

# **The Impact of Implicit and Explicit Teaching of Collocations on Iranian Intermediate EFL Learners' Writing Skill**

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**This study was designed to investigate and compare the effectiveness of implicit and explicit methods of teaching of collocations in improving paragraph writing ability of Iranian intermediate level EFL learners. To achieve the objective, 30 male learners in the 15-17 age range who were studying at Iranian English Institute in Anzali were ed among 60 participants based on their performance on SPT. The participants were assigned to one experimental group and one control group. A pretest piloted before with the reliability index of .75 was administered. Then, the experimental group received an 8-session treatment that was the use of the implicit method of teaching collocations. Meanwhile, the control group received an 8-session placebo that was the use of explicit method. A posttest was then administered to all the participants. To investigate the progress of the participants within and between groups, independent and paired samples t-tests were run. The results of this study revealed that the experimental group that received the implicit teaching of collocations achieved higher proficiency in writing than the control group. Based on the findings of this study, language teachers can utilize implicit teaching of collocations to improve their learners' paragraph writing ability.**

**Keywords :** The Impact of Implicit and Explicit

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