish noun-adjective agreement. There is also a control group that received just an explicit explanation of the target feature. Acquisition was measured through the battery of tests designed to discriminate between Implicit and Explicit Knowledge. The tests included: (1) a self-paced listening test (i.e. learners were able to listen to a sentence one word at a time at a speed of their own choosing before deciding whether the sentence matched a picture), (2) a speeded grammaticality judgment test (i.e. the learners pressed a key as soon as they heard something wrong in a sentence), (3) an oral production test (OPT) conducted under a dual-task condition (i.e. the learners had to tap their fingers as they spoke) and (4) a questionnaire asking the learners to report their explicit knowledge of the target rule. The results show that all groups (including the control group) possessed Explicit Knowledge of the target structure (as demonstrated by the questionnaire). However, De Jong (2005: 229) concludes that 'no firm conclusions can be drawn as to the type of knowledge, Implicit or Explicit, that was acquired' from the results provided by the other tests.

Natasha Tokowicz and Brian MacWhinney (2005) in 'Implicit and explicit measures of sensitivity to violations in second language grammar: An even-related potential investigation' used event-related brain potentials (ERPs) to investigate the contributions of Explicit and Implicit processes during second language (L2) sentence comprehension. They used a L2 grammaticality judgment task (GJT) to test 20 native English speakers enrolled in the first four semesters of Spanish while recording

both accuracy and ERP data. Because end-of-sentence grammaticality judgments are open to conscious inspection, researchers reasoned that they can be influenced by strategic processes that reflect on formal rules and therefore reflect primarily offline explicit processing. On the other hand, because ERPs are a direct reflection of online processing, they reflect automatic, nonreflective, implicit responses to stimuli. They used a version of the GJT adapted for the ERP environment. They found that learners are able to implicitly process some aspects of L2 syntax even in early stages of learning, but that this knowledge depends on the similarity between the L1 and the L2. Furthermore, there is a divergence between explicit and implicit measures of L2 learning, which might be due to the behavioral task demands. They conclude that comparing ERP and behavioral data could provide a sensitive method for measuring implicit processing.

Williams & Kuribara (2008) in 'Comparing a nativist and emergentist approach to the initial stage of SLA: An investigation of Japanese scrambling' investigated the acquisition of L2 Japanese word order rules (head-direction and scrambling) under incidental learning conditions. A semi-artificial language consisting of English words and Japanese syntax (*Japlish*) was used to generate the stimulus sequences. The training set, for example, included sentences such as *Student-ga dog-ni what-o offered?*, *Vet-ga injection-o gave* and *That sandwich-o John-ga ate*. Experimental subjects were exposed to a wide variety of sentence types during training by means of a plausibility judgment task. During training, subjects had to judge whether the statements made were semantically plausible or not. At test, learning was assessed by means of a grammaticality judgment task. Williams and Kuribara found that experimental subjects outperformed the controlled group on the classification task, suggesting that the training phase produced a learning effect. No measures of awareness were included in the experimental

design, so it is unclear if subjects were unaware of the knowledge they have acquired.

Paweł Scheffler and Marcin Cinciała (2011) in 'Explicit grammar rules and L2 acquisition' reports an empirical study that examines to what extent learners can identify and understand the grammatical structures they produce when they speak spontaneously. The aim of the study reported on here is to investigate whether learners can identify and understand the grammatical structures and rules that underlie their spontaneous speech. For this, 20 upper-intermediate Polish learners of English were interviewed in English by the researchers. The structures used accurately by each learner were isolated and each of the participants was then administered a separate test. The task in the test was first to identify correct sentences and then to provide relevant grammar rules. The results show that in most cases, the learners were able to identify and explain the grammar rules that accounted for their own accurate L2 performance. In terms of second language acquisition (SLA) theory, this means that there were few grammatical structures or categories that the learners knew only implicitly.

Melissa A. Bowles (2011) studied 30 participants who completed the battery of five tests. Native speakers (n = 10) were all raised monolingually in Spanish-speaking countries and had immigrated to the United States as adults. Among the NSs, there were five males and five females, ranging in age from 24 to 36, with an average age of 30. They were from a broad range of countries of origin: one each from Puerto Rico, Costa Rica, Colombia, Chile, and Mexico, two from Peru, and three from Spain. They took the battery of tests primarily to ensure that the usage in the test items was normative and to establish baseline mean reaction times on each sentence used in the timed GJT. Both the L2 and HL learners were enrolled in intermediate-level Spanish language classes at the university where the study was conducted. However, the language background

profiles of the two groups were quite different. This study was primarily concerned with providing evidence for the construct validity of the battery of five tests designed in R. Ellis (2005) to provide relatively separate measures of Implicit and Explicit Knowledge. The test scores from this study provided such evidence. L2 learners scored highest overall on the two tests that were designed to measure explicit knowledge—the metalinguistic knowledge test (72.4%), followed by the untimed GJT (66.9%). Their scores on the remaining three tests—those that were designed to measure Implicit Knowledge—were all under 50% accuracy. The HL learners' scores, however, showed the opposite pattern. Whereas L2 learners scored highest on the metalinguistic knowledge test, HL learners as a group scored the lowest on this test (with an average accuracy of just 57.4%). In a similar manner, whereas L2 learners scored lowest on the timed GJT, oral narration, and oral imitation tests, HL learners scored high on all three of these tests, with the oral narration in fact being the test on which they scored highest as a group (95.9%). These findings point to the content validity of the battery of tests, because the measures appear to distinguish between the L2 learners, who should have higher Explicit Knowledge, and the HL learners, who should have minimal explicit knowledge.

1.6 Present Research

This part of the chapter discusses the issues that lead to the present research, its aims, objectives, hypotheses and limitations. The main purpose of this research is to find out the role of Explicit and Implicit L2 Knowledge in learning English for the UG students of Madha Tahsil. On the basis of the collected data from the students, researcher intends to study the theoretical, practical and methodological aspects of the two kinds of knowledge i.e. Implicit and Explicit L2 Knowledge.

However, each of them has some unique characteristics that make them different. Implicit Knowledge is evident in naturally occurring language behaviour and cannot be easily accessed separately from this behaviour. It is 'memory based' rather than 'rule-based'. It is considered both abstract and structured and can be consciously analyzed (Ellis, 2001). On the other hand, through Explicit Knowledge, learners acquire analyzed knowledge (i.e. knowledge that the learner is aware of), it is metalinguistic knowledge. It manifests itself in some form of problem-solving activity that calls for learners to pay focal attention to linguistic form. It cannot be accessed easily and is fragmentary and anomalous. (Ellis, 2001).As both terms Implicit Knowledge and Explicit Knowledge are highly important in SLA, it is assumed that SLA involves both *Implicit and Explicit Learning* which results in a mixture of Implicit and Explicit L2 Knowledge. So it is important to analyze the role of Implicit and Explicit L2 Knowledge in Learning English as an L2. In India English has been used as a medium of instruction and, as a subject, from the 19th century. Since then, as per the policies of East India Company and the British Government, Indians started learning English explicitly in formal classrooms. Even after the Independence, the scenario has not changed drastically and English is still learned and taught as a second language in the classroom situation. It is, therefore, fruitful to assess the Implicit and Explicit Knowledge of English of Indian learners in order to find out the language learning process internalized by these learners.

1.6.1 Aims and Objectives:

1. 1. To define Explicit and Implicit L2 Knowledge.
2. To assess the role of Explicit Knowledge in acquiring English as an L2.
3. To assess the role of Implicit Knowledge in acquiring English as an L2.

4. To examine the relationship between Explicit Knowledge and Implicit Knowledge.
5. To contextualize the Explicit/ Implicit model of SLA.

1.6.2. Hypothesis

1. Explicit Knowledge of L2 learners of English is better than their Implicit Knowledge of English.

2. Explicit Knowledge can be converted into Implicit Knowledge over a period of time.

3. For Easy grammatical structures the Explicit Knowledge of the students is better than their Implicit Knowledge.

4. For Medium Level grammatical structures Explicit and Implicit Knowledge of the students is similar.

5. For Higher Level grammatical structures the Implicit Knowledge of the students is better than their Explicit Knowledge.

1.6.3 Limitations of the Study:

1. The samples will be drawn only from selected 80 under graduate students.
2. All the elements of language learning will not be examined.
3. Only the grammatical elements will be assessed.

Chapter 2
THEORETICAL FRAMEWORK: IMPLICIT AND EXPLICIT MODEL OF SLA

2.0 Preview

The distinction concerning Implicit/Explicit Learning and Knowledge is initiated in Cognitive Psychology and it is studied accordingly. The goal of cognitive psychology is to understand the nature of human intelligence and how it works in us (Anderson: 1980: 4). In the Western Civilization, interest in human cognition can be traced back to the ancient Greeks. Plato and Aristotle, in their discussions of the nature and origin of knowledge, speculated on the nature of 'memory' and 'thought'. These early discussions on the nature of knowledge were philosophical in nature and finally developed into a centuries-long debate. There were two views about the origin of the knowledge. The empiricists, the antagonists of Cognitive Psychologists, believed that the source of all knowledge is experience, and the nativists, or rationalists, argued that children come into the world with a great deal of knowledge. The debate reached to its height during the seventeenth, eighteenth and nineteenth centuries. British philosophers like Locke, Hume and Mill argued for the empiricist view and continental philosophers like Descartes and Kant argued for the nativist view. Though these arguments were core at their philosophical level, they frequently slipped into psychological speculations about human cognition. (Anderson: 1980: 6)

According to Anderson (1980:7) Cognitive Psychology, like many other sciences, did not make progress because of egocentric, mystical and confused attitude of the people about themselves and their own nature. Till the 19th century, it was unbelievable that the scientific analysis of the

workings of the human mind could be done. As a result, Cognitive Psychology as a science is only 100 years old and therefore lags far behind from other sciences in sophistication.

Anderson states that there are three main influences which contribute to the development modern Cognitive Psychology: (Anderson: 1980: 8-10)

1. Information Processing Approach- This approach is grown out of human-factors work (human skills and performance) and information theory.
2. Developments in computer science-The developments in computer science made indirect influence on modern development of Cognitive Psychology. A number of concepts have been taken from computer science and used in psychological theories.
3. Linguistics – During the 1950s in the field of linguistics, Chomsky began to develop a mode of analyzing the structure of language.

Cognitive psychologists differentiate Implicit and Explicit Learning in two major ways:

1. In the process of Implicit Learning there is no demand of central attention. As N. Ellis (2008: 125) puts it, 'generalizations arise from conspiracies of memorized utterances collaborating in productive schematic linguistic productions'. It takes place unconsciously and the resulting knowledge is subsymbolic (it is not represented in explicit form), reflecting statistical sensitivity to the structure of the learned material (Ellis. R, 2009: 3). On the contrary in the process of explicit learning there is a heavy demand on working memory and it requires remembering facts. It takes place consciously and the resulting knowledge is symbolic in nature.

2. In implicit learning learners are unaware about the learning when it takes place. However, it is seen in the behavioural responses of the learner. Thus learners cannot articulate what they have learned. On the other hand, in explicit learning learners are aware of the learning when it takes place and they can voice the learned content/ material.

There is a controversy in cognitive psychology regarding the independent existence of Implicit and Explicit learning systems. This controversy is seen in a collection of papers addressing the role of consciousness in learning (Jimenez, 2003). Shanks (2003) states that there was no convincing evidence that shows Implicit Learning is functionally or neurally separate from Explicit Learning and that it was misguided to look for such dissociation. He proposed an alternative view that there is a single knowledge source that underlies performance and the apparent differences in performance are due to 'subtle differences between the retrieval processes recruited by the tests' (p. 36).

On the other hand, Wallach and Lebiere (2003) argued strongly for a dual learning system based on the central concepts of ACT-R cognitive architecture (Anderson & Lebiere, 1998). They propose a hybrid learning system. It includes permanent procedural memory and a permanent declarative memory. The permanent procedural memory is related with the condition-action rules called 'productions' that enable a certain action to be performed provided that specific conditions have been met. Such 'productions' work automatically. On the other hand, a permanent declarative memory is related with the factual knowledge stored as chunks organized into schemas. It operates in a more controlled fashion and with awareness. Wallach and Lebiere claim that these two 'architectural mechanisms' could account for Implicit and Explicit Learning and, crucially, the interplay between the two systems (Ellis. R, 2009: 4). In the

same collection, Hazeltine and Ivry (2003) collected neuropsychological proof to support the existence of separate learning systems.

The controversy in cognitive psychology regarding the independent existence of Implicit and Explicit learning systems is reflected in SLA. This is seen in the criticism against Krashen's (1981) distinction between 'acquisition' and 'learning'. According to Krashen 'acquisition' means the subconscious internalization of grammatical rules that occurs as a result of comprehending input that is slightly beyond the learner's current knowledge and 'learning' means the conscious formulation of explicit rules of grammar. McLaughlin (1978: 21) stated that Krashen failed to provide adequate definitions of 'subconscious' and 'conscious' and 'provided no way of independently determining whether a given process involves acquisition or learning'. However, McLaughlin's views do not reflect mainstream thinking in either cognitive psychology or SLA(Ellis. R, 2009: 5). Schmidt (1990, 1994, and 2001) has shown that consciousness is a useful construct if it can be carefully deconstructed into its several meanings. He distinguishes consciousness in terms of intentionality (i.e. incidental versus intentional learning), attention (i.e. attended versus unattended learning), awareness (implicit versus explicit learning) and control (automatic versus controlled processing). Schmidt's work has refocused the value of 'consciousness' for understanding the nature of second language (L2) learning and it has made deep impact on SLA theories and research. He, on the one hand, acknowledges that Krashen might be right in trying to distinguish implicit and explicit processes and, on the other hand, highlights the fact that Krashen's early distinction was simplistic i.e. he failed to distinguish consciousness as intentionality, attention, awareness and control (Ellis. R, 2009: 5).

Nick Ellis's in his edited book *Implicit and Explicit Learning of Languages* (1994) advocates the importance of the Implicit/Explicit

distinction for Language Learning (both first and second). In the introduction, Ellis gives in the simplest way the distinction between Implicit and Explicit Learning:

> Some things we just come able to do, like walking, recognizing happiness in others, knowing that 'th' is more common than 'tg' in written English, or making simple utterances in our native language. We have little insight into the nature of the processing involved; we learn to do them implicitly like swallows learn to fly. Other of our abilities depend on knowing how to do them, like multiplication, playing chess, speaking pig Latin, or using a computer programming language. We learn these abilities explicitly like aircraft designers learn aerodynamics. (Ellis. N, 1994: 1)

When the researchers in SLA realise that the distinction can be made between Implicit and Explicit Learning of an L2 and between Implicit and Explicit L2 Knowledge, they have focussed on identifying the processes involved in the two types of learning, how they interact, and how they can be externally manipulated through instruction (2009: 6).

Rod Ellis assumes that Implicit/Explicit Learning and Implicit/Explicit Knowledge are related but as they are distinct concepts so they need to be separated. Implicit/Explicit Learning is related to the processes involved in learning and Implicit/Explicit Knowledge is related with the products of learning. He says that it is possible that learners will think on the knowledge that they have acquired implicitly (i.e. without metalinguistic awareness) and then develop an Explicit representation of it. He further says that it is also possible that Explicit Learning focussed at one linguistic feature may result in the incidental implicit learning of some other linguistic feature. In the case of SLA, implicit and explicit learning have been examined by the product of learning i.e. L2 knowledge gained

by the learners. For this reason, the present study focuses on 'knowledge' rather than 'learning'.

Moreover, the distinction between Implicit and Explicit L2 Knowledge has been incorporated in information-processing model. This model views knowledge as related to, but independent of, language use. It is acquired when learners engage in active processing of the L2 input they are exposed to. They reflect on the knowledge in gradual and dynamic way and build their interlanguages. The important processes involve here are those concerning to attention to form (i.e. noticing and noticing-the-gap), rehearsal in short term memory, integration into long-term memory and monitoring (Ellis 2008).

Schmidt also states that learning has to be differentiated from instruction. According to him, implicit instruction may not result in implicit learning and explicit instruction may not lead to explicit learning. Teachers might hope that implicit instruction leads to implicit learning and explicit instruction leads to explicit learning, but learners have their individual minds and they may follow their own inclinations, irrespective of the nature of the instruction they receive (Allwright, 1984).

In the following section three distinctions are discussed: (1) Implicit and Explicit Learning, (2) Implicit and Explicit Knowledge and (3) Implicit and Explicit instruction. This helps to understand the nature of the relationship between Implicit and Explicit Knowledge.

2.1 Implicit and Explicit L2 Learning

As stated earlier Implicit Language Learning takes place without intention and awareness. But there is a controversy regarding whether any learning is possible without some degree of awareness. This leads to the important question about the meaning of 'awareness'. To reach to the exact meaning of awareness, Schmidt (1994, 2001) distinguishes it into two

types: (1) awareness as noticing, and (2) metalinguistic awareness. Awareness as noticing involves perception and conscious attention to 'surface elements' and metalinguistic awareness consists of analysis and awareness of the underlying abstract rule that governs particular linguistic phenomena. According to Schmidt, there is at least some degree of awareness in noticing. Thus, there is no such thing as complete implicit learning. Further he says that Implicit Language Learning might be 'learning without any metalinguistic awareness'. Williams (2005) also states that learning without awareness at the level of noticing can take place. N. Ellis (2005: 306) also claims that 'the vast majority of our cognitive processing is unconscious'. Thus, there is no general agreement regarding the definition of Implicit Learning; however many theorists agree that Implicit Learning excludes metalinguistic awareness.

N. Ellis (1994: 1) states that Explicit Language Learning is a conscious process and it is intentional. It is conscious learning 'where the individual makes and tests hypotheses in a search for structure'. According to Hulstijn (2002: 206) Explicit Learning is a conscious, deliberative process of concept formation and concept linking.

As discussed earlier, the study of implicit and explicit learning in SLA is based on cognitive psychology. The study of Reber (1993; Reber et al., 1991) is significant in this respect. The important conclusions of the studies are: (1) there is clear proof of Implicit Learning; (2) the test scores of the Implicit and Explicit Learning groups regarding simple rules are similar, however in terms of complex rules Implicit Learning confirmed more efficient; and (3) it is proved that there is much greater individual variation in the test scores of the explicit group than those of the implicit group. Thus, it becomes clear that analytical skills are significant in Explicit Learning whereas in Implicit Learning they are not.

As stated earlier, there is a disagreement among cognitive psychologists regarding the claim that Implicit and Explicit Learning are distinct from each other. There is also a controversy regarding the nature of knowledge that comes out of Implicit Learning. Some argue that it consists of knowledge of fragments or exemplars, and others argue that it is rule-based (Ellis, R. 2009: 8).

In SLA, like in cognitive psychology, the major issue is whether Implicit Learning, i.e. learning without consciousness, of an L2 can take place. This issue is discussed in a number of studies. DeKeyser (2003: 317) has summarized the results of such studies and states that there is very little evidence of learning without awareness. However, N. Ellis (2005) argues differently and says that frequency effects in L2 acquisition can only be explained if it is assumed that learning without awareness is possible (Ellis, R. 2009: 9).

According to Rod Ellis, the studies which compare Implicit and Explicit Learning have problems. The two types of learning have not been operationalized and measured in similar ways. The studies of Doughty (1991), Shook (1994), and Gass (2003) have proved that some kind of implicit learning which is intended by the researcher takes place. However, they do not demonstrate whether the learners actually engaged in Implicit Learning. It is very easy to prove the Explicit Learning by asking learners to verbalize what they have learned. A number of studies examined the relative effectiveness of Implicit and Explicit Learning. The general finding of the studies of Nick Ellis (1993), Rosa and O'Neill (1999), and Gass (2003) is that Explicit Learning is more effective than implicit learning. Even a single study does not prove that Implicit Learning worked better than explicit learning. However, the studies of Doughty (1991) and Shook (1994) found no difference between Implicit and Explicit Learning. There is also some evidence to suggest that Explicit Learning is more

effective with some linguistic features than others. In his study, Robinson (1996) states that explicit learners gave better performance than the implicit learners when they were asked to respond to the simple structure (subject-verb inversion), However, they did not, when they were exposed to the complex structure (pseudo-clefts). Gass et al. (2003), in their study, find that focused condition of the explicit learners' demonstrated more effective than their unfocused condition in the case of lexis than it did in the case of morphology or syntax.

Rosa and O'Neill (1999) found that learners who proved high awareness during learning performed better than those of with low awareness. Both N. Ellis (1993) and Robinson (1996) examined the learners' ability to verbalize the rules they were learning, but they come up with different results. N. Ellis found that the explicit learners in his study were able to verbalize the rule, whereas Robinson found that very few learners could verbalize the rules, although in the case with simple rules the explicit learners performed better than the rest. Therefore, it becomes clear that there is some evidence of Implicit L2 Learning and much clearer evidence of Explicit Learning. However, according to Rod Ellis (2009: 10) there are two reasons to reserve judgement. First, the studies referred above were all of short duration that is why they create a prejudice against Implicit Learning. Second, the test (e.g. grammaticality judgement tests) devised to measure the effects of the training was likely to favour Explicit Learning.

