# THE ROLE OF IMPLICIT INSTRUCTIONS IN TEACHING GRAMMAR.

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**Annotation:** Grammar teaching in foreign language education has been maintained by most theories as one thing playing a significant role in facilitating the process of learning to read, write, speak, and understand a foreign language. However, scholars label that role as controversial both in the research of second language acquisition (SLA) and language pedagogy. Thus, such condition results in a potential cause of confusion to teachers and students, then leads the researchers to a thoughtful theoretical debate on the topic of the way grammar should be taught: explicitly or implicitly. This article basically introduces the theoretical basis, analyzes the Explicit Grammar Instruction and Implicit Grammar Teaching, in order to provide reference for the related research.

**Key words:** Grammar, implicit, explicit, teaching, methods.

In the field of English teaching, grammar teaching has always been a controversial topic. Implicit instruction is a type of exploratory education in which students take more responsibility for their own learning. Teachers do not outline the lesson objectives or provide direct explanations. Rather, students are presented with information or a problem to be solved and then given time to draw their own conclusions. Implicit grammar teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar. Implicit grammar teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language. Learners contact with English mainly through scenes. This

teaching method makes communicative teaching method as representation, emphasizing the unconsciousness, abstractness, and automaticity of grammar study.[1] The dominant grammar improves the students' attention to language form, and causes the student to remember the grammar project through a lot of sentence pattern training. However, explicit grammar teaching pays too much attention to language forms, which makes that most students can make sentences grammatically accurate, but cannot communicate with simple English. Implicit grammar teaching classroom atmosphere is relatively active, which can provide more interaction between teachers and students through the interactive feedback, thus the output of students is more efficient and accurate. Implicit grammar teaching emphasizes more on grammar functions, while explicit teaching method increases the perceptual knowledge to rational knowledge. The two kinds of teaching methods have no quality; people can reasonably choose the two kinds of teaching methods and make a full use of explicit grammar teaching and implicit grammar teaching. Explicit grammar teaching and implicit grammar teaching are not mutually exclusive two opposites, but complement each other, and are two parallel methods of teaching English suitable for different materials, objects, situation, and stage. In second-language learning, implicit teaching methodologies support communicative based instructions in which students are involved in real-life communication, using natural language acquisition strategies to support the practical use of a language. Although much literature has been presented on implicit grammar teaching in English as a Foreign Language (EFL) contexts, little is known on teachers' implementations of longitudinal implicit grammar teaching programmes in English classrooms, or on how these implementations may relate to attitudes towards grammar teaching.[2] This study used data from a questionnaire, interviews and observations to investigate teachers' attitudes, implementations and the relation between these two factors.

In conclusion the grammar is what partly conveys meaning in language, so to master grammar is the key to gaining proficiency in any language. By embracing this uncovering implicit grammar teaching method, educators can foster a more dynamic

and engaging learning experience for their students. It allows learners to develop a deeper understanding of how grammar works through hands-on exploration rather than simply memorizing rules.

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