

# **On the Effectiveness of Explicit and Implicit Grammar Instruction on the Development of the L2 Writing among Iranian Intermediate Level EFL Students**

Mercedeh Shahbazi Shad\*,

**Abstract** The aim of this study was to find out whether explicit and implicit instruction of grammar would be effective in improvement of the Iranian EFL learners' writing performance or not. Participants in this study were randomly distributed into an explicit group and an implicit group. English grammar was taught based on the content of the textbook under study to the two groups in different ways. The explicit group, as the experimental group, received explicit instruction on grammatical rules consisting of activities that were designed to raise learners' awareness, provide opportunities for students to manipulate them in controlled situations, and finally use them productively in their own writings. The implicit group was exposed to the same input as the explicit group, but engaged in implicit activities. A pre-test in writing as well as post-test were given right before and after the intervention. The results of t-test showed that both groups demonstrated improvements in the writings after the intervention, but to a different degree. The explicit group showed greater progress in their writings. This suggests the necessity of merging consciousness-raising activities in the classroom while instructing the grammatical rules. The results of the present study can be useful for teachers as well as learners.

**Keywords :** Grammar explicitly, Writing progress, Grammar as Implicit

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