2.2 Implicit and Explicit L2 Knowledge

Before talking about Implicit and Explicit L2 Knowledge, it is essential to know the meaning of the phrase 'linguistic knowledge'. There are two positions regarding linguistic knowledge. The first position, based on the works of Chomsky, claims that linguistic knowledge consists of

knowledge of the features of a specific language, which are derived from impoverished input (positive evidence) with the help of Universal Grammar (UG). This view of language is innatist and mentalist in orientation. It emphasizes the contribution of a complex and biologically specified language element in the mind of the learner. The second position, which is based on connectionist theories of language learning, is advanced by cognitive psychologists such as Rumelhart and McClelland. They (1986), view linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or 'rules' can be accessed (Ellis, R. 2009: 10). These positions are generally presented as opposite to one another (e.g. Gregg, 2003), but in one important respect, they are in agreement. Both the innatist and connectionist view linguistic competence as consisting primarily of Implicit L2 Knowledge and see the goal of linguistic theory as explaining how this Implicit Knowledge is acquired. However, they differ in the importance they attach to Explicit Knowledge. (Ellis, R. 2009: 11).

Rod Ellis has attempted to identify the criteria that can be used to distinguish Implicit and Explicit L2 knowledge. There are seven dimensions which are used to distinguish Implicit and Explicit Knowledge. They are divided into two broad categories. One of them is 'representation dimensions' and other is 'processing dimensions'. The representation dimensions involve (a) Awareness, (b) Type of knowledge, and (c) Systematicity and certainty of L2 knowledge. The processing dimensions include (a) Accessibility of knowledge, (b) Use of L2 knowledge, (c) Self report and (d) Learnability.

2.2.1 Representation dimensions:

1. **Awareness:** There are two kinds of awareness, the unconscious awareness and the conscious one. Karmiloff-Smith gave the distinction between them for the first time in 1979. According to him, unconscious awareness is connected with epilinguistic behaviour. It means, one is able to recognise whether a sentence is grammatical or ungrammatical immediately, but s/he may not know why a given sentence is grammatical or ungrammatical and at the same time s/he may not know the grammatical rule that has been broken. Unconscious awareness is active in Implicit Knowledge and conscious awareness is active in Explicit Knowledge. Conscious awareness is associated with metalinguistic behaviour. One can explain why a given sentence is incorrect and provide the grammatical rule that has been violated (Ellis 2006:433).
2. **Type of knowledge:** It is the second dimension which represents the difference between Implicit and Explicit Knowledge. Explicit Knowledge is like declarative knowledge and Implicit is like procedural knowledge. Declarative knowledge is encyclopadaedic in nature as far as grammatical features are concerned. Explicit Knowledge consists of a number of facts and rules concerning a given language. Procedural knowledge is easily accessible and one can easily write or correct a sentence. It is activated very quickly without even thinking about the grammatical structure (Ellis 2006:433).
3. **Systematicity and certainty of L2 Knowledge:** According to Tarone (1982) (quoted in Ellis2006:433), once Implicit Knowledge is established in a learner's interlanguage, it becomes very systematic. Sorace (quoted in Ellis 2006: 433) says Explicit Knowledge tends to be imprecise, inaccurate and inconsistent. Ellis

writes that Implicit Knowledge may be more structured than Explicit Knowledge and thus held with greater certainty. Zobl (1995) suggested that this difference will be clearly seen in the results of test used to measure L2 Knowledge.

2.2.2 Processing dimensions:

1. **Accessibility of Knowledge:** It concerns with the time needed to access Implicit and Explicit Knowledge when it is necessary. In the year 2002, Preston suggested that all L2 learners use two different types of grammar knowledge. One is deeply embedded and other resides more on the surface. According to Ellis (2006), first one is Implicit Knowledge and second one is Explicit Knowledge. Therefore, it means that deeply embedded (Implicit) Knowledge can be processed automatically and more on the surface (Explicit) Knowledge can be processed in much more controlled way. However, all researchers do not agree with the way Implicit and Explicit Knowledge is accessed. Hulstijn (2002) suggests that even though it may be possible to speed up the processing of Explicit Knowledge through practice there remains a fundamental difference between automated Explicit Knowledge and Implicit Knowledge. In contrast, DeKeyser (2003) argues that there is no functional difference between automated Explicit Knowledge and Implicit Knowledge (quoted in Ellis 2006: 433).
2. **Use of L2 Knowledge:** The situation in which learners are asked to perform task affects the learners' use of knowledge. It is proved that if an intermediate learner gives a lot of time to think about what to say, how to structure his/her sentence/utterance, his/her speech becomes more accurate. The reason for this result is that if a learner is given a lot of time s/he gets access to Explicit Knowledge. And

when the same learner is not given enough time and pressured to complete the task rapidly, his/her speech becomes less accurate and s/he uses Implicit Knowledge.

3. **Self Report:** It refers to the capacity of a learner to justify the words and grammatical constructions s/he has used. In his study, Butler (2002) states that all Japanese adults learning English gave an explanation for the choice of articles in a close task. They were able to tell whether the given sentence is correct or incorrect and simultaneously they can explain the grammatical rules, but often in non-technical language. However it is to be remembered that Implicit Knowledge cannot be verbalised and to verbalise any rule one has to form an explicit rule. This leads to the conclusion that self report is formed by using Explicit Knowledge (Ellis 2006: 434).
4. **Learnabilty:** The point of learnabilty is very significant. It is believed that one can learn L2 explicitly at any age. On the other hand, Implicit Learning can only take place when the subject is young (Ellis 2006: 434). Munzo (2007) claimed that older learners learn explicitly better than young ones. However, Bialystok (1994) claims that 'Explicit Knowledge can be learned at any age', but that there are age-related limitations on L2 learners' ability to learn. Krashen (1982) also argues that most learners are capable of learning only formally and functionally simple rules as Explicit Knowledge.

2.2.3 Distinctness of L2 Implicit and Explicit Knowledge

This issue is also important to know to what extent a learner's L2 Implicit and L2 Explicit systems are distinct. Krashen (1981) states that the two types of knowledge as entirely separate. Paradis (1994: 397, 2004) also claims that the two types of knowledge reside in neuranatomically distinct systems. Explicit memory is stored diffusely over large areas of the tertiary

cortex and involves the limbic system; implicit memory is 'linked to the cortical processors through which it is acquired' and does not involve the limbic system. The two memory systems are also susceptible to selective impairment. Paradis cites evidence to suggest that bilinguals who have learnt the L2 formally may lose the ability to use their L1 in the case of aphasia while maintaining the ability to speak haltingly in the L2 (Ellis 2009: 14)

Based on his dual-mechanism model, Ullman (2001) proposes the dual mechanism model of brain and the two types of knowledge can be found in two independent mechanisms. According to him, brain is so organised that it supports a mental model which consist of two largely separate systems: the lexicon and the grammar each with distinct neural bases.

He explains this model with reference to the processing of morphological forms such as regular and irregular past-tense verb. He proposes that procedural memory permits the computation of regular morphological features (e.g. V-ed) by connecting the phonological forms of the base and an affix (e.g. walk -ed ? walked). In contrast, declarative memory handles irregular forms. Ullman (2001: 39) suggests that 'for a given morphosyntactic configuration, both systems attempt to compute an appropriatel complex form', but 'if a form is found in memory (sang), the rule-based computation is inhibited'.

Dienes and Perner (1999) view the distinction between Implicit and Explicit Knowledge as continuous rather than dichotomous. Bartke et al. (2005) finds that differences in brain responses are dependent on whether the stimulus was a complete irregular or a subregular form and suggests that the dual-mechanism account proposed by Ullman needs to be modified to incorporate a third processing component to explain how the brain processes subregular forms.

Ellis (2004) also opines that where representation (but not language use) is concerned, one would do better to view the two types of knowledge as dichotomous.

2.2.4 Utilization of both Implicit and Explicit Knowledge in L2 performance

The problem in determining whether Implicit and Explicit Knowledge stores are separate or linked rests in part, at least, on the problem of determining precisely how learners draw on their linguistic knowledge when performing different language tasks. As Bialystok (1982) pointed out, language use typically involves learners drawing on both systems to construct messages. Furthermore, it is possible that learners have developed both Implicit and Explicit Knowledge of the same linguistic feature. For example, a learner may have internalized 'jumped' as a single item in explicit memory, but may also have developed the procedure for affixing -ed to the base form of the verb in implicit memory as suggested by Ullman. Thus, the neurological distinctiveness of the two systems will be difficult to detect from simply examining a learner's linguistic behavior. This is a problem for the measurement of the two types of knowledge. The point at issue now is that irrespective of whether the two systems are psychologically and neurologically distinct, they are never entirely distinct in performance.

Following are the main points that have emerged from this discussion of Implicit and Explicit L2 Knowledge: (Ellis, R. 2009: 16)

(1) Explicit Knowledge appears phylogenetically and ontogenetically later than Implicit Knowledge and it involves different access mechanisms.

(2) Explicit Knowledge is neurologically distinct from implicit knowledge.

(3) The question of whether the two types of knowledge are to be seen as dichotomous or continuous is a matter of controversy; but neurological

evidence and current connectionist models of linguistic knowledge point to a dichotomy.

(4) The question of the separateness of the representation of the two types of knowledge is independent from the question of whether the processes of Implicit and Explicit Learning are similar or different. This remains a controversial issue. It is likely, however, that learning processes and knowledge types are correlated to some degree at least.

(5) While there is controversy regarding the interface of Explicit and Implicit Knowledge at the level of learning, there is wide acceptance that they interact at the level of performance.

2.3 Implicit and Explicit Instruction

The term 'Instruction' implies an attempt to mediate in interlanguage development. Ellis (2005) regarded language instruction in terms of 'indirect' and 'direct' intervention. The aim of the indirect intervention is to create a kind of situation where learners can learn experimentally through learning how to communicate in L2. It is easily done with the help of task-based syllabus. Direct intervention involves what learners are supposed to learn using a structural syllabus.

Implicit Instruction permits learners to understand rules without awareness. These learners are put in a situation where certain rules and patterns are introduced when they are not trying to learn them. The outcome of this experiment is that they learn the rule or pattern without their explicit or focussed attention. Thus, indirect intervention is implicit in nature.

In Explicit Instruction various types of rule are taught in order to help the process of learning. In other words, learners are encouraged to develop metalinguistic awareness of the rules. This can be achieved deductively or inductively. So, direct intervention is Explicit in nature.

Housen and Pierrard (2006) give a definition of the two types of instruction. Implicit instruction can take the form of task-based teaching. In this case, attention to form is primarily reactive in nature. However, it can also be proactive, when tasks are made to draw out the use of a specific linguistic target, and performance of the task naturally creates opportunities for experiencing the target feature. Explicit instruction can also be reactive or proactive. Reactive explicit instruction occurs when teachers give explicit or metalinguistic corrective feedback on errors committed by the learners while using the target feature. Proactive explicit instruction occurs when the teacher offers a metalinguistic explanation of the target rule prior to any practice activities, it is called direct proactive or when the teacher invites learners to find out the rule for themselves from the data provided, it is called indirect proactive.

However, it is important to keep in mind that the terms like explicit and implicit instruction can only be defined from the teacher's, material writer's or course designer's perspective. In contrast, the terms implicit/explicit learning refer to the learner's perspective. There is no necessary correlation between the two pairs of terms (Batstone, 2002). For example, the teacher may provide the learners with an explicit account of the use of English present tense, but, assuming that this explanation is given through the medium of the L2 and that the learner is not encouraged to attend to the teacher's explanation, the learner may end up acquiring implicitly and incidentally a number of lexical or grammatical items happen to come in the teacher's explanation. In other words, a learner can always choose to react to what the teacher says as 'input' rather than as 'information'. In such a case, explicit instruction can result in Implicit Learning as a result of the incidental noticing of examples of language. In the case of direct intervention as it involves implicit instruction, learners may work out what the target of the instruction is and seek to make their

understanding of it explicit. Thus, it does not follow that implicit instruction always results in Implicit Learning or that explicit instruction necessarily leads to Explicit Learning. It should also be noted that the aim of explicit instruction is not just to develop Explicit Knowledge but also, ultimately, Implicit Knowledge as well.

Norris and Ortega (2000) carried out a meta-analysis of studies that had examined the effects of the two types of instruction. First type is the implicit instruction where the treatment consisted of either enriched input (i.e. input that had been seeded with the target structure and which learners were asked to process for comprehension) or as a set of sentences containing the target feature which learners were simply asked to memorize. Second type is the explicit instruction where some of the treatments involve only of metalinguistic explanation while others also include production practice. They found, in their meta-analysis, that explicit instruction is more effective than implicit instruction.

Doughty (1991) evaluated the effects of 'meaning-oriented instruction' and 'rule-oriented instruction' on the acquisition of relative clauses by 20 intermediate-level ESL students from different language backgrounds. In this study, the implicit instruction was of the reactive kind, while the explicit instruction was of the direct proactive kind. He found out that the meaning-orientated group and the rule-orientated group both performed in a better way than the control group in their ability to relativize, but that there was no difference between the two experimental groups.

In the study conducted by Robinson (1996), there were four instructional conditions: (1) an implicit condition, which involved asking learners to remember sentences containing the target structures; (2) an incidental condition, which involved the exposure to sentences containing the target structure in a meaning-centred task; (3) a rule-search condition

involving identifying the rules; and (4) an instructed condition where written explanations of rules were provided. In terms of the definitions of implicit instruction above, both conditions (1) and (2) can be considered 'implicit' of the proactive kind, while conditions (3) and (4) are explicit, (3) involving direct explicit instruction and (4) indirect. Robinson concluded that there are no differences in the scores on a grammaticality judgement test between (1) and (2) conditions (both of which classified as implicit). However, condition (3) (which is classified as direct explicit) outperformed the other three conditions, including condition (4) (which is classified as indirect explicit).

The studies that have compared implicit and explicit instruction found that there are considerable differences in both kinds of instructions. Many of the studies that investigated the relative effectiveness of implicit and explicit instruction relied on methods of measuring acquisition that favoured explicit instruction. However, there is a problem regarding the valid measure of L2 acquisition. The effects of implicit and explicit instruction cannot be found out until there are valid measures of Implicit and Explicit Knowledge.

2.4 The Interface Issue

The differences between Implicit and Explicit Learning, Implicit and Explicit Knowledge and Implicit and Explicit Instruction are all related to what has been called the 'interface issue'. The interface issue deals with a number of questions: to what extent and in what ways are Implicit and Explicit Learning related? Does Explicit Knowledge convert into or helps the acquisition of Implicit Knowledge? Does Explicit Instruction result in the acquisition of Implicit as well as Explicit Knowledge? These are the significant questions of both theoretical importance for SLA and practical importance for language pedagogy. Three very different responses to the

interface question have been offered: (1) the non-interface position, (2) the strong interface position and (3) the weak interface position (Ellis 2009: 20, 21).

2.4.1The non-interface position

According to this position the Explicit Knowledge cannot be converted into Implicit Knowledge, and vice versa. The position supports the view that Implicit and Explicit Knowledge reside in different parts of the brain and they are accessed in different ways. Implicit Knowledge is accessed automatically but Explicit Knowledge is in a controlled way. However, according to the weak non-interface position the possibility of Implicit Knowledge transforming into Explicit is recognized through the process of conscious reflection on and analysis of output generated by means of Implicit Knowledge (Ellis, R. 2005: 144).

2.4.2The Strong interface Position

The strong interface position is opposite to the non-interface position. This position views that, with the help of Implicit Knowledge, Explicit Knowledge can be acquired and Explicit Knowledge can be converted into Implicit Knowledge. It means that when learners learn grammatical rules, they get the declarative (Explicit) knowledge of these rules and, when they practice these rules, that knowledge can be converted into procedural (Implicit) Knowledge. In this process learners do not forget the Explicit Knowledge of language but they can explicitly verbalize the rules. According to Ellis (2005) the learners do this process unconsciously.

2.4.3 Weak Interface Position

There are three different versions of the Weak Interface Position. However, they have a single common view: Explicit Knowledge can be

converted into Implicit Knowledge, but each one of them puts a different limitation on the common view (Ellis, R. 2005: 144).

The first version of the Weak Interface Position states that Explicit Knowledge can turn into Implicit Knowledge through practice only when the learner is developmentally ready to acquire the linguistic form.

The second position views that Explicit Knowledge contributes in an indirect way in the acquisition of Implicit Knowledge. A learner, having Explicit Knowledge of the grammatical features, clearly notices the target feature when encountered in the communicative input and, in this way, learns the grammatical feature faster. DeKeyser (2003) says that noticing the gap is easier to the learners having Explicit Knowledge.

According to the third position, when learners get some Explicit Knowledge they can produce output. Ellis (2005) says that the output of the learners takes the role of an auto-input to the learners themselves.

As, it has been seen in the earlier part of the chapter that there is no agreement about the nature of Implicit/Explicit Learning, Knowledge and Instruction among the scholars in SLA. However, in the present research the meaning of concepts like Implicit and Explicit Leaning, Implicit and Explicit Knowledge and Implicit and Explicit Instruction is considered in the following way.

Implicit Learning of L2 does not demand central attention of the learner. The process of Implicit Learning takes place unconsciously i.e. the learners are not aware about the learning when it takes place. The knowledge which is achieved in Implicit Learning is subsymbolic in nature, i.e. it is seen in the behaviour of the learners but it cannot be verbalised. In contrast, in Explicit Learning of L2 there is a serious demand of central attention of the learner. The learners have to remember facts. The process of Explicit Learning takes place consciously, i.e. they are aware about the learning when it takes place. The knowledge which is

acquired in Explicit Learning is symbolic in nature, i.e. they can verbalise it.

As stated earlier, Implicit and Explicit Knowledge of the second language (L2) are two central concepts in the field of second language acquisition (SLA). Implicit knowledge of the L2 is the intuitive and procedural knowledge. This kind of knowledge is normally accessed automatically in fluent performance. And it cannot be verbalized. On the contrary, Explicit Knowledge of L2 is often conscious and declarative. It is accessed during controlled processing and it is verbalized.

Implicit Instruction permits learners to understand rules without awareness. These learners are put in a situation where certain rules and patterns are introduced when they are not trying to learn them. The outcome of this experiment is that they learn the rule or pattern without their explicit or focussed attention. On the contrary, in Explicit Instruction various types of rule are taught in order to help the process of learning. In other words, learners are encouraged to develop metalinguistic awareness of the rules. This can be achieved deductively or inductively.

For the present research, the concept of Implicit and Explicit Knowledge with their two dimensions is used. Accordingly, the tests prepared by Ellis to measure this knowledge are utilized, for they are based on the same model. The next chapter provides a detailed discussion of the methodology employed for the present research.

Chapter 3
RESEARCH METHODOLOGY

3.0 Preview

This chapter is divided into four parts. In the first section, a discussion of the respondents chosen for the investigation of Implicit and Explicit Knowledge of English Language is given. The students who are selected for the research purpose are discussed and classified in order to analyze the obtained data. In the second part, the questionnaires are considered which have been prepared and implemented to collect the data for the present research. There are five questionnaires. Questionnaire I is prepared to get the background information about the students with specific focus on their class, their residential area, medium of education, parents' education and occupation, and the standard from which they started studying English. Each of the remaining questionnaires consists of a test. Out of them, two tests are prepared for assessing the Implicit Knowledge and the remaining two examine the Explicit Knowledge of the students. The third part of the chapter considers the validity and reliability of the tests employed. Some other aspects of the methodology of the present research are included in the last part of the chapter.

3.1. Subjects

The subjects who are chosen for the present study are UG students of Madha Tahasil. The mother tongue of the most of these students is Marathi. Most of the students have started learning English form their first standard, as per the new education policy of Govt. of Maharashtra. They have learnt English as a second compulsory language up to 12 standards. Besides this classroom learning of English, the students are exposed to the

news channels and news papers where they can learn English implicitly. However, the learning from other sources is questionable.

When it comes to the classroom teaching, teachers are much concerned about the grammar of English and thus follow structural and grammatical aspects of English. It means that the students who are selected for the present research have studied the grammar of English language for not less than ten years.

For the present study, in all, 80 UG students from Madha Tahsil have been selected. The students related to Arts, Commerce and Science faculties are randomly selected from the colleges in Madha Tahsil. The following table shows the University-wise number of students selected for the research and their classifications.

As the table shows, out of 80 students 20 students each are from K. N. Bhise College, Kurduwadi, Arts and Commerce College, Madha, Mahadik College, Modnimb and Vitthalrao Shinde College, Tembhurni.

Name of the College	**Faculty**			**Sex**		**Total**
	Arts	**Commerce**	**Science**	**Male**	**Female**	
Kurduwadi College	02	04	14	07	13	20
Madha College	13	07	00	13	07	20
Modnimb College	20	00	00	15	05	20
Tembhurni College	20	00	00	05	15	20
Total	55	11	14	40	40	80

Table 3.1 Distribution of Students

As for their faculty, 55, 11 and 14 students are from Arts, Commerce and Science faculty respectively. Again, out of the 80 students, 40 students each are male and female.

3.2 Data Collection

The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Implicit and Explicit L2 Knowledge in learning English. Five questionnaires are used and prepared for the present research. These questionnaires are administered to 80 students in their respective classrooms. For Questionnaires II and V there is fixed time limit. For Questionnaire II the time limit given was 7 minutes and 93 seconds and for Questionnaire V the time limit is 4 minutes and 59 seconds. However, Questionnaires III and IV are untimed tests. To collect the natural data for knowing the role of Implicit and Explicit L2 Knowledge in learning English, students are also asked to write the very first response they think as the most appropriate to the situations given in the questionnaires.

3.2.1 The Questionnaire/ Test Battery

In the present research five questionnaires are used. Questionnaire 1 seeks to collect the background information about the students. Questionnaire II is Timed Grammaticality Judgement Test. It consists of 68 grammatically correct and incorrect sentences and it is designed to assess the Implicit Knowledge of English. Questionnaire III is similar to the Questionnaire II, the only difference is that it is untimed and it aims to check Explicit Knowledge. Questionnaire IV is Metalinguistic Knowledge Test. It is divided into two subparts. The first part includes 17 ungrammatical sentences and second part contains 16 sentences. These two parts aim to assess the Explicit Knowledge of English language. Questionnaire V is Timed Elicited Imitation Test. This test includes 34 sentences and assesses the Implicit Knowledge of English.

The detailed discussion of the questionnaire is as follows:

3.2.1.1 Questionnaire I: Background Information

This questionnaire collects information about the selected students. The variables considered here include the university and the college students, their sex, age, social category, class, faculty, medium of education, residential location, family's education background, mother tongue and the number of years they study English. As mentioned earlier, these variables influence the process of acquisition of English language. Moreover, these variables are important as they help to classify students on different dimensions like Shivaji University and Solapur University, UG and PG, Male and Female, Rural and Urban, family education background, faculty, students studying English from first or fifth standard, etc.

3.2.1.2 Questionnaire II: Timed Grammaticality Judgement Test

As mentioned earlier, this Questionnaire is prepared to examine the Implicit Knowledge of English language. This is a timed test and the time limit is 7 minutes and 93 seconds. It is performed with the help of a computer. This test consists of 68 sentences. Students are asked to read the sentence that appears on the screen of the computer and register their response on the provided sheet. The response consists of whether the given sentence is correct or incorrect. The 17 grammatical categories examined in the tests are as follows:

Sr. No	Grammatical Category	Distribution in the test (Item No.)
1	Verb Complements	4,26,44,57
2	Regular Past Tense	5,19,38,53
3	Question Tag	6,36,49,64
4	Yes/No question	8,22,39,61
5	Modal Verbs	9,18,32,47
6	Unreal Conditions	10,28,41,56
7	Since/For	1,11,17,34
8	Articles	13,30,48,55
9	Ergative Verbs	14,37,58,62

10	Possessive S	15,33,43,52
11	Plural S	16,40,54,63
12	Third Person	7,20,25,59
13	Relative Clauses	65,66,67,68
14	Embedded Question	12,21,29,50
15	Dative Alteration	3,23,31,49
16	Comparatives	2,24,35,42
17	Adverb Placement	27,45,46,60

Table 3.2 Item distribution in Timed Grammaticality Judgement Test

As cleared earlier, this test is timed and measures Implicit Knowledge of English language. The students are given fixed time and within that time limit, they have to register their response. It is assumed that the test does not allow students to recall the grammatical rule to recognise the grammatically correct or incorrect sentences. The students have to give spontaneous response using their Implicit Knowledge.

It must be pointed out here that the above test does not include all the grammatical categories. However, the selected items are the representative of grammatical features which show the grammatical knowledge of the students.

3.2.1.3 Questionnaire III: Untimed Grammaticality Judgement Test

Third questionnaire is Untimed Grammaticality Judgement Test. It contains the same grammatical features tested in Questionnaire II. However, as it is untimed test, students are given ample time to solve the test. Printed questionnaire is given to each student and they are asked to state whether the sentence is correct or incorrect and, after that, they also have to register the degree of certainty of their response. It means that they have to state whether they are less than 50 % sure or more than 50% sure or 100 % sure of their response. This test is used and prepared to assess the Explicit Knowledge of the students as they get ample time to think over the

given sentences and in the process they can recall the grammatical rules and recognise the grammatically correct or incorrect sentences.

3.2.1.4 Questionnaire IV: Untimed Metalingustic Knowledge Test

This questionnaire is untimed Metalinguistic Knowledge Test. The grammatical categories used in this test are as follows:

Grammatical Category	Item No.
Modal	1
Verb Complement	2
Third Person	3
Unreal Condition	4
Comparatives	5
Plural S	6
Ergative Verbs	7
Possessive- s	8
Regular Past Tense	9
Indefinite article	10
Embedded Question	11
Yes/No	12
Adverb Placement	13
Question Tag	14
Since/For	15
Dative Alteration	16
Relative Pronoun	17

Table 3.3 Item distribution in the Metalinguistic Knowledge Test (Section 1)

The test is divided into two sections. It aims at assessing the Explicit Knowledge of the students about English language. The first section of the Questionnaire includes 17 ungrammatical sentences. The part of the sentence containing the error is underlined. The students are asked to find the correct statement, from the given four alternatives, that best explains the error. In this test, it is hypothesized that while finding out the best explanation for the underlined error, students use the Explicit Knowledge which is stored in their mind as they get enough time to register their response.

The section II of the test is again divided into two subsections. In the first subsection of the test, a short passage is given and the students are

asked to read the paragraph carefully and write down the various grammatical features asked for from the passage. The grammatical features used in the test are: definite article, verb, noun, preposition, passive verb, conditional verb, adjective, adverb, countable noun, indefinite article, relative pronoun, auxiliary verb, modal verb, past participle, finite verb, infinitive verb, agent, comparative form and pronoun. It is assumed that the students use their Explicit Grammatical Knowledge to register their response. In the second subsection 16 sentences are given and the students are asked to underline the item requested in the bracket after the sentence. The grammatical features used in the test are: subject, indirect object, gerund, direct object, complement, object etc. This test, too, assesses the explicit grammatical knowledge of the students.

3.2.1.5 Questionnaire V: Timed Elicited ImitationTest

This part of the questionnaire is Timed Elicited Imitation Test and its aim is to assess the Implicit L2 grammatical Knowledge of English language. In this test, the students listen to the sentence and within four to five seconds they have to register the response in the given sheet of the paper. The test contains 34 sentences and, as mentioned earlier, after listening to the audio recording, students have to register their response. In this test each sentence is divided into four parts, and the students have to identify the part of the sentence which contains an error, and if they do not find any error, they have to register option ‘d’ which is ‘no error’. The grammatical categories used in this test are as follows:

Sr. No	Grammatical Category	Item No.
1	Verb Complements	2,32
2	Regular Past Tense	17,24
3	Question Tag	8,21
4	Yes/No question	31,34

5	Modal Verbs	7,14
6	Unreal Conditions	18,22
7	Since/For	10, 15
8	Articles	28, 30
9	Ergative Verbs	20, 25
10	Possessive S	19,29
11	Plural S	13,27
12	Third Person	5,12
13	Relative Clauses	6,11
14	Embedded Question	23,33
15	Dative Alteration	4,9
16	Comparatives	1,16
17	Adverb Placement	3,26

Table 3.4 Item distribution in the timed Elicited Imitation Test

It is assumed that this test assesses the Implicit Knowledge of the students, as they do not have time to think about the grammatical rule of the given sentence while registering their response. Instead they have to rely on their Implicit Knowledge of the language.

All these tests were designed keeping in mind the criteria which distinguish Implicit and Explicit Knowledge. These criteria are discussed in the second chapter. It is predicted that each test would measure separately Implicit and Explicit Knowledge. Following table sets out these predictions

Criterion	**Timed GJT**	**Untimed GJT**	**Metalanguage**	**Elicited Imitation**
Degree of Awareness	Feel	Rule	Rule	Feel
Time available	Pressured	Unpressured	Unpressured	Pressured
Focus of attention	Form	Form	Form	Meaning
Metalinguistic Knowledge	No	Yes	Yes	No

Table 3.5 Design features of the test (Ellis, R. 2005: 157)

The Timed GJT and The Elicited Imitation Test were predicted to measure Implicit Knowledge, because the subjects would rely predominantly on their feeling, they would be under pressure to perform in real time and they would not have enough time to access their metalanguage. In contrast, the Metalinguistic Knowledge Test and Untimed GJT were predicted to measure Explicit Knowledge, because these tests involved a high degree of awareness, the subjects would be unpressured, they would focus on form and they would use metalinguistic knowledge.

3.2.2 Test Content

It was Rod Ellis who designed the tests to provide measures of learners' knowledge of 17 English grammatical structures. The choice of the grammatical content is motivated by a number of factors. First and foremost, an attempt is made to select target language structures that were known to be universally problematic to learners (i.e. to result in errors). For this, the SLA literature was consulted (e.g., Burt & Kiparsky, 1972). Second, the structures are selected to represent both early and late acquired grammatical features according to what is known about the developmental properties of L2 acquisition (e. g., Pienemann, 1989).

Structure	**Example of Learner Error**	**Acquisition**	**Pedagogic introduction**	**Type**
Verb Complements	Dipak says he wants *buying* a car next week	Early	Lower intermediate	S
Regular Past Tense	Sonali *miss* an interesting party last weekend.	Intermediate	Elementary/ lower intermediate	M
Question Tag	We will leave tomorrow, *isn't it*?	Late	No clear focus at any level	S
Yes/No Question	Did Anand *visited* his father yesterday?	Intermediate	Elementary/ lower intermediate	M
Modal Verbs	I must *to brush* my teeth now.	Early	Various levels	M
Unreal Conditions	If he had been richer, she *will* marry him.	Late	Lower intermediate/ intermediate	S

Since and For	Ranjana has been *studying* in Auckland *for* three years	Intermediate	Lower intermediate	S
Indefinite Articles	They had *the* very good time at the party.	Late	Elementary	M
Ergative Verbs	Between 1990 and 2000 the population of India *was increased*.	Late	Various levels	S
Possessive S	Leena is still living in her rich *uncle* house.	Late	Elementary	M
Plural S	Mahesh sold a few old *coin* to a shop.	Early	No clear focus at any level	M
Third Person Subject Verb Concord	Heera *live* with his friend Kajol.	Late	Elementary /lower intermediate	M
Relative Clauses	The boat that my father bought *it* has sunk.	Late	Intermediate/ advanced	S
Embedded Questions	She wanted to know why *had he studied English.*	Late	Intermediate	S
Dative Alteration	The teacher explained *Saurabh the answer*.	Late	No clear focus at any level	S
Comparatives	The building is *more bigger* than your house.	Late	Elementary/ intermediate	S
Adverb Placement	She writes *very well* English.	Late	Elementary/ lower intermediate	S

Note: S=Syntactic, M=Morphological

Table 3.6 Experimental grammatical structures (Ellis, R. 2005: 155)

Third, the structures are selected to represent a broad range of proficiency levels according to when they were introduced in ESL courses covering beginner, lower intermediate, upper intermediate, and advanced levels. Fourth, the structures are chosen to include both morphological and syntactic features (Bowles, Melissa A., 2005: 252).

3.2.3 Validity and Reliability of the Questionnaire

R. Ellis (2005) created a battery of five English language tests designed to tap Explicit and Implicit Knowledge by manipulating awareness, type of knowledge, self-report, learnability, systematicity and certainty of L2 knowledge, type of processing and accessibility of knowledge, and use ofL2 knowledge, which are discussed in the second chapter. The tests include (a) an oral imitation test that contained both

grammatical and ungrammatical sentences, (b) an oral narration test, (c) a timed grammaticality judgment test (GJT), (d) an untimed GJT with the same grammatical structures, and (e) a metalinguistic knowledge test. L2 learners of English at a range of proficiency levels (n = 91) and a group of English native speakers (n = 20) took the battery of tests, and their responses were analyzed using exploratory factor analysis. The results indicated that the scores from the oral imitation test, oral narration test and timed GJT are loaded on one factor, whereas the scores on the metalinguistic knowledge test and on the untimed GJT are loaded on a second factor. Ellis interpreted the two factors as corresponding to Implicit and Explicit Knowledge respectively. R. Ellis's (2005) use of an exploratory factor analysis rather than a confirmatory factor analysis was criticized by Isemonger (2007) on the grounds that a confirmatory factor analysis is recommended in cases in which a priori hypotheses are being tested (Byrne, 2001; Kline, 1994; Thompson, 2004; Thompson & Daniel, 1996). Because Ellis's study was indeed very fication al rather than exploratory in nature and given that he did in fact intend to test a number of hypotheses, Ellis and Loewen (2007) subsequently reanalyzed the data from the original Ellis study using confirmatory factor analysis. The reanalysis confirmed the study's original findings—that a two-factor model with the oral imitation test, the oral narrative test and the timed GJT are loaded on one factor and scores of the untimed GJT and the metalinguistic knowledge test are loaded on a second factor was an appropriate fit, with a χ 2 of 1.191, whereas an alternate model proposed by Isemonger (2007) was not a good fit (Bowles, Melissa A., 2005: 252).

Therefore in the present research four out of five tests suggested by Ellis are used. Out of them, two tests assess Implicit Knowledge, whereas the other two assess Explicit Knowledge. The students have been given equal time at the time of collecting data. The Oral Narrative Part is

dropped. Similarly, the above tests have been used with little modification in the oral imitation test. In the present research, the title of the test is changed to Elicited Imitation Test.

3.3 Some Other Important Facts Regarding the Methodology

There are some more facts related to the methodology employed in the present research. The researcher thinks it essential to share:

1. After getting the responses to the Questionnaire, the researcher has encoded the filled-in Questionnaires as 01 to 80. The coding provided the researcher a convenient way to refer to the specific response in a particular item of the Questionnaire. This is more important in Chapters IV and V where the researcher will quote the actual responses of the students.
2. The researcher has followed APA style-sheet for providing references to the works consulted for the present research.

Chapter 4
L2 IMPLICIT KNOWLEDGE: ANALYSIS AND ASSESSMENT

4.0. Preview

The present chapter is devoted to the analysis and discussions the responses of the students to Questionnaires II and V. As mentioned earlier, Questionnaires II and V are employed to assess the Implicit Knowledge of the students. Questionnaire II contains 68 sentences and Questionnaire V contains 34 sentences. The chapter is divided into two parts. Part I deals with the grammatical category-wise responses of the students. As discussed earlier, there are 17 grammatical categories used in the present research. The second part of the chapter focuses on the group-wise (5 groups) performance of the students. These five groups are formed on the basis of the percentage of the score the students have achieved in Questionnaires II and V.

4.1 Questionnaire-wise Implicit Knowledge

In the following section the total marks acquired by the students in questionnaire II and V are discussed.

4.1.1 Implicit Knowledge: Questionnaire II

The total score of the questionnaire is 68. Following bar diagram 4.2 shows the Implicit Knowledge acquired by the students in the Questionnaire II:

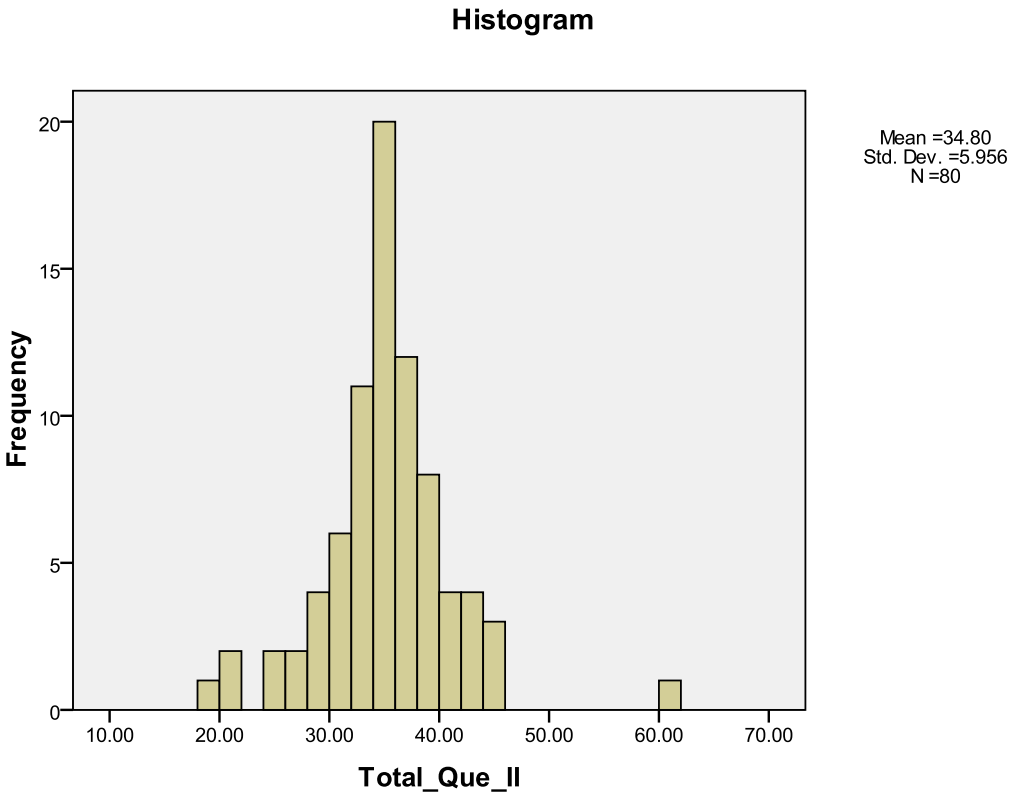


Table 4.1 Implicit Knowledge: Questionnaire II

Out of the total 80 students, the highest marks i.e. 61 are acquired by only one student. The lowest score i.e. 19 is received by one student. 45 marks are acquired by only one student. The large numbers of students i.e. 50 have obtained the marks between 32 and 38. The marks between 39 and 45 have been attained by 12 students.

4.1.2 Implicit Knowledge: Questionnaire V

The total score of this questionnaire is 34 marks. Following diagram show the marks attained by the students in this questionnaire.

Out of the total 80 students, one student each has acquired the highest marks i.e. 23 and the lowest marks i.e. seven. The large numbers of the students i.e. 67 have obtained the marks between 11 and 19. The marks between 20 and 22 have been attained by three students.

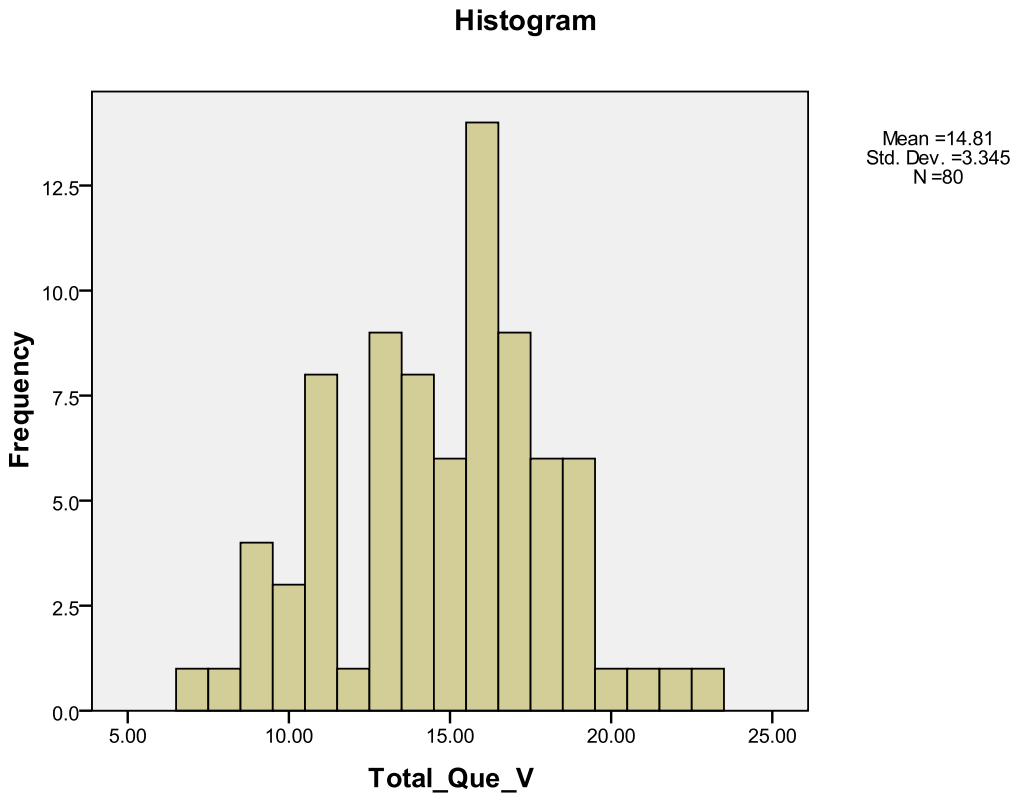


Table 4.2 Implicit Knowledge: Questionnaire V

4.1.3 Consolidated Implicit Knowledge

The consolidated Implicit Knowledge score is 102. Following histogram shows the consolidated Implicit Knowledge of the students.

Out of the total 80 students, the highest marks i.e. 83 and the lowest marks i.e. 32 are received by one student each. The large numbers of students i.e. 44 have obtained the marks between 46 and 54. The marks between 55 and 58 have been acquired by seven students. Apart from that, three students get the marks between 61 marks one student each scores 64 and 65 marks.

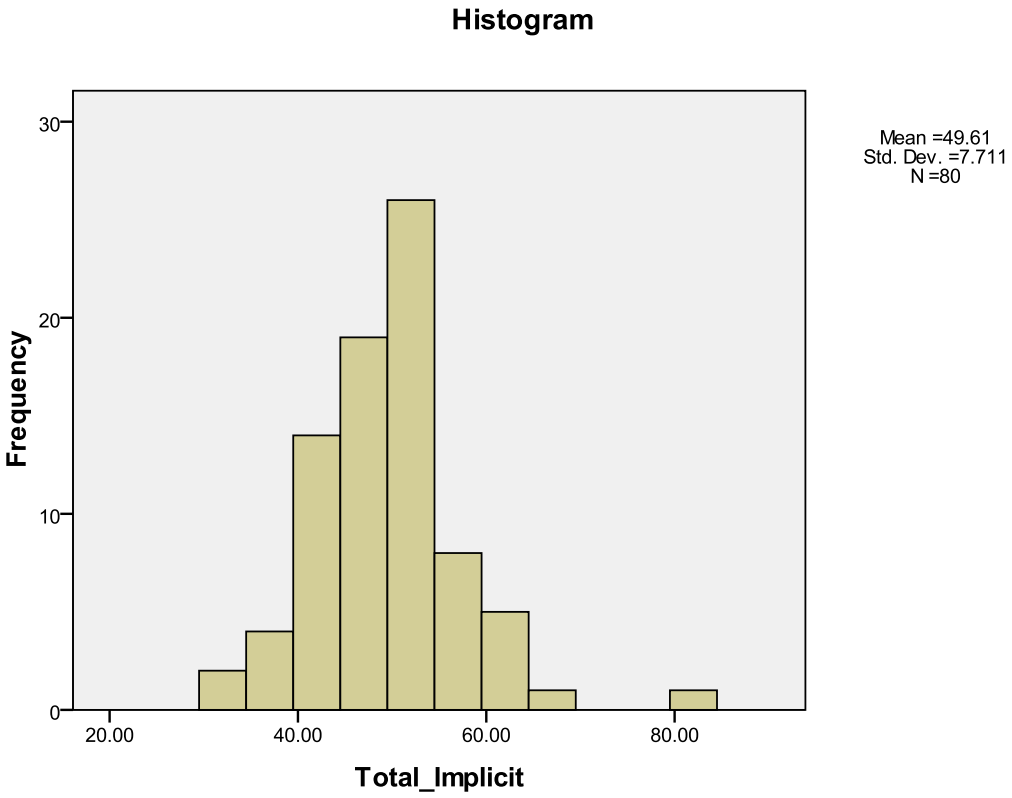


Table 4.3 Consolidated Implicit Knowledge

The histogram also shows the mean and the standard deviation of the total Implicit Score achieved by the students. The mean of the total score is 49.61 and the standard deviation is 7.711.

4.2 Grammatical Category-wise Discussion:

This part of the chapter discusses the grammatical category-wise analysis of the data. As discussed earlier, 17 grammatical categories are used to examine the Implicit Knowledge of the students. Each grammatical category contains six items, four and two items in Questionnaires II and V respectively. It means that the maximum marks for each category are six and one mark is awarded to each correct response.

4.2.1 Implicit Knowledge for Early Level Grammatical Categories

4.2.1.1 Category 1: Verb Complements

The following Table 4.4 shows the Implicit Knowledge for the students for the grammatical category 'Verb Complements':

College	Implicit Knowledge						Total
	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	2	5	10	1	1	1	20
Madha College	2	8	6	3	1	0	20
Modnimb College	2	4	10	3	1	0	20
Tembhurni College	1	3	10	5	0	1	20
Total	7	20	36	12	3	2	80

4.4 Implicit Knowledge: Verb Complements

As the above table reveals out of the total 80 students, only two students get the highest marks i.e. six, three students attain five marks, four marks are obtained by 12 students, 36 students, i.e. the highest numbers of students, receive three marks, 20 students acquire two marks and the least marks i.e. one mark is scored by seven students.

The above table also shows **College-wise Implicit Knowledge** for the grammatical category 'Verb Complements'. Out of the total 80 students, 20 students each are from Kurduwadi College, Madha College, Modnimb College and Tembhurni College. The analysis of the score on the Verb Complements grammatical category shows the following results:

Seven students obtain the least marks i.e. one. Out of them, two students each are from Kurduwadi College, Madha College, Modnimb College and one student is from Tembhurni College. Two marks are achieved by 20 students, and out of them, five and eight students are of Kurduwadi and Madha Colleges, respectively, and four and three students are of Modnimb and Tembhurni Colleges, respectively. 36 students obtain

three marks. Out of them, ten students each belong to Kurduwadi, Modnimb and Tembhurni Colleges. Remaining six students are of Madha College. 12 students get four marks and, out of them, five students are from Tembhurni College, three students each belong to Madha and Modnimb Colleges, and only one student is from Kurduwadi college. Three students receive five marks and, out of them, one student each is from Kurduwadi, Madha, and Modnimb Colleges. Two students score the highest marks, i.e. six. Out of them, one student each is from both Kurduwadi and Tembhurni Colleges.

4.2.1.2 Category 2: Modal Verbs

Table 4.5 shows the Implicit Knowledge of the students for the grammatical category 'Modal Verbs'. Out of the total 80 students, the highest numbers of students i.e. 34 get four marks. The highest marks i.e. six are obtained by four students and 14 student get lowest marks i.e. two. Five marks are achieved by 11 students. Three marks are obtained by 17 students.

The table 4.5 indicates the **college-wise Implicit Knowledge for the** grammatical category 'Modal Verbs'.

College	**Implicit Knowledge of Modal Verbs**					Total
	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	6	3	6	4	1	20
Madha College	3	3	11	3	0	20
Modnimb College	3	2	13	2	0	20
Tembhurni College	2	9	4	2	3	20
Total	14	17	34	11	4	80

4.5 Implicit Knowledge: Modal Verbs

The analysis of the table shows that, out of the total 80 students, four students get the highest marks i.e. six marks. Out of them, three students are of Tembhurni College, whereas one student is from Kurduwadi College. 14 students get the lowest marks, i.e. two, out of them six are from Kurduwadi, three students each are from Madha and Modnimb colleges and two are from Tembhurni College. 17 students receive three marks and, of them, nine students are from Tembhurni College and three students each are from Madha and Kurduwadi colleges and two students are from Modnimb College. The highest numbers of students, i.e.34, score four marks and, of all, 13 students are from Modnimb College, 11 students are Madha College and six and four students are from Tembhurni and Kurduwadi colleges respectively. 11 students get five marks and, out of them, four students are from Kurduwadi, three students belong to Madha College and two students each are of Madha and Modnimb colleges.

4.2.1.3 Category 3: Plural S

Table 4.6 presents the Implicit Knowledge of the students for the grammatical category 'Plural S'. The table shows that out of the total 80 students, not a single student gets the highest marks i.e. six whereas one students get the least marks i.e. zero. Four students score five marks. Four marks are scored by 17 students. The highest numbers of the students i.e. 33 obtain three marks. 20 students secure two marks and five students get only one mark.

College	Implicit Knowledge of Plural S						Total
	.00	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	2	3	9	5	1	20
Madha College	0	1	5	11	2	1	20
Modnimb College	1	0	10	5	2	2	20
Tembhurni College	0	2	2	8	8	0	20
Total	1	5	20	33	17	4	80

4.6 Implicit Knowledge: Plural S

The table 4.6 shows the **college-wise Implicit Knowledge** of the students for the grammatical category 'Plural S'. Out of the total 80 students, five marks are received by four students, out of them; two are from Modnimb College and one student each is from Kurduwadi and Madha College. 17 students obtain four marks. Out of them, eight belong to Tembhurni College and five belong to Kurduwadi College, and two students each belong to Madha and Modnimb Colleges. 33 students receive three marks. Out of them, 11 are from Madha College and nine and eight are from Kurduwadi and Tembhurni Colleges respectively. 20 students achieve two marks. Out of them, ten belong to Modnimb College and five belong to Madha College. Five students secure one mark. Out of them, two students each are from Kurduwadi and Tembhurni Colleges. The least marks i.e. zero is received by one student Modnimb College.

4.2.2 Implicit Knowledge for Intermediate Level Grammatical Categories

4.2.2.1 Category 4: Regular Past Tense

Table 4.7 shows Implicit Knowledge of the students for the grammatical category Regular Past Tense.

College	Implicit Knowledge of Regular Past Tense							Total
	.00	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	0	2	4	5	4	4	1	20
Madha College	0	0	6	5	6	3	0	20
Modnimb College	1	3	5	7	3	1	0	20
Tembhurni College	1	4	7	4	2	1	1	20
Total	2	9	22	21	15	9	2	80

4.7 Implicit Knowledge: Regular Past Tense

The Table clearly indicates that, out of the total 80 students, two students each obtain the least marks i.e. zero and the highest marks i.e. six. Nine students get five marks. Four marks are obtained by 15 students. The highest number of students i.e. 22 students obtain two marks. Three marks are obtained by 21 students and nine students score only one mark.

The above table indicates **college-wise Implicit Knowledge** of the students for the grammatical category 'Regular Past Tense'. The table shows that two students get the lowest marks i.e. zero and, of them, one student each is from both Modnimb and Tembhurni Colleges. The highest marks, i.e. six, are achieved by two students. Of them, one student each is from both Kurduwadi and Tembhurni Colleges. Nine students get five marks and, out of them, four students are from Kurduwadi College and three students are from Madha Colleges, and one student each is from Modnimb and Tembhurni Colleges. 15 students obtain four marks and, out of them, six and four belong to Madha and Kurduwadi Colleges respectively and three and two belong to Modnimb and Tembhurni Colleges respectively. 21 students receive three marks and, of them, seven and four students are of Modnimb and Tembhurni Colleges respectively and five students each are of Kurduwadi and Madha Colleges. 22 students

get two marks, and, of them, seven and five students belong to Tembhurni and Modnimb Colleges respectively and six and four students belong to Madha and Kurduwadi Colleges respectively. One mark is acquired by nine students and, out of them, four and three students are from Modnimb and Tembhurni Colleges respectively and two students are from Kurduwadi College.

4.2.2.2 Category 5: Yes/ No Questions

Table 4.8 presents the Implicit Knowledge of the students for the grammatical category 'Yes/No Questions'.

College	Implicit Knowledge of Yes/ No Question						Total
	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	2	1	9	5	2	1	20
Madha College	2	3	10	5	0	0	20
Modnimb College	0	4	6	6	4	0	20
Tembhurni College	1	3	5	9	1	1	20
Total	5	11	30	25	7	2	80

4.7 Implicit Knowledge: Yes/No Questions

The above table shows that, out of the total 80 students, the highest number of students, 30, get three marks. Two students get the highest marks i.e. six, and the lowest marks i.e. one mark is achieved by five students. 25 students obtain four marks and seven students receive five marks. Two marks are attained by 11 students.

Table 4.7 shows the **college-wise Implicit Knowledge** of the students for the grammatical category 'Yes/No questions'. Out of 80 students, two students get the highest marks. Out of them, one student each

is from Tembhurni and Kurduwadi colleges. Five marks are received by seven students. Out of them, four students are from Modnimb College, and two and one students belong to Kurduwadi and Tembhurni Colleges respectively. 25 students get four marks. Out of them, nine and six students belong to Tembhurni and Modnimb colleges respectively and five students each belong to Kurduwadi and Madha colleges respectively. 30 students acquire three marks. Out of them, the highest numbers of students are from Madha College i.e. 10 and nine students of Kurduwadi college get them. Six and five students of Modnimb and Tembhurni colleges have acquired three marks respectively. 11 students obtain two marks. Out of them, four students are from Modnimb college and three students each are from Madha and Tembhurni colleges, and one student from Kurduwadi achieve two marks. One mark is received by five students and, out of them, two students each are of Kurduwadi and Madha colleges and one student is from Tembhurni College.

4.2.2.3 Category 6: Since and For

Table 4.8 reveals the Implicit Knowledge of the students for the grammatical category ‘Since and For’. The table shows that, out of 80 students, a large number of students, 28, scores three marks. Then, 23 students get two marks, 12 students obtain four marks, ten achieve one mark, four students get five marks, two students acquire highest marks i.e. 6 and one student, the lowest, zero marks.

College		Implicit Knowledge of Since and For							Total
		.00	1.00	2.00	3.00	4.00	5.00	6.00	
	Kurduwadi College	0	3	3	6	5	1	2	20
	Madha College	1	1	11	3	3	1	0	20
	Modnimb College	0	1	7	9	3	0	0	20
	Tembhurni College	0	5	2	10	1	2	0	20
Total		1	10	23	28	12	4	2	80

4.8 Implicit Knowledge: Since and For

The table 4.8 indicates the **college-wise Implicit Knowledge** for the grammatical category 'Since and For'. The analysis of the table shows that, out of the total 80, two students from Kurduwadi College get the highest marks i.e. six. One student of Madha College scores the least marks, i.e. zero. Four students get five marks and, out of them, one student each is from Kurduwadi and Madha Colleges. The table also shows that four marks are obtained by 12 students and, of them, five are of Kurduwadi and one is of Tembhurni colleges, and three students each are from Madha and Modnimb colleges. The highest numbers of students i.e. 28 receive three marks. Out of them, ten and nine students are from Tembhurni and Modnimb Colleges and six and three students are from Kurduwadi and Madha colleges respectively. Twenty three students achieve two marks and, out of them, 11 students belong to Madha, seven belong to Modnimb, three are of Kurduwadi and two are from Tembhurni colleges. Ten students score one mark. Of them, five belong to Tembhurni; three are from Kurduwadi, and one student each from Madha and Modnimb colleges.

4.2.3 Implicit Knowledge for Advanced Level Grammatical Categories

4.2.3.1 Category 7: Question Tag

Table 4.10 presents the Implicit Knowledge of the students for the grammatical category 'Question Tag'.

As the table shows that out of the total 80 students, only three students are able to get the highest marks i.e. six. A large number of students i.e. 26 obtain 30 marks. Four marks are achieved by 20 students and 11 students get five marks. Two marks are obtained by 18 students and one mark is received by two students.

College	Implicit Knowledge of Question Tag						Total
	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	1	5	2	8	3	1	20
Madha College	0	5	8	1	5	1	20
Modnimb College	1	7	4	6	2	0	20
Tembhurni College	0	1	12	5	1	1	20
Total	2	18	26	20	11	3	80

4.9 Implicit Knowledge: Question Tag

Table 4.9 shows the **University-wise Implicit Knowledge** of the students for the grammatical category 'Question Tag'. Out of the total 80 students, two students get the least marks, i.e. one, and one student each is from Kurduwadi and Modnimb colleges. Three students obtain six marks and, out of them, one student each belongs to Kurduwadi, Madha and Tembhurni colleges. Five marks are attained by 11 students and, of them, five students are of Madha, three of Kurduwadi, two are from Modnimb and one is of Tembhurni colleges. 20 students receive four marks and, of them, eight belong to Kurduwadi, six are from Modnimb, five are from

Tembhurni and one is from Madha colleges. Three marks are achieved by 26 students and, out of them, 12 students are from Tembhurni, whereas eight students are from Madha, four and two belong to Modnimb and Kurduwadi colleges respectively. 18 students get two marks and, of them, seven and one students are of Modnimb and Tembhurni colleges, respectively and five students each are from Kurduwadi and Madha colleges. Only two students get one mark and, of them, each student belongs to Kurduwadi and Modnimb colleges.

4.2.3.2 Category 8: Unreal Conditions

The table 4.10 shows the Implicit Knowledge of the students for the grammatical category 'Unreal Conditions'.

The table shows that, out of the total 80 students, not a single student gets the maximum marks i.e. six while three students get the least marks i.e. zero. Five marks are received by just one student. Four marks are scored by highest numbers, 28, of students. 16 students attain three marks and 24 students obtain two marks and eight students receive one mark.

College	Implicit Knowledge of Unreal Conditions						Total
	.00	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	2	5	4	9	0	20
Madha College	2	3	7	4	4	0	20
Modnimb College	1	1	4	5	8	1	20
Tembhurni College	0	2	8	3	7	0	20
Total	3	8	24	16	28	1	80

4.10 Implicit Knowledge: Unreal Conditions

The table 4.10 indicates the **college-wise Implicit Knowledge** of the students for the term grammatical category 'Unreal Conditions'. The

analysis of the table shows that, out of the total 80 students, one student from Modnimb College scores the maximum marks i.e. five. However, three students get zero marks. Out of them, two belong to Madha College and one from Modnimb College. 28 students obtain four marks, out of them, nine are of Kurduwadi, eight are from Modnimb, seven belong to Tembhurni and four are from Madha Colleges. Three marks are received by 16 students, out of them, four students each are from Kurduwadi and Madha Colleges and five and three students belong to Modnimb and Tembhurni Colleges respectively. 24 students receive two marks and, among them, 8 belong to Tembhurni, seven are from Madha, five are of Kurduwadi and four are from Modnimb colleges. One mark is scored by eight students and, out of them; three and one students are from Madha and Modnimb Colleges, respectively and two students each belong to Kurduwadi and Tembhurni Colleges.

4.2.3.3 Category 9: Articles

Table 4.11 presents the Implicit Knowledge of the students for the grammatical category ‘Articles’.

The table shows that out of the total 80 students, not a single student gets six and five marks however two students get zero marks. The highest numbers of students, 53, score two marks while 17 students score three marks. Four marks are scored by two students and six students obtain one mark.

College	Implicit Knowledge of Articles					Total
	.00	1.00	2.00	3.00	4.00	
Kurduwadi College	1	2	10	6	1	20
Madha College	1	1	14	4	0	20
Modnimb College	0	0	15	4	1	20
Tembhurni College	0	3	14	3	0	20
Total	2	6	53	17	2	80

4.11 Implicit Knowledge: Articles

Table 4.11 indicates the **college-wise Implicit Knowledge** of the students for the grammatical category 'Articles'. Out of the total 80 students, not a single student from any colleges gets six or five, the highest, marks. Two students obtain four marks. Out of them, one student each are from Kurduwadi and Modnimb Colleges. Three marks are received by 17 students and, of them, six and three students belong to Kurduwadi and Tembhurni colleges, respectively and four students each are from Madha and Modnimb Colleges. The highest numbers of students, i.e.53, get two marks. Out of them, 15 and ten students are from Modnimb and Kurduwadi Colleges, respectively and 14 students each are from Madha and Tembhurni Colleges. Six students obtain one mark. Of them, three and two and one students are from Tembhurni, Kurduwadi and Madha Colleges, respectively.

4.2.3.4 Category 10: Ergative Verbs

Table 4.12 indicates the Implicit Knowledge of the students for the grammatical category 'Ergative Verbs'.

College	Implicit Knowledge of Ergative Verbs						Total
	.00	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	1	7	7	4	1	20
Madha College	2	2	6	9	0	1	20
Modnimb College	0	3	8	6	2	1	20
Tembhurni College	0	2	2	11	5	0	20
Total	2	8	23	33	11	3	80

4.12 Implicit Knowledge: Ergative Verbs

The above table shows that, out of the total 80 students, No one scores the highest marks i.e. six and two students get the lowest marks i.e. zero. One mark is obtained by eight students, and 23 students achieve two marks. 33, the highest number of students, acquire three marks. 11 students receive four marks and three students get five marks.

The **college-wise Implicit Knowledge** of the students for the grammatical category 'Ergative Verbs' indicates table 4.12. The analysis of the table explains that, out of the total 80 students, three students obtain five marks. Of them, each student belongs to Kurduwadi, Madha and Modnimb Colleges, respectively. 11 students obtain four marks and, out of them, five, four and two students are from Tembhurni, Kurduwadi and Modnimb Colleges. The highest numbers of students, i.e. 33, get three marks. Out of them, 11 and nine belong to Tembhurni and Madha Colleges, respectively whereas seven and six are from Kurduwadi and Modnimb Colleges, respectively. Two marks are obtained by 23 students and, out of them, eight are from Modnimb, seven are from Kurduwadi, six are from Madha and two are from Tembhurni Colleges. Eight students receive one mark. Out of them, three and one are from Modnimb and Kurduwadi Colleges, respectively and two students each are from Madha

and Tembhurni colleges. Two students get the least marks, i.e. zero and they are from Madha College.

4.2.3.5 Category 11: Possessive S

Table 4.13 presents the Implicit Knowledge of the students for the grammatical category 'Possessive S'.

The table shows that, out of the total 80 students, no one gets the highest marks i.e. six, whereas the least marks i.e. zero are received by two students. Nine students achieve one mark. 26 students each acquire two marks and three. Ten students achieve four marks and seven students get five marks.

College	Implicit Knowledge of Ergative Verbs						Total
	.00	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	3	4	8	2	3	20
Madha College	1	4	5	7	1	2	20
Modnimb College	0	2	6	5	5	2	20
Tembhurni College	1	0	11	6	2	0	20
Total	2	9	26	26	10	7	80

4.13 Implicit Knowledge: Possessive S

The table 4.13 reveals the **college-wise Implicit Knowledge** for the grammatical category 'Possessive S'. The analysis of the table explains that, out of 80 students, two students get the lowest marks, i.e. zero, and, out of them, each one belongs to Madha and Tembhurni Colleges. Five marks are obtained by seven students. Out of them, three are of Kurduwadi College and two students each are from Madha and Modnimb colleges. 26 students attain three marks. Of them, eight and seven students are from Kurduwadi and Madha Colleges and six and five are from Tembhurni and

Modnimb Colleges, respectively. Ten students get four marks. Out of them, five are from Modnimb and one is from Madha and two students each belong to Kurduwadi and Tembhurni Colleges. Again 26 students get two marks. Of them, eleven and six students are from Tembhurni and Modnimb Colleges and five and four are from Madha and Kurduwadi Colleges, respectively. One mark is obtained by nine students and, out of them, four and three students are from Madha and Kurduwadi Colleges, respectively and two students are from Modnimb College.

4.2.3.6 Category 12: Third Person

The table 4.46 indicates the Implicit Knowledge of the students about the grammatical category 'Third Person'.

The table shows that, out of the total 80 students, one student gets five marks and the lowest marks i.e. one is received by five. Four marks are received by 11 students. The highest number of students i.e. 32 students get three marks. 31 students get two marks.

College	Implicit Knowledge of Third Person					Total
	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	1	7	6	5	1	20
Madha College	2	7	9	2	0	20
Modnimb College	1	11	6	2	0	20
Tembhurni College	1	6	11	2	0	20
Total	5	31	32	11	1	80

4.14 Implicit Knowledge: Third Person

The table 4.14 reveals the **college-wise Implicit Knowledge** of the students for the grammatical category 'Third Person'. Out of the total 80 students, one student from Kurduwadi College scores five marks, whereas five students get the least marks i.e. one, out of them, two belong to Madha and one student each from Kurduwadi, Modnimb and Tembhurni Colleges.

11 students receive four marks, out of them, five are from Kurduwadi College and two students each are from Madha, Modnimb and Tembhurni Colleges. The highest numbers of students i.e. 32 score students get three marks, of them, 11 and nine belong to Tembhurni and Madha Colleges, respectively and six students each are from Kurduwadi and Modnimb Colleges. 31 students get two marks, among them, 11 and six are from Modnimb and Tembhurni Colleges, respectively and seven students each belong to Kurduwadi and Madha Colleges.

4.2.3.7 Category 13: Relative Clauses

Table 4.15 shows the Implicit Knowledge of the students for the grammatical category 'Relative Clauses'.

The table shows that, out of the total 80 students, the highest numbers of students i.e. 24 score four marks and the lowest number of students i.e. 2 students score zero marks. The highest marks i.e. six are received by two students. 16 students get five marks. 23 students receive three marks. Two and one marks are obtained by ten and three students, respectively.

College	**Implicit Knowledge of Relative Clauses**							Total
	.00	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	0	2	2	6	4	5	1	20
Madha College	2	0	4	4	6	3	1	20
Modnimb College	0	0	2	7	8	3	0	20
Tembhurni College	0	1	2	6	6	5	0	20
Total	2	3	10	23	24	16	2	80

4.15 Implicit Knowledge: Relative Clauses

Table 4.15 reveals the **college-wise Implicit Knowledge** of the students for the grammatical category 'Relative Clauses'. Out of the total 80 students, two students score the highest marks i.e. six. Out of them, each one belongs to Kurduwadi and Madha Colleges. 16 students get five marks and, of them, five students each are Kurduwadi and Tembhurni Colleges and three students each belong to Madha and Modnimb colleges. Four marks are obtained by the highest numbers of students i.e. 24 and, of them, eight and four belong to Modnimb and Kurduwadi colleges, respectively and six students each are from Madha and Tembhurni colleges. 3 students obtain three marks. Out of them, seven and four students are of Modnimb and Madha colleges, respectively and six students each are from Kurduwadi and Tembhurni colleges. Ten students get two marks and, out of them, four are from Madha College and two students each are from remaining three colleges. One mark is received by three students and of them, two and one student are from Kurduwadi and Tembhurni colleges, respectively.

4.2.3.8 Category 14: Embedded Questions

The following table 4.16 presents the Implicit Knowledge of the students about the grammatical category 'Embedded Questions'. The above shows that, out of the total 80 students, the highest marks i.e. six are scored by two students, whereas one mark is received by 18 students. Four students get five marks. The highest number of students i.e. 25 obtains three marks. Four marks are achieved by 20 students. 11 students score two marks.

College	Implicit Knowledge of Embedded Questions						Total
	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	7	4	5	3	1	0	20
Madha College	4	3	9	3	1	0	20
Modnimb College	5	3	5	4	1	2	20
Tembhurni College	2	1	6	10	1	0	20
Total	18	11	25	20	4	2	80

4.16 Implicit Knowledge: Embedded Questions

The table 4.16 reveals the **college-wise Implicit Knowledge** of the students for the grammatical category 'Embedded Questions'. Out of the total 80 students, the highest marks i.e. six are obtained by two students from Modnimb College. Four students get five marks and each one belongs to Kurduwadi, Madha, Modnimb and Tembhurni colleges. 20 students achieve four marks. Out of them, ten and four students belong to Tembhurni and Modnimb colleges, respectively and three students each are from Kurduwadi and Madha colleges. The highest numbers of students i.e. 25 get three marks. Among them, nine and six are from Madha and Tembhurni colleges, respectively and five students each belong to Kurduwadi and Modnimb colleges. Eleven students acquire two marks, four and one belong to Kurduwadi and Tembhurni colleges, respectively, and three students each are from Madha and Modnimb colleges. 18 students obtain one mark and out of them, seven are of Kurduwadi, five belong to Modnimb, four are from Madha, and two belong to Tembhurni colleges.

4.2.3.9 Category 15: Dative Alteration

The table 4.58 presents the Implicit Knowledge of the students for the grammatical category 'Dative Alteration'.

The table shows that, out of the total 80 students, no one gets the highest marks i.e. six. Eight students obtain five marks. 14 students receive four marks. The highest number of students, i.e. 41, achieves three marks. 16 students attain two marks. Only one mark is attained by one student.

College	Implicit Knowledge of Dative Alteration					Total
	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	3	11	4	2	20
Madha College	0	6	12	2	0	20
Modnimb College	0	3	8	4	5	20
Tembhurni College	1	4	10	4	1	20
Total	1	16	41	14	8	80

4.17 Implicit Knowledge: Dative Alteration

The table 4.17 explains the **college-wise Implicit Knowledge** of the students for the grammatical category 'Dative Alteration'. The analysis of the table shows that, out of the total 80 students, eight students get five marks and, of them, five and two and one are from Modnimb, Kurduwadi and Tembhurni colleges, respectively. 14 students obtain four marks. Out of them, four students each are of Modnimb, Kurduwadi and Tembhurni colleges and two are form Madha College. The highest numbers of students, 41, get three marks. Of them, 12 belong to Madha, 11 are from Kurduwadi, ten are of Tembhurni and eight belong to Modnimb colleges. 16 students attain two marks. Out of them, six and four are from Madha and Tembhurni Colleges and three students each belong to Kurduwadi and

Modnimb colleges. Only one student achieves one mark that is from Tembhurni College.

4.2.3.10 Category 16: Comparatives

The table 4.18 presents the Implicit Knowledge of the students for the grammatical category 'Comparatives'.

The table shows that, out of the total 80 students, two students achieve the highest mark i.e. six. Three students obtain five marks. Four marks are received by 13 students. The maximum students i.e. 42 students achieve three marks. 14 students get two marks and six students get one mark. However, no one gets zero marks.

College	Implicit Knowledge of Comparative						Total
	1.00	2.00	3.00	4.00	5.00	6.00	
Kurduwadi College	3	4	10	2	0	1	20
Madha College	0	4	10	2	3	1	20
Modnimb College	3	3	12	2	0	0	20
Tembhurni College	0	3	10	7	0	0	20
Total	6	14	42	13	3	2	80

4.18 Implicit Knowledge: Comparative

The table 4.18 reveals **college-wise Implicit Knowledge** for the grammatical category 'Comparatives'. The analysis of the table shows that, out of the total 80 students, two students get the highest marks i.e. six. Out of them, one student each is form Kurduwadi and Madha colleges. Three students obtain five marks and they are from Madha College. 13 students score four marks. Among them, seven students belong to Tembhurni College and two students each belong to Kurduwadi, Madha and Modnimb colleges. The highest number of students, i.e.42, obtains three marks. Out

of them, 12 students are from Modnimb and ten students each are from Kurduwadi, Madha and Tembhurni colleges. 14 students receive two marks and, of them, four students each belong to Kurduwadi and Madha colleges and three students are from Modnimb and Tembhurni colleges. One mark is achieved by six students. Out of them, three students each are Kurduwadi and Modnimb colleges.

4.2.3.11 Category 17: Adverb Placements

The table 4.66 presents the Implicit Knowledge of the students for the grammatical category 'Adverb Placements'.

College	Implicit Knowledge of Adverb Placement						Total
	.00	1.00	2.00	3.00	4.00	5.00	
Kurduwadi College	0	5	5	7	3	0	20
Madha College	0	2	9	5	2	2	20
Modnimb College	0	5	9	2	4	0	20
Tembhurni College	1	3	5	4	7	0	20
Total	1	15	28	18	16	2	80

4.19 Implicit Knowledge: Adverb Placement

The table shows that, out of 80 students, not a single student achieve the highest score i.e. six marks and the lowest score i.e. zero marks are received by one student. The highest numbers of students, 28, obtain two marks. Two students receive five marks. 16 students score four marks. Three marks are received by 18 students and only one mark is achieved by 15 students.

The table 4.19 reveals the **college-wise Implicit Knowledge** of the students for the grammatical category 'Adverb Placements'. Out of the total 80 students, two students achieve five marks and they are of Madha College. 16 students get four marks. Out of them, seven are from

Tembhurni, four are of Modnimb, three belong to Kurduwadi and two belong to Madha colleges. Three marks are obtained by 18 students. Of them, seven are from Kurduwadi, five belong to Madha, four are from Tembhurni and two are of Modnimb colleges. The highest numbers of students, i.e. 28, get two marks. Among them, nine students each are from Madha and Modnimb colleges and five students each are from Kurduwadi and Tembhurni colleges. 15 students get only one mark and, of them, five students each belong to Kurduwadi and Tembhurni colleges and three and two students are form Tembhurni and Madha colleges. One student achieves the lowest score, i.e. 0 marks and that is from Tembhurni College.

4.3 Group -wise Discussion of Implicit Knowledge

The percentage of the overall score of Implicit Knowledge of the students is shown in the following histogram:

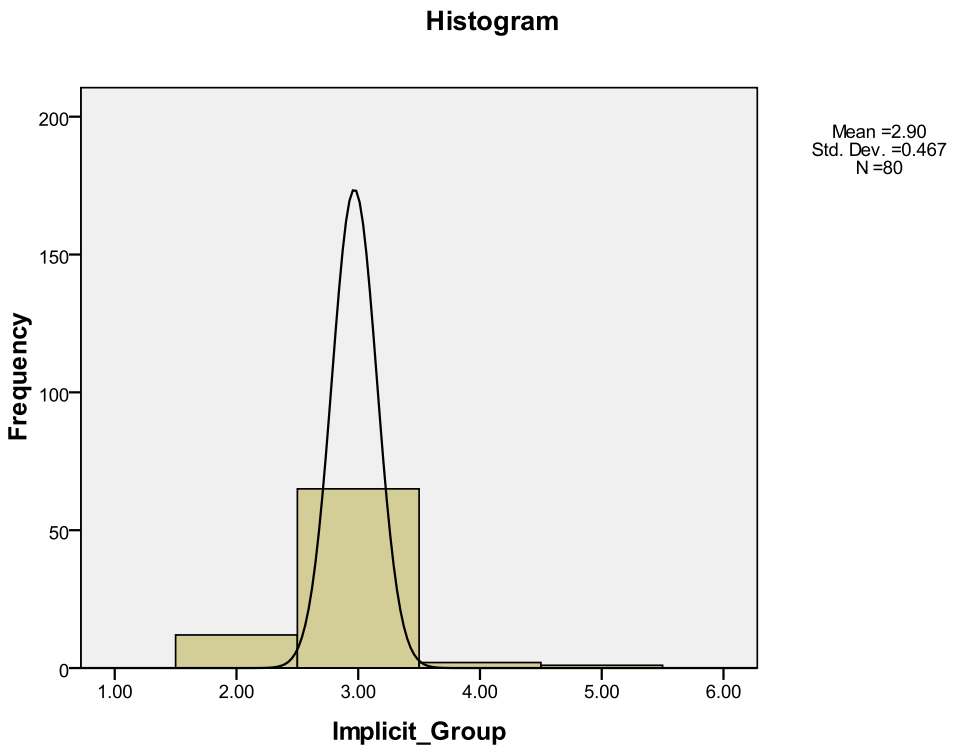


Table 4.20 Group –wise Implicit Knowledge

The score is converted into percentage and on the basis of this percentage the students are classified in five groups using the following table. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Implicit Group	Implicit Score in %	Frequency
I	0-20	0
II	21 -40	12
III	41 - 60	65
IV	61 - 80	2
V	81 - 100	1
	Total	80

Table 4.21 Implicit Groups

The table shows that a large number of students, i.e. 65, belong to Group III, while the least number of student, i.e. one, falls in Group V. Twelve students belong to group II and two students are included in IV group. There are no students who get score between 0 and 20 for Implicit Knowledge.

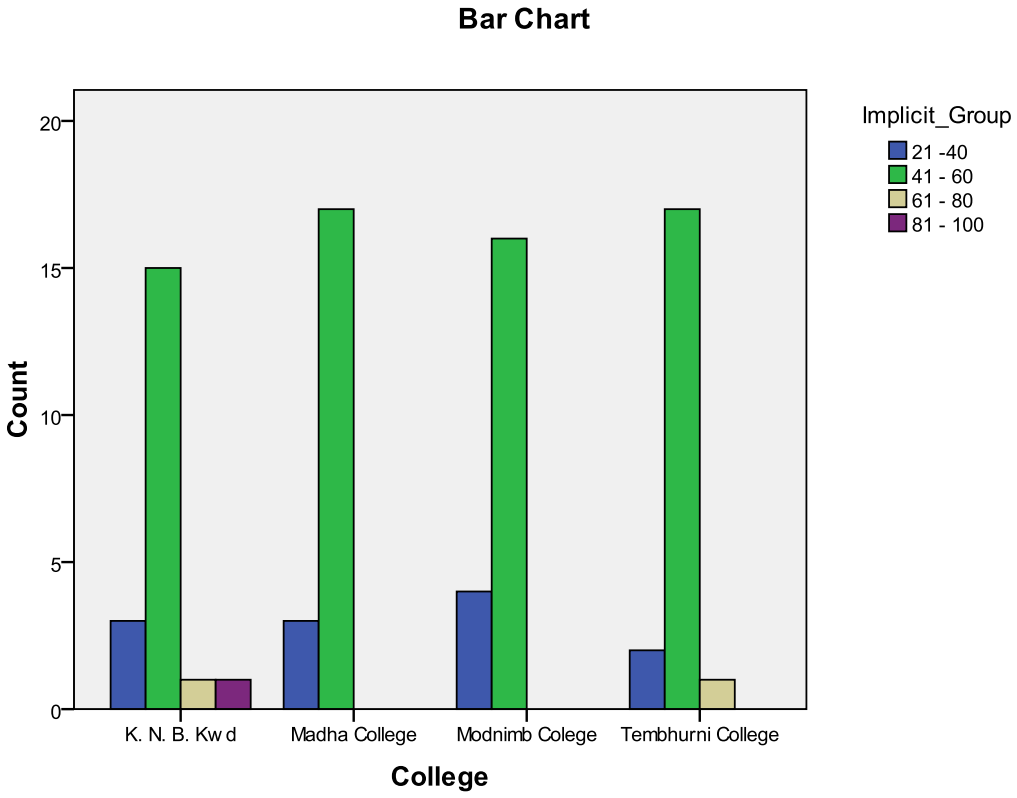
With the help of the classification of students in these groups, the following part of the chapter explains the relation between the Implicit Knowledge of the students and their college.

4.3.1 College-wise Implicit Knowledge

Table 4.22 illustrates the group-wise Implicit Knowledge of the students from Madha Tahsil.

College	Implicit Group				Total
	21 -40	41 - 60	61 - 80	81 - 100	
Kurduwadi College	3	15	1	1	20
Madha College	3	17	0	0	20
Modnimb College	4	16	0	0	20
Tembhurni College	2	17	1	0	20
Total	12	65	2	1	80

Table 4.22 College-wise Implicit Knowledge



The table and graph show that, out of the total 80, 20 Students each are from four colleges namely Kurduwadi, Madha, Modnimb and Tembhurni Colleges. Out of the total 80 students, only one (1%) student form Kurduwadi College scores the highest marks .i.e. between 81 and 100

%. Two students have scored marks between 61 and 80 % and each one belongs to Kurduwadi and Tembhurni colleges. The large numbers of students i.e. 65 have obtained marks between 41 and 60 %. Out of them, 17 students each are from Madha and Tembhurni colleges, 16 belong to Modnimb and 15 are of Kurduwadi colleges. Twelve students get the marks between 21 and 40 %. Of them, three students each are from Kurduwadi and Madha colleges and four and two belong to Modnimb and Tembhurni colleges, respectively. The above table shows that not a single student from any colleges get the least marks i.e. zero and 20 %. It also seems that the students of Kurduwadi and Tembhurni colleges have greater Implicit Knowledge than that of the students Madha and Modnimb colleges.

Chapter 5

L2 EXPLICIT KNOWLEDGE: ANALYSIS AND ASSESSMENT

5.0 Preview

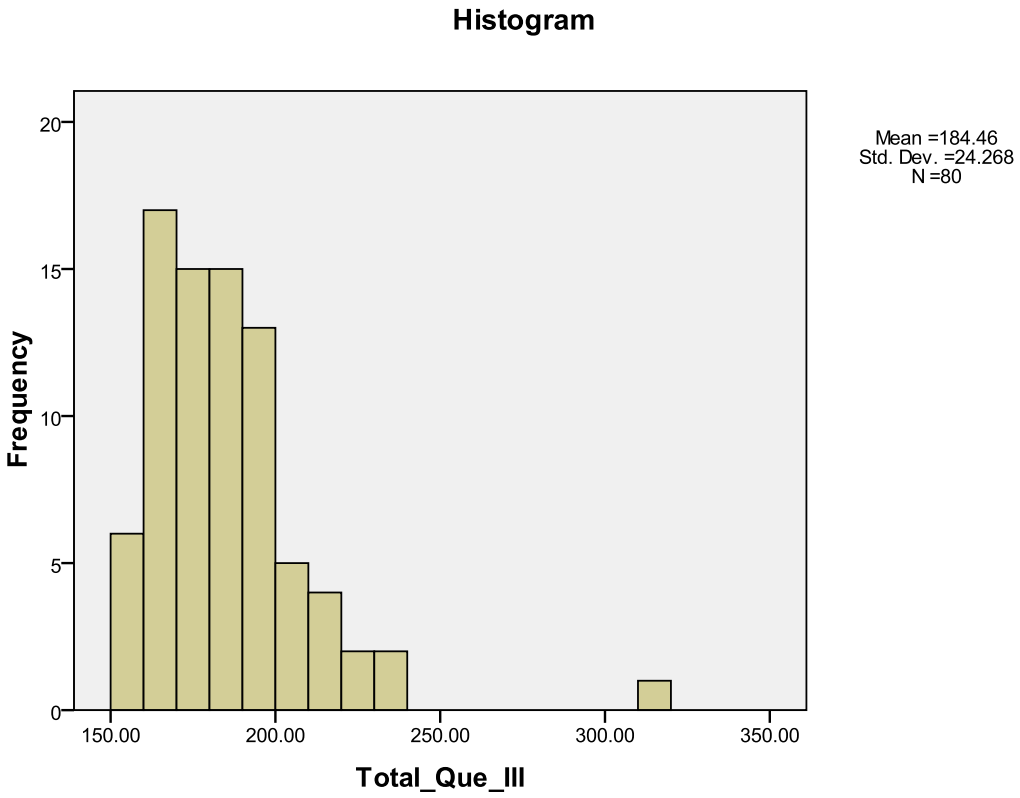
The present chapter analyzes and discusses the responses of the students to Questionnaires III and IV. As mentioned earlier, Questionnaires III and IV are employed to assess the Explicit Knowledge of the students. Questionnaire III, i.e. Timed Grammaticality Judgement Test, contains 68 sentences (four items of each grammatical category selected) and Questionnaire IV is the Metalinguistic Knowledge Test. It is divided into two parts: Part 1 contains 17 sentences and Part 2 is again divided into two Parts: A and B. Part A contains a short paragraph and the students have to read and identify 20 grammatical features. Part B contains 16 sentences and students have to underline the item requested in the bracket against each sentence. The present chapter is divided into three parts. Part I discusses the responses of the students to the individual items used in the questionnaire. The second part of the chapter discusses the grammatical category-wise responses of the students, and the University-wise, class-wise PG and UG, Residential Location-wise performance of the students. The Third part of the chapter discusses the group-wise performance of the students, who are divided into five groups based on the percentage of the score they have obtained in Questionnaires III and IV.

5.1 Questionnaire-wise Explicit Knowledge:

In the following section the total marks acquired by the students in questionnaires III and IV are discussed.

5.1.1 Questionnaire III Untimed Grammaticality Judgement Test

Following bar diagram 5.1 shows the marks achieved by the students in the above questionnaire:

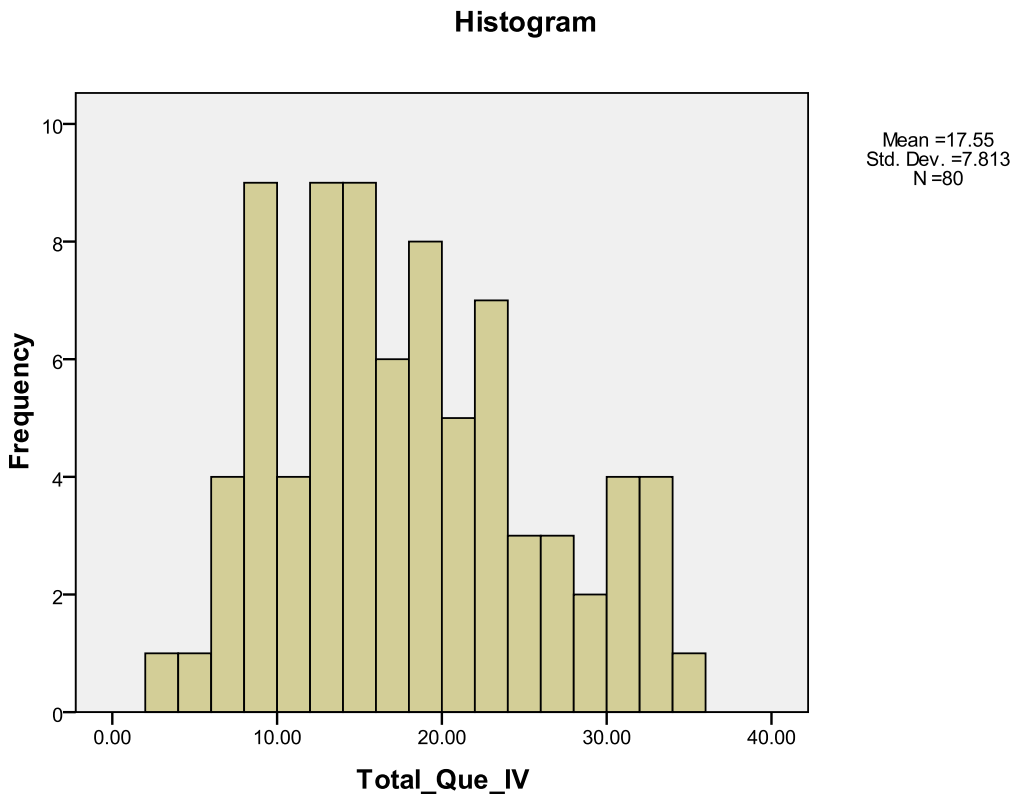


5.1 Explicit Knowledge: Questionnaire III

The total score of this questionnaire is 340. Out of the total 80 students, a large number of students, i.e. five, have scored 172 marks. The highest marks, i.e. 316, are scored by only one student. The least marks, i.e. 151, are obtained by one student. Four students each have achieved 192 and 164 marks. 189, 176, 165 and 157 marks have been acquired by three students each. Apart from this, 206 marks are received by two students. The mean of the above data set is 184.4+ and the standard deviation is 24.268.

5.1.2 Questionnaire IV the Metalinguistic Knowledge Test

Following diagram 5.2 shows the score obtained by the students in the above questionnaire:

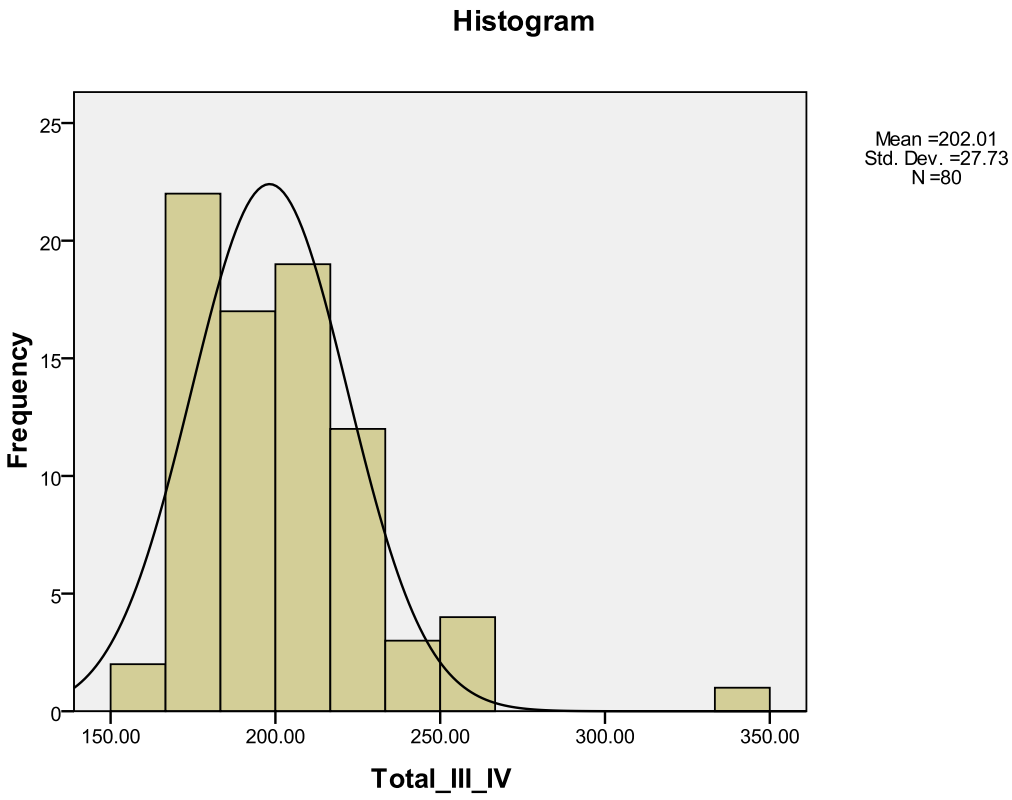


5.2 Explicit Knowledge: Questionnaire IV

The total marks assigned to this questionnaire are 53 marks. Out of the total 80 students, the highest marks, 34, are scored by only one student and the lowest marks, three, are also obtained by one student. A large number of students, i.e. eight, have received 14 marks. Two students each get 33 and 32 marks. Three students each get 31, 25, 23, 13 and 11 marks. Four students each obtain 22 and seven marks. Six students each acquire 19 and 12 marks. Five students each have received 21 and 16 marks. The mean of the above data set is 17.55 and the standard deviation is 7.813.

5.1.3 Consolidated Explicit Knowledge:

The table 5.3 shows the consolidated marks achieved by students in both the questionnaires i.e. III and IV. The total score of the two questionnaires is 393 marks. Out of the total 80 students, the highest marks i.e. 338 are achieved by only one student and also the least marks i.e. 159 are scored by one student. 259 marks are scored by two students. A large number of students i.e. 30 have scored marks between 193 and 218. 12 students have received marks between 220 and 251.



5.3 Consolidated Explicit Knowledge Score

The table also indicates that three students achieve 181 marks. 173 marks are attained by four students.

The mean of the above data set is 202.01 and the standard deviation is 27.73.

5.2 Grammatical Category-wise Explicit Knowledge:

This section of the chapter discusses and deals with the grammatical category-wise Explicit Knowledge. As discussed earlier, 17 grammatical categories are used to examine the Explicit Knowledge of the students. Each grammatical category contains five items, four items from Questionnaire III (Untimed Grammaticality Judgement Test) and one item from Questionnaire IV (Part 1) (Metalinguistic Knowledge Test).

For each item in Untimed Grammaticality Judgement Test five marks are given if a student identifies the sentence correctly and is '100 % certain' about it. Four marks are given if a student indentifies the sentence correctly and is 'more than 50 % certain' about the response; three marks are given if a student identifies the sentence correctly and is 'less than 50 % sure' about it. Two marks are given if a student does not identify the sentence correctly and is 'less than 50 % sure' about it. One mark is given if a student does not identify the sentence correctly and is 'more than 50 % certain' about it. Zero marks are given if a student does not identify the sentence correctly and is '100 % certain' of it. Thus, for each item in Untimed Grammaticality Judgement Test, the maximum marks allotted are five and the minimum is zero mark.

Questionnaire IV, Part I contains 17 sentences and each correct response is given one mark and incorrect response is given zero mark.

Thus for each grammatical category, in all 21 marks (20 marks Untimed GJT and 1 mark MKT part 1) are allotted.

5.2.1 Explicit Knowledge for Early Level Grammatical Categories

5.2.1.1 Category I: Verb Complements

Table 5.4 shows the Explicit Knowledge of the Students for the grammatical category called 'Verb Complements'.

Marks Obtained	College				Total
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	
2.00	0	0	1	0	1
4.00	1	0	0	0	1
5.00	0	1	0	0	1
6.00	2	0	2	0	4
7.00	1	0	1	1	3
8.00	0	2	1	2	5
9.00	3	0	0	2	5
10.00	0	5	2	1	8
11.00	3	1	2	5	11
12.00	1	0	4	2	7
13.00	3	3	0	1	7
14.00	1	2	2	1	6
15.00	3	1	2	2	8
16.00	1	3	0	2	6
17.00	0	1	2	1	4
18.00	0	0	1	0	1
20.00	0	1	0	0	1
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.4 Category-wise Explicit Knowledge: Verb Complements

Above table shows that out of the total 80 students, the highest marks i.e. 21, are obtained by one student that is from Kurduwadi college,

while one student from Modnimb college gets the lowest marks i.e. zero. 20 marks are received by one student from Madha College. 17 marks are obtained by four students; out of them two belong to Modnimb College whereas one student each is from Madha ad Tembhurni College. Eight students have scored 15 marks, of them two students each belong to Modnimb and Tembhurni colleges and three and one students are from Kurduwadi and Madha colleges, respectively. The large numbers of students, i.e. 11, have scored 11marks, out of them, five are from Tembhurni, three are from Kurduwadi, two belong to Modnimb and one is from Madha colleges, respectively.

5.2.1.2 Category 2: Modal Verbs

The Explicit Knowledge of the Students for the grammatical category 'Modal Verbs' is shown in the following table 5.5:

Out of the total 80 students, one student from Kurduwadi College gets the highest marks, i.e. 21. The lowest marks, i.e. six, are scored by only two students from Modnimb College. The maximum students score marks between 10 and 15. The highest numbers of students, i.e. 19, obtain 10 marks. Out of them, eight are from Modnimb, five are from Kurduwadi and three students each are from Madha and Tembhurni colleges. 19 marks are acquired by one student from Modnimb College. 18 marks are received by four students, of them; two are form Modnimb and each one form Tembhurni and Madha colleges. 13 students achieve 11 marks. Of all, six and four are from Tembhurni and Kurduwadi colleges and two and one belong to Madha and Modnimb colleges, respectively. Nine students each score 12 and 14 marks. 15 marks have been scored by eight students, out of them, four and two are form Madha and Modnimb colleges respectively and one student each from Kurduwadi and Tembhurni colleges.

Marks Obtained	College				Total
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	
6.00	0	0	2	0	2
7.00	0	0	0	2	2
8.00	0	1	0	1	2
9.00	0	2	0	1	3
10.00	5	3	8	3	19
11.00	4	2	1	6	13
12.00	5	1	1	2	9
13.00	2	1	0	2	5
14.00	2	4	2	1	9
15.00	1	4	2	1	8
17.00	0	1	1	0	2
18.00	0	1	2	1	4
19.00	0	0	1	0	1
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.5 Category-wise Explicit Knowledge for Modal Verbs

5.2.1.3 Category 3: Plural S

Table 5.6 shows the Explicit Knowledge of the Students for the grammatical category 'Plural S'.

As the table shows, out of the total 80 students, two students from Tembhurni College and one student from Kurduwadi College get the highest marks i.e. 19. The lowest marks i.e. two are acquired by students from Kurduwadi College. The large numbers of students i.e. 17 have acquired 11 marks. Among them ten are from Tembhurni College and two students each are from Kurduwadi and Madha Colleges respectively and three are from Modnimb College.

Marks Obtained	College				Total
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	
4.00	2	0	0	0	2
6.00	2	0	2	0	4
7.00	1	0	0	1	2
8.00	2	2	0	0	4
9.00	0	1	1	0	2
10.00	2	3	3	1	9
11.00	2	2	3	10	17
12.00	1	1	4	3	9
13.00	2	3	2	1	8
14.00	0	2	1	0	3
15.00	4	2	1	0	7
16.00	1	3	2	2	8
17.00	0	1	1	0	2
19.00	1	0	0	2	3
Total	20	20	20	20	80

Table 5.6 Category-wise Explicit Knowledge for Plural S

5.2.2 Explicit Knowledge for Intermediate Level Grammatical Categories

5.2.2.1 Category 4: Regular Past Tense

Table 5.7 shows the Explicit Knowledge of the Students for the grammatical category ‘Regular Past Tense’.

Marks Obtained	College				Total
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	
3.00	0	1	0	0	1
4.00	1	0	0	0	1
5.00	0	0	1	0	1
6.00	3	0	2	2	7
7.00	0	1	1	1	3
8.00	0	1	2	2	5
9.00	1	5	2	1	9
10.00	3	4	3	5	15
11.00	2	0	1	5	8
12.00	2	1	2	1	6
13.00	0	1	0	1	2
14.00	4	2	3	1	10
15.00	2	2	2	0	6
16.00	1	1	0	1	3
17.00	0	1	0	0	1
18.00	0	0	1	0	1
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.7 Category-wise Explicit Knowledge for Regular Past Tense

Above table shows that, out of 80 students, one student from Kurduwadi College has acquired the highest marks i.e. 21. The large numbers of students i.e. 15 achieved 10 marks. Out of them five students are from Tembhurni College, three students each are from Kurduwadi and Modnimb Colleges and four are from Madha College. Ten students received 14 marks. Out of them, four and three students are from Kurduwadi and Modnimb Colleges. Two and one students belong to Madha and Tembhurni Colleges.

5.2.2.5 Category 5: Yes No Question

Table 5.8 shows the Explicit Knowledge of the Students for the grammatical category 'Yes No Questions'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
3.00	1	0	0	0	1
4.00	2	0	0	0	2
5.00	1	0	2	1	4
6.00	0	0	1	1	2
7.00	2	3	1	1	7
8.00	1	4	1	2	8
9.00	0	3	1	3	7
10.00	3	4	2	4	13
11.00	4	0	4	0	8
12.00	2	1	0	1	4
13.00	0	0	1	1	2
14.00	1	2	4	2	9
15.00	2	0	1	3	6
17.00	0	0	1	0	1
18.00	0	0	1	1	2
20.00	1	0	0	0	1
21.00	0	3	0	0	3
Total	20	20	20	20	80

Table 5.8 Category-wise Explicit Knowledge for Yes No Question

The table 5.8 shows that three students have scored the highest marks i.e. 21 and all of them are from Madha College. The large numbers of students i.e. 13 have obtained 10 marks. Out of them, four students each are from

Madha and Tembhurni Colleges, three and two students are from Kurduwadi and Modnimb Colleges respectively.

5.2.2.6 Category 6: Since and For

Table 5.9 shows the Explicit Knowledge of the Students for the grammatical category 'Since and For'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
2.00	0	0	0	2	2
3.00	1	0	0	0	1
5.00	0	0	0	1	1
6.00	1	1	0	0	2
7.00	1	0	0	2	3
8.00	2	2	1	2	7
9.00	0	1	5	0	6
10.00	5	3	7	7	22
11.00	3	3	5	4	15
12.00	2	3	0	0	5
13.00	1	2	0	2	5
14.00	1	1	2	0	4
15.00	2	1	0	0	3
16.00	0	3	0	0	3
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.9 Category-wise Explicit Knowledge for Since and For

The table 5.9 shows that out of 80 students, one student from Kurduwadi College scored the highest marks i.e. 21. The lowest marks i.e. two have been achieved by two students and they are from Tembhurni College. The large numbers of Students i.e. 22 have obtained 10 marks.

Out of them, seven students each are from Modnimb and Tembhurni Colleges. Five and Three students are from Kurduwadi and Madha Colleges respectively.

5.2.3 Explicit Knowledge for Advanced Level Grammatical Categories

5.2.3.1 Category 7: Question Tag

The Explicit Knowledge of the Students for the grammatical category 'Question Tag' is shown in the table 5.10.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
2.00	0	1	0	0	1
3.00	1	0	0	0	1
4.00	0	1	0	1	2
5.00	0	0	1	0	1
6.00	1	0	1	0	2
9.00	2	1	1	2	6
10.00	1	0	3	4	8
11.00	1	0	1	1	3
12.00	1	1	2	3	7
13.00	2	1	2	4	9
14.00	4	3	4	1	12
15.00	0	5	2	2	9
16.00	2	1	0	0	3
17.00	0	0	2	1	3
19.00	1	1	0	0	2
20.00	4	5	1	1	11
Total	20	20	20	20	80

Table 5.10 Category-wise Explicit Knowledge for Question Tag

Out of 80 students, the highest marks i.e. 20 have been obtained by 11 students. Out of them five and four students are form Madha and Kurduwadi Colleges respectively and one student each is from Modnimb and Tembhurni Colleges. The lowest marks i.e. two are scored by only one student and who is from Madha College. The large numbers of students i.e. 12 have acquired 14 marks. Out of them, four students each are from Kurduwadi and Modnimb Colleges and three and one students belong to Madha and Tembhurni Colleges respectively.

5.2.3.2 Category 8: Unreal Conditions

Following table 5.11 shows the Explicit Knowledge of the Students about the grammatical category 'Unreal Conditions':

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
4.00	0	0	1	0	1
5.00	1	1	0	6	8
7.00	1	0	1	2	4
8.00	0	1	2	1	4
9.00	1	1	0	1	3
10.00	2	4	3	2	11
11.00	0	4	2	4	10
12.00	2	3	6	1	12
13.00	0	1	1	1	3
14.00	6	1	1	2	10
15.00	4	3	1	0	8
16.00	1	1	0	0	2
17.00	1	0	1	0	2
19.00	1	0	0	0	1
20.00	0	0	1	0	1
Total	20	20	20	20	80

Table 5.11 Category-wise Explicit Knowledge for Unreal Conditions

Out of 80 students, one student each from Modnimb College has scored the highest marks i.e. 20 and the lowest marks i.e. four. The large numbers of students i.e. 12 have received 12 marks. Out of them six and three are from Modnimb and Madha Colleges and two and one student belongs to Kurduwadi and Tembhurni Colleges respectively.

5.2.3.3 Category 9: Articles

Table 5.12 shows the Explicit Knowledge of the Students for the grammatical category 'Articles'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
4.00	0	0	0	1	1
6.00	2	0	0	0	2
7.00	1	0	0	1	2
8.00	3	0	2	0	5
9.00	2	4	3	1	10
10.00	4	5	3	4	16
11.00	3	7	2	3	15
12.00	0	1	4	7	12
13.00	2	1	0	1	4
14.00	1	1	4	2	8
15.00	1	1	1	0	3
16.00	0	0	1	0	1
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.12 Category-wise Explicit Knowledge for Articles

Above table shows that out of 80 students, one student each from Kurduwadi and Tembhurni Colleges has scored the highest i.e. 21 and the lowest i.e. four marks respectively. The large numbers of the students i.e.

16 have obtained 10 marks. Out of them five are from Madha, four students each are from Kurduwadi and Tembhurni and three students are from Modnimb Colleges.

5.2.3.4 Category 10: Ergative Verbs

Table 5.13 shows the Explicit Knowledge of the Students for the grammatical category 'Ergative Verbs'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
.00	0	0	0	1	1
1.00	0	2	0	0	2
3.00	1	2	0	0	3
4.00	1	0	0	0	1
5.00	2	0	0	0	2
6.00	1	2	5	4	12
7.00	3	3	2	5	13
8.00	0	0	6	1	7
9.00	2	4	2	2	10
10.00	4	2	0	3	9
11.00	1	1	1	3	6
12.00	1	1	2	0	4
13.00	1	0	0	1	2
14.00	1	1	2	0	4
15.00	1	2	0	0	3
18.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.13 Category-wise Explicit Knowledge for Ergative Verb

Above table shows that out of 80 students, one student each from Kurduwadi and Tembhurni Colleges has scored the highest i.e. 21 and the lowest i.e. zero marks respectively. The large numbers of the students i.e.

13 have received seven marks. Out of them, five are from Tembhurni, three students each from Kurduwadi and Madha and two students are from Modnimb Colleges.

5.2.3.5 Category 11: Possessive S

Following table 5.14 shows the Explicit Knowledge of the Students for the grammatical category 'Possessive S'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
4.00	1	0	0	0	1
6.00	1	0	0	0	1
7.00	0	0	3	2	5
8.00	1	1	1	2	5
9.00	5	1	1	1	8
10.00	3	1	4	5	13
11.00	1	3	4	5	13
12.00	0	2	1	2	5
13.00	2	3	1	0	6
14.00	1	1	0	2	4
15.00	2	2	4	0	8
16.00	2	4	0	1	7
17.00	0	2	0	0	2
18.00	0	0	1	0	1
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.14 Category-wise Explicit Knowledge for Possessive S

Out of 80 students, one student each from Kurduwadi College received the highest i.e. 21 and the lowest i.e. four marks. 11 marks are obtained by 13 students and out of them, five, four, three and one student are from Tembhurni, Modnimb, Madha and Kurduwadi Colleges respectively. Ten

marks are acquired by 13 students. Out of them five, four, one and three students are from Tembhurni, Modnimb, Madha and Kurduwadi Colleges respectively.

5.2.3.6 Category 12: Third Person

The table 5.15 shows the Explicit Knowledge of the Students for the grammatical category 'Third Person':

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
2.00	0	0	2	1	3
3.00	0	2	0	0	2
4.00	1	0	0	1	2
5.00	1	0	3	1	5
6.00	1	0	3	3	7
7.00	1	2	0	2	5
8.00	1	0	1	1	3
9.00	0	2	3	3	8
10.00	3	3	4	4	14
11.00	5	4	2	3	14
12.00	1	0	0	1	2
13.00	0	1	0	0	1
14.00	1	0	0	0	1
15.00	2	4	1	0	7
16.00	1	2	0	0	3
18.00	0	0	1	0	1
19.00	1	0	0	0	1
20.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.15 Category-wise Explicit Knowledge for Third Person

Out of 80 students, one student each from Kurduwadi and Tembhurni Colleges has scored the highest i.e. 21 and the lowest i.e. two marks respectively. The large numbers of the students i.e. 28 have scored 10 and 11 marks. Out of them seven students each are from Madha and Tembhurni Colleges, and eight and six students belong to Kurduwadi and Modnimb Colleges respectively.

5.2.3.7 Category 13: Relative Clauses

The table 5.16 shows the **Explicit Knowledge** of the Students for the grammatical category 'Relative Clauses'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
1.00	1	0	0	0	1
3.00	0	0	0	1	1
5.00	0	0	1	0	1
6.00	1	1	0	1	3
7.00	1	0	0	1	2
8.00	0	2	1	2	5
9.00	1	1	3	1	6
10.00	1	3	2	0	6
11.00	0	3	1	5	9
12.00	2	2	0	2	6
13.00	2	2	2	1	7
14.00	3	1	4	6	14
15.00	3	1	1	0	5
16.00	3	3	1	0	7
17.00	0	1	1	0	2
18.00	1	0	3	0	4
21.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.16 Category-wise Explicit Knowledge for Relative Clauses

Out of 80 students, one student each from Kurduwadi College received the highest i.e. 21 and the lowest i.e. one mark. The large numbers of students i.e. 14 have obtained 14 marks. Out of them, six are from Tembhurni, four belong to Modnimb, three are from Kurduwadi and one is of Madha Colleges.

5.2.3.8 Category 14: Embedded Questions

The table 5.17 reveals the Explicit Knowledge of the Students for the grammatical category 'Embedded Questions'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
2.00	0	1	0	0	1
4.00	0	2	1	0	3
5.00	3	2	1	1	7
6.00	0	0	1	1	2
7.00	1	2	1	4	8
8.00	0	0	3	0	3
9.00	3	1	3	3	10
10.00	2	1	2	2	7
11.00	1	3	1	1	6
12.00	1	2	0	0	3
13.00	0	0	2	4	6
14.00	2	1	1	2	6
15.00	1	1	2	0	4
16.00	4	0	0	0	4
17.00	0	1	1	1	3
18.00	1	0	0	1	2

19.00	0	0	1	0	1
20.00	1	1	0	0	2
21.00	0	2	0	0	2
Total	20	20	20	20	80

Table 5.17 Category-wise Explicit Knowledge for Embedded Questions

Out of 80 students, two students have acquired the highest marks i.e. 21 and one student has scored the lowest score i.e. two marks and these students are of Modnimb College. The large numbers of students i.e. 10 have obtained nine marks. Out of them, three students each are from Kurduwadi, Modnimb and Tembhurni Colleges, and remaining one student belongs to Madha College.

5.2.3.9 Category 15: Dative Alteration

The table 5.18 shows the Explicit Knowledge of the Students about the grammatical category 'Dative Alteration'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
5.00	0	0	0	1	1
6.00	1	1	0	0	2
7.00	0	3	0	1	4
8.00	0	1	1	1	3
9.00	3	1	1	2	7
10.00	4	4	3	1	12
11.00	0	1	0	3	4
12.00	3	2	4	3	12
13.00	1	2	1	1	5
14.00	2	0	3	3	8
15.00	3	1	6	0	10

16.00	2	4	0	4	10
17.00	1	0	0	0	1
18.00	0	0	1	0	1
Total	20	20	20	20	80

Table 5.18 Category-wise Explicit Knowledge for Dative Alteration

Out of 80 students, the highest i.e. 18 and the lowest i.e. five marks are received by one student each and they are from Modnimb and Tembhurni Colleges respectively. 28 students have obtained marks between 10 and 12. Out of them, seven students each are from four colleges.

5.2.3.10 Category 16: Comparatives

The table 5.19 shows the Explicit Knowledge of the students for the grammatical category 'Comparatives'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
3.00	0	1	0	0	1
4.00	0	1	0	0	1
5.00	0	2	0	1	3
6.00	2	3	0	2	7
7.00	2	2	2	0	6
8.00	2	4	0	1	7
9.00	1	0	2	0	3
10.00	5	2	9	8	24
11.00	2	2	2	4	10
12.00	0	1	1	4	6
13.00	2	0	0	0	2
14.00	0	0	1	0	1
15.00	1	1	3	0	5
16.00	2	1	0	0	3

18.00	1	0	0	0	1
Total	20	20	20	20	80

Table 5.19 Category-wise Explicit Knowledge for Comparatives

Out of 80 students, one student each has achieved the highest i.e. 18 and the lowest i.e. 3 marks and they are from Kurduwadi and Madha Colleges respectively. The large numbers of students have attained 10 marks. Out of them, nine and eight students are from Modnimb and Tembhurni Colleges, and five and two students belong to Kurduwadi and Madha Colleges respectively.

5.2.3.11 Category 17: Adverb Placement

Table 5.20 shows the Explicit Knowledge of the Students for the grammatical category 'Adverb Placement'.

	College				
	Kurduwadi College	Madha College	Modnimb College	Tembhurni College	Total
4.00	0	0	0	1	1
5.00	0	0	1	2	3
6.00	1	0	2	1	4
7.00	1	0	1	1	3
8.00	1	0	1	0	2
9.00	5	3	3	3	14
10.00	4	9	1	8	22
11.00	0	2	3	0	5
12.00	2	0	0	2	4
13.00	1	2	0	0	3
14.00	1	1	4	1	7
15.00	1	2	3	1	7

	16.00	0	0	1	0	1
	17.00	0	1	0	0	1
	18.00	2	0	0	0	2
	20.00	1	0	0	0	1
Total		20	20	20	20	80

Table 5.20 Category-wise Explicit Knowledge for Regular Adverb Placement

Out of 80 students, one student each has achieved the highest i.e. 20 and the lowest i.e. 4 marks and they are from Kurduwadi and Tembhurni Colleges respectively. The large numbers of students i.e. 22 have obtained 10 marks. Out of them, nine are from Madha, eight belong to Tembhurni, four are of Kurduwadi and one is from Modnimb Colleges.

5.3 Group -wise Discussion of Explicit Knowledge

The percentage of the overall score of the students on the tests assessing Explicit Knowledge is discussed in the following histogram:

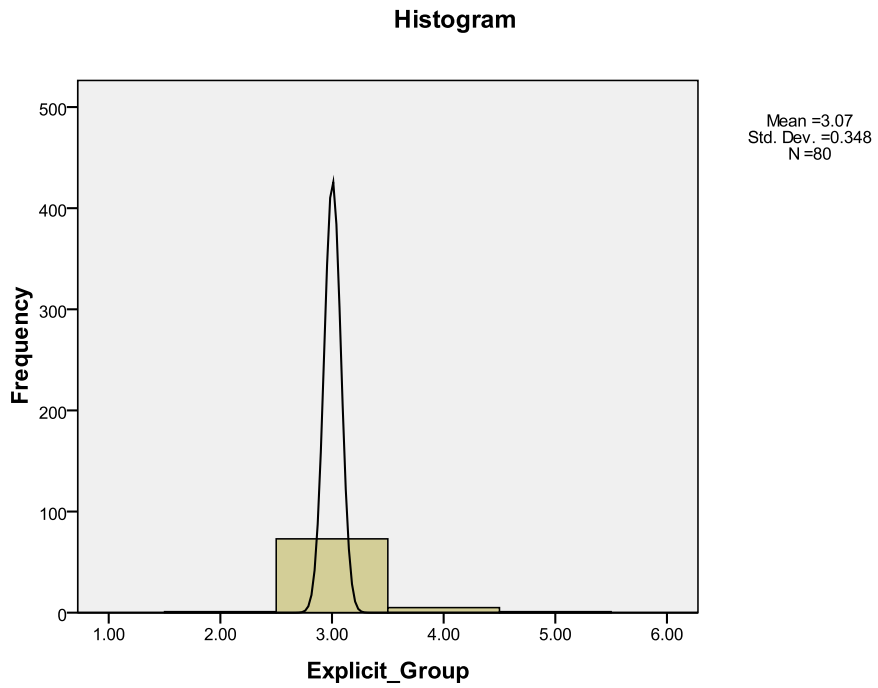


Table 5.21: Explicit Knowledge

The score is converted into percentage and on the basis of this percentage the students are divided into five groups. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Group Number	Score in percentage (%)	Frequency
I	0-20	0
II	21-40	1
III	41-60	73
IV	61-80	5
V	81-100	1
	Total	80

Table 5.22: Explicit Groups

The table explains that the highest numbers of the students, i.e. 73, belong to Group III, whereas the least numbers of the students, i.e. one, are included in Group V. Five students fall in Group IV and Group II includes only one student.

With the help of the classification of students in these groups, the following part of the chapter reveals the relation between the Explicit Knowledge of the students and their colleges.

5.3.1 College-wise Explicit Knowledge

Table 5.23 and 24 presents the group-wise Explicit Knowledge of the students from Shivaji and Solapur Universities.

Name of the College	Explicit Group					Total
	I	II	III	IV	V	
	0-20	21 -40	41 - 60	61 - 80	81 - 100	
Kurduwadi College	0	0	19	0	1	20
Madha College	0	0	17	3	0	20
Modnimb College	0	1	17	2	0	20
Tembhurni College	0	0	20	0	0	20
Total	0	1	73	5	1	80

Table 5.23 College-wise Explicit Knowledge

Above chart shows that out of 80 students, the large numbers of students i.e. 73 falls in the third group i.e. they have scored marks between 41-60%. Out of them, the highest numbers of the students belong to Tembhurni College, 19 are from Kurduwadi, and 17 students each are of Madha and Modnimb Colleges each. Only one student has scored marks between 81-100 % and who is from Kurduwadi College.

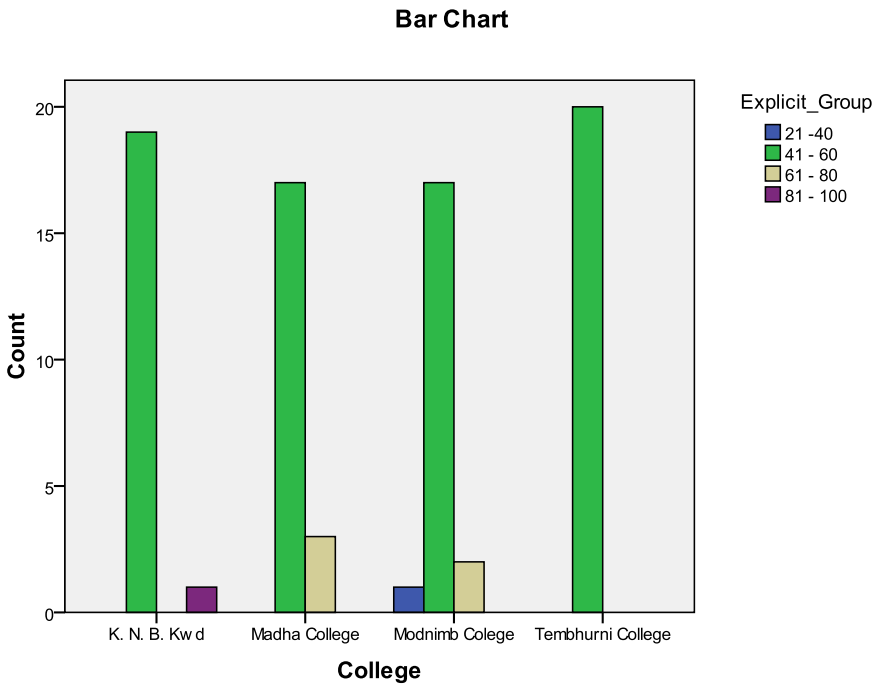


Table 5.23 College-wise Explicit Knowledge

Five students belong to IV group and obtained marks between 61 and 80 %. Out of them, three are from Madha College and two students belong to Modnimb College. Only one student get the least marks i.e. between 21 and 40 % and who is from Modnimb College.

Chapter VI

CONCLUSIONS

6.0 Preview

The basic objective of the present research is to investigate the role of L2 Implicit and Explicit Knowledge in learning English in the context of the UG students of Madha Tahsil. Accordingly, in the early part of the thesis, the researcher has discussed, in detail, the issues related to the present study. Chapters IV and V are devoted to the analysis and the assessment of the collected data. By the way of conclusion, it is important to refer to some of the facts that emerge from the ongoing discussion.

6.1 General Issues:

Ellis (2005) asserts that, for the native speaker the Implicit Knowledge of the language is better than their Explicit Knowledge, whereas in the case with L2 learner, their Explicit Knowledge is either better than or equal to their Implicit Knowledge, for they are exposed to the grammatical rules explicitly. Since English has been taught and learnt in Indian context explicitly right from the its inception, it was hypothesized that the Explicit Knowledge of L2 learners of English is better than or equal to their Implicit Knowledge of English.

However, before we look at the findings based on the collected data, it will be worthwhile to review some of the issues related to Implicit and Explicit Instruction. As we have seen, Schmidt (1995) makes a distinction between learning and instruction. He argues that Implicit Instruction does not directly lead to Implicit Learning/ Knowledge nor does the Explicit always lead to Explicit Learning. The division between Implicit and Explicit Instruction is made from the perspective of teachers, course

designers and material writers. It may happen that during the Implicit Instruction, a learner may focus on a form and acquire it explicitly. Similarly, during Explicit Instruction, a learner may not attend to the rule and may acquire the item implicitly. Still, as Ellis (2009) says, by and large, the Explicit Instruction leads to Explicit Learning and Knowledge.

Another related issue is 'Learnability' in processing dimension of L2 Knowledge. Ellis (2006:434), for example, claims that Implicit Learning can take place when the subject is young. Similarly Munzo (2007), Bialystok (1994) and Krashen (1982) also assert that older learner learn explicitly better that the younger ones. The subjects consulted for the present research are the L2 learners of English who have started learning English at the age either five or 10. Therefore, they are in a better position to learn English Explicitly and also posses Explicit Knowledge.

Moreover, as has been discussed in the interface issues, the Explicit Knowledge can be converted into Implicit Knowledge over a period of time. In this context, Ellis proposes the strong interface position. It is opposite to the non-interface position. This position views that, with the help of Implicit Knowledge, Explicit Knowledge can be acquired and Explicit Knowledge can be converted into Implicit Knowledge. It means that when learners learn grammatical rules, they get the declarative (Explicit) knowledge of these rules and, when they practice these rules, that knowledge can be converted into procedural (Implicit) Knowledge. In this process learners do not forget the Explicit Knowledge of language but they can explicitly verbalize the rules. According to Ellis (2005) the learners do this process unconsciously.

Let us look at the hypothesis in the light of the data collected and its analysis. Table 6.1 gives the details of the Implicit and Explicit Knowledge of all the 80 students.

Groups in %	Implicit Knowledge Frequency	%	Explicit Knowledge Frequency	%
0-20	0	00	0	00
21-40	12	15	1	1.25
41-60	65	81.25	73	91.25
61-80	2	2.50	5	6.25
81-100	1	1.25	1	1.25
Total	80	100	80	100

Table 6.1 Group-wise Implicit and Explicit Knowledge

As has been discussed earlier, the score of the students on both Implicit and Explicit Knowledge is converted in percentage and classified into five groups as shown in the table.

No student has either Implicit or Explicit Knowledge from zero to 20 percentages. Out of the remaining four groups, the Explicit Knowledge of the students is better in case of group 41 to 60 and 61 to 80 and it is equal for group 81 to 100. Among other things, it means that the Explicit Knowledge of the students is either better than their Implicit Knowledge. It further supports Ellis' (2009) argument that by and large Explicit Instruction leads to Explicit Learning and Knowledge.

The details in the table further suggests that the opinion of Ellis (2006:434), Munzo (2007), Bialystok (1994) and Krashen (1982) are validated that the older learners learn language explicitly.

As the table shows, Explicit Knowledge of the majority of the students is better than that of their Implicit Knowledge which is reflected in the group 41-60 and 61-80. This proves the hypothesis that for the L2 learners their Explicit Knowledge is better than their Implicit Knowledge. The group 81-100 also validates this point where the number of students having equal Implicit and Explicit Knowledge. This proves the hypothesis that for the L2 learners their Explicit Knowledge is equal to their Implicit Knowledge Thus the first hypothesis that the Explicit Knowledge of L2 learners are either better or equal to their Implicit Knowledge is proved.

In case of the relevance of Implicit and Explicit theory to the SLA, as Ellis has put, the L2 learning is fostered when the Explicit Knowledge turns in Implicit Knowledge. Ellis (2005) also claims that the Explicit Knowledge of L2 learners of English gradually turn into Implicit Knowledge fostering the process of the L2 learning. It is with this assumption the second hypothesis of the research was prepared. It runs like the following:

> The Explicit Knowledge of consulted students turns into Implicit Knowledge, ascertaining the learning of selected grammatical constructions.

As the table 6.1 shows, the Explicit Knowledge of 65 students out of 73 in 41 to 60 % and Explicit Knowledge of two students out of five in 61 to 80 % group has turned into Implicit Knowledge. These figures validates the Strong Interface Position proposed by Ellis that the Explicit Knowledge of the students gets converted into Implicit Knowledge leading to their acquisition of English as an L2.

6.2 Level-wise Issues:

As has been discussed in chapter III, the 17 grammatical categories selected for the assessment of Implicit and Explicit L2 Knowledge are divisible on three levels- Early, Intermediate, and Advanced.

Out of the 17 grammatical categories, three categories- Verb Complement, Modal Verbs and Plural 'S fall in the Early Level; another three categories- Regular Past, Yes/ No Questions, Since and For fall in the Intermediate Level. The remaining 11 grammatical categories- Question Tag, Unreal Conditions, Articles, Ergative Verbs, Possessive S, Third Person, Regular Clauses, Embedded Questions, Dative Alteration, Comparatives and Adverb Placements fall in the Advanced Level.

According to the division between Implicit and Explicit Learning, many linguists have asserted that with some linguistic features either Implicit or Explicit learning proves better. For example, the study of Reber (1993; Reber etal., 1991) reports that for simple language rules the Implicit and Explicit Language learning is similar, but in case of complex language rules Implicit Learning proved more efficient. Similarly, Robinson (1996) states that explicit learners performed better than the implicit learners when they were asked to respond to simple structures (For example, subject verb inversion). But, in case of complex structures (for example, pseudo clefts) the performance is almost the equal. Gass etal. (2003) also report that the focussed condition of the explicit learner is more efficient than the unfocussed condition in case of lexis. In contrast to this, scholars like Doughty (1991) and Shook (1994) do not find any difference between Implicit and Explicit Learning.

In the light of this controversy, it will be rewarding here to examine the level-wise Implicit and Explicit Knowledge of the selected students, which is discussed below.

6.2.1 The Early Level:

The three grammatical categories considered at the Early Level are Verb Complements, Modal Verbs and Plural S. Table 6.2 shows the Implicit and Explicit Knowledge of students at the Early Level.

Percentage-wise Groups		Implicit Knowledge		Explicit Knowledge	
		Frequency	Percentage	Frequency	Percentage
I	0.20	0	0	3	100
II	21 -40	12	67	6	33
III	41 - 60	46	52	42	48
IV	61 - 80	20	39	31	61
V	81 - 100	2	67	1	33
	Total	80	100.0	80	100.0

6.2 Implicit and Explicit Knowledge: Early Level

As the table shows for the first group 0-20, there are only three students having Explicit Knowledge. For the second group 21-40, twelve students have Implicit Knowledge whereas, six students have Explicit Knowledge. There are 46 students having Implicit Knowledge in 40 to 60 % and the similar percentage of Explicit Knowledge is registered by 42 students. In the group 61-80 % there are 20 students having Implicit Knowledge and 31 have Explicit Knowledge. The Explicit Knowledge for the Early Level grammatical structures of one student is 81 – 100 %, whereas two students have similar percentage of Implicit Knowledge.

The above discussion of the score clearly shows that for the Early Level grammatical structures the Explicit Knowledge of the students is better than their Implicit Knowledge. This finding thus supports the views of Robinson and Reber that for simple structures the explicit learner performs better than the implicit learner.

6.2.2 The Intermediate Level:

The three grammatical categories included in the intermediate level are -Regular Past Tense, Yes/ No Questions, and Since and For.

		Implicit Knowledge		Explicit Knowledge	
Group		Frequency	Percentage	Frequency	Percentage
I	0.20	0	0	0	0
II	21 -40	24	71	10	29
III	41 - 60	37	39	58	61
IV	61 - 80	17	61	11	39
V	81 - 100	2	67	1	33
	Total	80	100.0	80	100.0

6.3 Implicit and Explicit Knowledge: Intermediate Level

Figures of all the groups, except group II, show that the number of students having Implicit Knowledge better than that of Explicit Knowledge. That is to say for the intermediate grammatical structures both the Implicit and Explicit learners have performed similarly or their Implicit Knowledge is better than that of Explicit Knowledge.

6.2.3 The Advanced Level:

The Advanced Level includes 11 grammatical categories. They are-Question Tag, Unreal Conditions, Articles, Ergative Verbs, Possessive S, Third Person, Regular Clauses, Embedded Questions, Dative Alteration, Comparatives, and Adverb Placements. The following table shows the Implicit and Explicit Knowledge of the students at the Advanced Level:

Percentage-wise Group		**Implicit Knowledge**		**Explicit Knowledge**	
		Frequency	Percentage	Frequency	Percentage
I	0.20	0	0	0	0
II	21 -40	0	0	1	100
III	41 - 60	13	16	69	84
IV	61 - 80	63	88	9	12
V	81 - 100	4	80	1	20
	Total	80	100.0	80	100.0

6.4 Implicit and Explicit Knowledge: Advanced Level

As the details in the table show, it reflects a mixed scenario. That is for percentage 21-40 and 41-60 the number of implicit learners are better than that of the explicit learners whereas, for the last two groups representing 61-80 and 81-100, the number of explicit learner is considerably better than that of the implicit learners. However, considering the highest number of marks obtained by the learners it is easier to claim that on advanced level grammatical structures also the performance of implicit learner is better than that of explicit learner. This finding thus does not go with that of Robinson and Reber who claims that on complex language rules explicit learners perform well. However, the opinions expressed by Doughty and Shook are acceptable to some extent.

6.3 Concluding Observation:

The analysis and interpretation of the collected data naturally lead to the following concluding observations:

1. The L2 Explicit Knowledge of the students under study is either equal to or better than that of their Implicit Knowledge.

2. The collected data supports the claim that the L2 Explicit Knowledge of the students turns into the Implicit Knowledge, fostering the L2 learning process.

3. For the Early Level Grammatical Constructions, the L2 Explicit Knowledge is better than the L2 Implicit Knowledge.

4. For the Intermediate Level Grammatical Constructions, the L2 Implicit Knowledge and Explicit Knowledge are similar.

5. The Implicit Knowledge is either equal to or better than the Explicit Knowledge of the students for the Advanced Level Grammatical Constructions.

6. The Undergraduate students of Madha Tahsil have more Explicit Knowledge than that of the Implicit Knowledge.

6.4 Pedagogical Implications:

The present research shows that in the context of L2 or foreign language teaching/learning the explicit model of teaching works well particularly because the learners are older in comparison to L1 teaching situation. The present research also shows that the Explicit Knowledge the learner turns into Implicit Knowledge, if used consistently over a period of time. Taking into account these findings teachers can make use of task based techniques for teaching Explicit Knowledge of the language which will lead to acquisition of both Explicit and Implicit language knowledge.

6.5 Scope for further Research:

The following is a brief list of possible topics for further studies:

1. The study of learning of L1 in India can be studied by using the Implicit and Explicit model.
2. The knowledge of the English language of the students studying in the professional colleges like medical and engineering can be investigated by applying the L2 Implicit and Explicit Model.
3. It would be also significant to examine the learning of English language by students of Convent schools employing the present model.

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Appendices

Questionnaire I

1. Name :
2. Sex : Male / Female
3. Age :
4. Category : General/SC/ST/OBC/NT/SBC
5. Name of the College and University :
6. Class : Undergraduate/ Postgraduate
7. Faculty : Arts/Commerce/Science
8. Medium of Education : English/ Marathi
9. Complete Address : (also specify whether you belong to urban or rural area)
10. Parents' Education of :

    Father: SSC/ HSC/Graduation /Post graduation

    Mother: SSC/ HSC/Graduation /Post graduation

11. Parents' occupation:

    a. Govt. Servant b. Private Servant

    c. Businessman d. Farmer e. Labourer

12. Mother Tongue : Marathi / Hindi / Kannada
13. From which Standard have you been studying English? – 1st / 5th

Questionnaire II

The Grammaticality Judgment Test Items (Responses)

Sentences are presented on the screen. You should read the sentences in given time and mark (√) to indicate your choice

1.	A. Correct	6.	A. Correct
	B. Incorrect		B. Incorrect
2.	A. Correct	7.	A. Correct
	B. Incorrect		B. Incorrect
3.	A. Correct	8.	A. Correct
	B. Incorrect		B. Incorrect
4.	A. Correct	9.	A. Correct
	B. Incorrect		B. Incorrect
5.	A. Correct	10.	A. Correct
	B. Incorrect		B. Incorrect

11. A. Correct
B. Incorrect

12. A. Correct
B. Incorrect

13. A. Correct
B. Incorrect

14. A. Correct
B. Incorrect

15. A. Correct
B. Incorrect

16. A. Correct
B. Incorrect

17. A. Correct
B. Incorrect

18. A. Correct
B. Incorrect

19. A. Correct
B. Incorrect

20. A. Correct
B. Incorrect

21. A. Correct
B. Incorrect

22. A. Correct
B. Incorrect

23. A. Correct
B. Incorrect

24. A. Correct
B. Incorrect

25. A. Correct
B. Incorrect

26. A. Correct
B. Incorrect

27. A. Correct
B. Incorrect

28. A. Correct
B. Incorrect

29. A. Correct
B. Incorrect

30. A. Correct
B. Incorrect

31. A. Correct
B. Incorrect

32. A. Correct
B. Incorrect

33. A. Correct
B. Incorrect

34. A. Correct
B. Incorrect

35. A. Correct
B. Incorrect

36. A. Correct
B. Incorrect

37. A. Correct
B. Incorrect

38. A. Correct
B. Incorrect

39. A. Correct
B. Incorrect

40. A. Correct
B. Incorrect

41. A. Correct
B. Incorrect

42. A. Correct
B. Incorrect

43. A. Correct
B. Incorrect

44. A. Correct
B. Incorrect

45. A. Correct
B. Incorrect

46. A. Correct
B. Incorrect

47. A. Correct
B. Incorrect

48. A. Correct
B. Incorrect

49. A. Correct
B. Incorrect

50. A. Correct
B. Incorrect

51. A. Correct
B. Incorrect

52. A. Correct
B. Incorrect

53. A. Correct
B. Incorrect

54. A. Correct
B. Incorrect

55. A. Correct
B. Incorrect

56. A. Correct
B. Incorrect

57. A. Correct
B. Incorrect

58. A. Correct
B. Incorrect

59. A. Correct
B. Incorrect

60. A. Correct
B. Incorrect

61. A. Correct
B. Incorrect

62. A. Correct
B. Incorrect

63. A. Correct
B. Incorrect

64. A. Correct
B. Incorrect

65. A. Correct
B. Incorrect

66. A. Correct
B. Incorrect

67. A. Correct
B. Incorrect

68. A. Correct
B. Incorrect

Questionnaire III

The Grammaticality Judgment Test Items (untimed versions)

Read the following Sentences and mark (√) to indicate your choice

Items

1. **I haven't seen him for a long time.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

2. **I think that he is nicer and more intelligent than all the other students.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

3. **The teacher explained the problem to the students.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

4. **Dipak says he wants buying a car next week.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

5. **Manoj completed his assignment and print it out.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

6. **We will leave tomorrow, isn't it?**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

   100% -

7. **He plays soccer very well.**

   Grammatically Correct- - Yes / No

   Degree of Certainty: less than 50 % -

   More than 50% -

100% -

8. Did Kiran completed her homework?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

9. I must to brush my teeth now.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

10. If he had been richer, she will marry him.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

11. He has been living in India since three years.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

12. Prashant wanted to know what I had told Jahangir.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

13. They had the very good time at the party.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

14. Between 1990 and 2000 the population of India was increased.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

15. Leena is still living in his rich uncle house.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

16. **Mahesh sold a few old coins and stamp to a shop**.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

17. **I have been studying English since a long time.**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

18. **I can to speak English very well.**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

19. **Sonali miss an interesting party last weekend.**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

20. **Kishor eats a lot of paneer.**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

21. **Sunil wanted to know where I had been.**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

22. **Did Sarita cook dinner last night?**

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

23. Ramesh reported the crime to the police.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

24. Manisha is taller than her sisters.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

25. Heera live with his friend Kajol.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

26. Kavita wants to buy a computer this weekend.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

27. She writes very well English.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

28. If she had worked hard, she would have passed the exam.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

29. Tushar wanted to know whether was I going.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

30. I saw very funny movie last night.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

31. The teacher explained Saurabh the answer.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

32. I must finish my homework tonight.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

33. Kavita went to the school to speak to her children teacher.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

34. Ranjana has been studying in Auckland for three years.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

35. This building is more bigger than your house.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

36. That book isn't very interesting, is it?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

37. Her English vocabulary increased a lot last year.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

38. Hameed received a letter from his father yesterday.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

39. Does Savita live in India?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

40. Leena left some pens and pencils at school.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

41. If he hadn't come to India, he will stay in Japan.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

42. My car is more faster and more powerful than your car.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

43. Pravin flew to Delhi to meet the President's advisor.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

44. Pravin wants finding a new job next month.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

45. Sapna works very hard but earns very little.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

46. India is a very interesting country.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

47. I can cook Indian food very well.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

48. They enjoyed the party very much.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

49. The boys went to bed late last night, is it?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

50. She wanted to know why had he studied English.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

51. He reported his father the bad news.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

52. Sanjay spoke to the professor's secretary.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

53. Yuvraj stayed at home all day and finished the book.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

54. Supriya found some keys on the ground.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

55. They did not come at the right time.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

56. If he had bought a ticket, he might have won the prize.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

57. Nilesh says he wants to get married next year.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

58. An accident was happened on the motorway.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

59. Kaveri lives in Pune but work in Mumbai.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

60. She likes always watching television.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

61. Did Anand visited his father yesterday?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

62. Something bad happened last weekend.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

63. Madan bought two present for his children.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

64. She is working very hard, isn't she?

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

65. The bird that my brother caught it has died.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

66. The boat that my father bought it has sunk.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

67. The book that Sneha wrote won the prize.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

68. The car that Vinay has rented is a Toyota.

Grammatically Correct- - Yes / No

Degree of Certainty: less than 50 % -

More than 50% -

100% -

Questionnaire IV

Metalinguistic Knowledge Test

Part 1

In this part of the test there are 17 sentences. All of them are ungrammatical. The part of the sentence containing the error is underlined. For each sentence, choose the statement that best explains the error.

Mark (√) a, b, c or d to indicate your choice.

1. You must to wash your hands before eating.

a. 'Must' is the wrong form of the imperative.

b. Change to 'must have to wash' to express obligation.

c. Modal verbs should never be followed by a preposition.

d. After 'must' use the base form of the verb, not the infinitive.

2. Santosh wants visiting Mumbai this year.

a. 'Visiting' should be written in the base form.

b. The verb following 'want' must be an infinitive i.e. 'to visit'

c. We cannot have two verbs together in a sentence.

d. It should be 'visit' because the event is in the future.

3. Mahesh work in a car factory.

a. Work is a noun so it cannot have the subject 'Mahesh'.

b. We must use the present simple tense after a pronoun.

c. We need 's' after the verb to indicate third person plural.

d. In the third person singular the present tense verb takes 's'.

4. If Sarika had asked me, I would give her some money.

a. Since 'would' is conditional, it should appear in the 'if' clause.

b. The first clause contains impossible condition, so no need to use 'would'.

c. We must use 'would have given', because the event has already happened.

d. Since it is hypothetical and unfulfilled condition, the verb in main clause should be in the past conditional, i.e. 'would have given'.

5. Learning a language is <u>more easier</u> when you are young.

a. 'More' is an adjective so we must use 'easily' not 'easier'.

b. The comparative ending of a two-syllable adjective is 'er'

c. The 'er' ending indicates comparison, so 'more' is not needed.

d. You cannot have two adjectives together in the same sentence.

6. Sandhya grew <u>some roses</u> in her garden.

a. The noun is countable, so after 'some' the plural form is inessential.

b. The wrong adjective has been used before 'roses'.

c. A noun must always have 'a' or 'the' before it.

d. Use 'a few' not 'some' with countable nouns.

7. His school grades <u>were improved</u> last year.

a. The verb 'improve' can never be used in the passive form.

b. We should insert 'by him' after the verb to indicate the agent.

c. Use 'improved' as the sentence refers to a specific event last year.

d. The verb should be in active form even though the subject is not the agent.

8. Mahesh lost <u>his friend</u> book.

a. We need possessive "'s" to show that the friend owns the book.

b. You cannot have two nouns next to one another in a sentence.

c. The verb refers to a personal object, so must have an apostrophe.

d. Insert 'of' before book to show that it belongs to the friend.

9. Sneha <u>happen</u> to meet an old friend yesterday.

a. It took place yesterday, so use a past tense verb ending.

b. Third person singular verbs always have an 's' ending.

c. We don't use a preposition after the verb 'happen'.

d. 'Happen' never follows the subject of a sentence.

10. Because he was late, he called for <u>taxi.</u>

a. Insert 'a' before taxi because it is not a specific one.

b. Use 'some taxis' because taxi cannot be singular.

c. We must always use 'the' before countable nouns.

d. Use the definite article because the taxi is unique.

11. They were interested in <u>what was I doing</u>.

a. In embedded questions the word order is the same as that in statements.

b. Change the word order, because 'what' is always followed by a pronoun.

c. Interrogative clause cannot be embedded.

d. The clause 'What was I doing' should be followed by a question mark.

12. Does Laxman <u>owns</u> a Chinese car?

a. No need to use auxiliary verb 'does'.

b. We must use the base form of verb after 'do/does'.

c. Use 'have' or 'has' instead of 'does'.

d. The word order changes when we use the question form.

13. Savita likes <u>very much her new job.</u>

a. Adverbial phrases should occur before verbs.

b. An adverb should not come between a verb and its object.

c. The phrase ‘very much’ is incorrect.

d. The adverbial phrase must always precede the verb.

14. They have already finished, <u>isn’t it?</u>

a. We cannot use ‘it’ because the main verb ‘finish’ does not have an object.

b. ‘have’ should be used instead of ‘is’ in all question tags referring to past time.

c. The tag question should be positive because the main verb is in the affirmative.

d. The form of the question tag must relate to the subject and verb in the main clause.

15. He has been saving money <u>since 10 years.</u>

a. The wrong conjunction has been used in the time clause.

b. We cannot use ‘since’ because the exact date is not specified.

c. It should be ‘year’ not ‘years’.

d. Use definite article before ‘10 years’.

16. I <u>explained my friend</u> the rules of the game.

a. The indirect object must never precede the direct object of a verb.

b. The verb ‘explain’ can have only one object, i.e. direct object, and the indirect object ‘my friend’ should precede a preposition.

c. ‘Explain’ is an intransitive verb.

d. Use present tense ‘explain’, not the past.

17. The cake <u>that you baked it</u> tastes very nice.

a. Omit ‘that’ when the relative pronoun is subject of the clause.

b. We should use ‘which’ instead of ‘that’ when referring to things.

c. Omit ‘it’ in the relative clause because it refers to same thing as ‘that.

d. Omit ‘that’ when using ‘it’ in the relative clause to avoid having two.

Part 2

Adapted from Alderson et al. (1997)

1. Read the passage below. Find ONE example in the passage for each of the grammatical features listed in the table. Write the examples in the table in the spaces provided. The first one is done for you.
   Note: it may be possible to choose the same example to illustrate more than one grammatical feature.

The materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts. We would normally expect the materials to arrive within three days, but this time it has taken longer.

Grammatical feature	**Example**
definite article	
Verb	
Noun	
Preposition	
passive verb	
conditional verb	
Adjective	
Adverb	
countable noun	
indefinite article	
relative pronoun	
auxiliary verb	

modal verb	
past participle	
conjunction	
finite verb	
infinitive verb	
Agent	
comparative form	
Pronoun	

2. In the following sentences, underline the item requested in brackets:

1. Poor little Samadhan stood out in the snow. (SUBJECT)
2. The woman gave him some money. (INDIRECT OBJECT)
3. Hunting tigers is dangerous. (GERUND)
4. The policeman chased Joe down the street. (DIRECT OBJECT)
5. I bought a new pair of running shoes. (GERUND)
6. The boy plays cricket. (SUBJECT)
7. He is the *boss*. (COMPLEMENT)
8. Rohan puts a lot of garlic in his food. (SUBJECT)
9. Nancy is the *winner*. (COMPLEMENT)
10. Rahul and Saurabh study in the same school. (SUBJECT)
11. She kicked him.(OBJECT)
12. She is good at painting. (GERUND)
13. I prefer my coffee black. (COMPLEMENT)
14. One of life's pleasures is having breakfast in bed. (GERUND)
15. She named the baby Bruce. (COMPLEMENT)
16. I learned to play football (OBJECT)

Questionnaire V

Elicited Oral Imitation Test

In the following items every sentence is divided into three parts – a, b, c, and the forth option 'd' is 'no error'. You have to identify the part of the sentence (a,b,c) which contains an error and mark (√) it accordingly. If you think that there is no error in the sentence mark option 'd'

1.
   a. India is
   b. greener and more beautiful
   c. than other countries
   d. No error
2.
   a. Indians
   b. want to keep
   c. their country clean and green
   d. No error
3.
   a. Children play rugby
   b. well and soccer badly
   c. in New Zealand
   d. No error
4.
   a. People should report
   b. the police
   c. stolen money
   d. No error
5.
   a. Everyone loves
   b. comic books and
   c. read them
   d. No error

6.
   a. The film that
   b. everyone likes
   c. is Star Wars.
   d. No error
7.
   a. People can win
   b. a lot of money
   c. in a casino
   d. No error
8.
   a. Spending 10 hours in an aeroplane
   b. isn't much fun,
   c. is it?
   d. No error
9.
   a. People should report
   b. a car accident
   c. to the police
   d. No error
10.
   a. People have been using computers
   b. since
   c. many years
   d. No error
11.
   a. The software
   b. that Bill Gates invented
   c. it changed the world
   d. No error
12.
   a. A good teacher
   b. makes lessons interesting
   c. and cares about students
   d. No error
13.
   a. It is not a good idea
   b. for teachers
   c. to punish students
   d. No error
14.
   a. Not everyone
   b. can to
   c. learn a second language
   d. No error
15.
   a. To speak English well
   b. you must study
   c. for many months
   d. No error
16.
   a. It is
   b. more harder
   c. to learn Japanese than to learn English
   d. No error
17.
   a. Princess Diana
   b. loved Prince Charles but divorced him.
   c. Error in a and b
   d. No error
18.
   a. If Prince Charles had loved
   b. Princess Diana
   c. she will be happier
   d. No error
19.
   a. Princess Diana's death
   b. shocked
   c. the whole world
   d. No error
20.
   a. The number of Africans with AIDS
   b. was increased
   c. last year
   d. No error
21.
   a. The Americans were
   b. first to land on the moon,
   c. isn't it?
   d. No error
22.
   a. If Russia had got
   b. to the moon first,
   c. America would have been worried.
   d. No error
23.
   a. Everyone
   b. wants to know
   c. what is President Bush like
   d. No error
24.
   a. When man invented
   b. the motor car,
   c. life change for everyone
   d. No error
25.
   a. Last year

b. the population of the world
c. increased a lot
d. No error

26.
a. Young people
b. visit often clubs and drink a lot.
c. Error in b
d. No error

27.
a. Young women like
b. cigarettes and fast car.
c. Error in b
d. No error

28.
a. Parents have
b. a responsibility
c. to care for their children
d. No error

29.
a. People worry about their parent health
b. and
c. their children's future.
d. No error

30.
a. Every child
b. needs
c. good father.
d. No error

31.
a. It is
b. a silly question to ask
c. 'Do a woman need to marry?'
d. No error

32.
a. People in love usually
b. want getting
c. married as soon as possible.
d. No error

33.
a. A wife always wants
b. to know
c. what her husband is doing.
d. No error

34.
a. It is difficult
b. to ask
c. 'Do you really love me?'
d. No error