Research Paper

Exploring the Impact of Explicit Grammar Instruction on English Verb Form Acquisition: A Case Study

Abstract: *This research delves into the realm of English language education within the Sri Lankan university landscape, with a specific focus on the Faculty of Management Studies at Rajarata University. The study is motivated by the observed challenges in grammatical accuracy, particularly in the area of verb forms, among students. In an era where proficiency in English is increasingly vital for academic pursuits and professional success, understanding effective teaching methodologies becomes imperative. This article presents an investigation into the potential influence of explicit grammar instruction on the acquisition of English verb forms.*

I. Introduction

English has emerged as a cornerstone of academic and professional communication, particularly in the globalized landscape of higher education. In Sri Lankan universities, English is taught as a second language, and specialized units or departments, such as the English Language Teaching Units, are established to facilitate this learning process. This pedagogical framework aims to equip undergraduates with the linguistic competence required to navigate academic materials and pursue successful careers.

This study narrows its focus to the Faculty of Management Studies at Rajarata University, where English language education is woven into the fabric of the curriculum. Despite the dedicated efforts to integrate English proficiency into various courses, a preliminary study has identified a noteworthy gap in students' grammatical accuracy, particularly concerning verb forms. This raises questions about the efficacy of current teaching methodologies and prompts an exploration into the potential benefits of explicit grammar instruction.

The Faculty's current approach integrates grammar within the broader context of language skills practice, aiming for implicit acquisition of language structures. However, the observed shortcomings, especially in the crucial area of verb forms, warrant a closer examination. This research seeks to address this gap by investigating whether a deliberate, explicit approach to teaching English verb forms can significantly enhance students' grammatical accuracy.

II. Literature Review

The literature review has been compiled with two interconnected sections namely the internalization of English verb forms and the influence of formal grammar instruction in second language acquisition.

Internalization of English Verb Forms

According to Selinker (1971), language internalization involves the assimilation of cognitive structures, including verb forms, crucial for effective communication. Second language acquisition (SLA) is characterized by the learning of additional languages beyond one's first, with a focus on English as a second language (Gass & Selinker, 2008; Richards & Schmidt, 2002; Stern, 1983). Diverse second language acquisition theories, such as Krashen's Monitor Model (Krashen, 1977, 1981, 1982, 1985), the Universal Grammar Hypothesis (Chomsky, 1976), Cognitive Second Language Learning Theories (Mitchells & Myles, 2007), Constructionists' view (Von Glasersfeld), and the Interaction Theory (Long, 1983), are explored for their perspectives on the internalization process. The section further explores into specific studies on the internalization of English verb forms, emphasizing grammatical structures and tense morphemes.

Formal Grammar Instruction

This section scrutinizes the connection between the internalization of English verb forms and formal grammar instruction. It commences with a historical background of language teaching methods, underscoring shifts from the Grammar Translation Method to the Audio-Lingual Method (Brown, 1994). Approaches to

teaching grammar, particularly the inductive and deductive approaches (Allen), could be discussed in alignment with Krashen's acquisition versus learning framework. The debate surrounding explicit grammar instruction versus implicit acquisition can be examined, taking into account factors such as effective language use and the relationship between explicit and implicit knowledge (Han and Ellis, 1998). The review deepens into supportive and contrasting evidence for explicit grammar instruction, drawing from studies on written exercises, rule-oriented instruction, consciousness-raising tasks, and longer-term learning (Scott, 1989; Doughty, 1991; Fotos and Ellis, 1991; Klapper and Rees, 2003). Form-focused instruction emerges as a pivotal aspect within explicit grammar instruction, with both supporters and critics contributing to the ongoing discourse (Krashen, 1985; Pienemann, 1984; Stevick, 1980; Sharwood Smith, 1981; Seliger, 1979; Pica, 1985; Ellis, 1989; Lightbown and Spada, 1990). The pedagogical relevance of explicit grammar instruction is underscored, suggesting a balanced approach that combines formal teaching with communicative activities (Spada, 1987; Ellis, 1990). Different models for explicit grammar instruction are discussed, highlighting their relevance in developing listening, speaking, reading, and writing skills (Cornwall).

However, despite the wealth of research in these areas, a research gap exists concerning the integration of technology in explicit grammar instruction and its impact on second language acquisition. Further investigation in this direction is essential to inform instructional practices and enhance language learning outcomes. The summary reinforces the pivotal role of grammar in second language teaching, traces historical shifts in teaching approaches, and emphasizes the ongoing debate on the necessity of explicit grammar rules. Form-focused instruction emerges as a productive model, and the review aims to identify factors influencing second language development in instructional settings while highlighting the need for future research in technology-mediated explicit grammar instruction.

III.   Methodology

The study targets first-year students from the BSc. (Management) Special degree program at Rajarata University, Sri Lanka, who have limited exposure to English and possess cognitive advantages typical of adult learners.

Subjects

The study comprises 100 adult learners aged 20 to 26, enrolled in the BSc. (Management) Special degree program at Rajarata University. Participants have a background in Sinhala or Tamil and are in their first year of learning English as a second language.

Objectives

The research aims to achieve the following objectives:
1.   Investigate the impact of explicit second language instruction on grammatical competence, specifically focusing on selected English verb forms.
2.   Assess whether explicit instruction enhances the acquisition of targeted grammatical structures.
3.   Examine if the grammatical knowledge gained through formal instruction is applicable in spontaneous language use.

Research Design

The study adopts an experimental/control group design with 100 randomly selected students. The experimental group receives explicit grammar instruction, while the control group receives general reading instructions.

Research Questions and Hypotheses

The central research question is:

Is there a relationship between explicit second language instruction and the acquisition of grammatical competence?

The hypothesis posits that a learner who receives explicit grammatical instruction can effectively develop language structures.

Research Procedure

The research follows a systematic procedure:
1.   Selection of Subjects:
o   Random selection of 100 students from the Compulsory General English program.
o   Division into experimental and control groups.
2.   Pre-Test:
o   Evaluation of current knowledge through a test on selected verb forms.
3.   English Grammar Course:
o   60-hour course for the experimental group; control group receives general reading instruction.
o   Explicit teaching of verb forms with communicative activities.
4.   Post-Test:
o   Evaluation of grammatical competence after the teaching period.

Nature of Explicit Grammar Instruction Course
The explicit grammar instruction course consists of:
- lessons covering present, past, and future tenses, and passive voice.
- Structure: Introductory, Explanation, Practice, and Activity Phases.

Evaluation
Evaluation involves:
- Collection of pre-test, writing scripts after lessons, and post-test scripts.
- Statistical analysis for mean comparison between groups.
- Qualitative analysis of writing scripts to identify regular patterns.

IV.   Results and Discussion

4.1. Sample Profile
Before exploring into the in-depth investigation, the study surveyed students' English knowledge and exposure. The questionnaire aimed to understand sample students' English language learning exposure before university entry. While not statistically analyzed, the questionnaire provided insights into the selected sample. Salient information includes the English-speaking ability of parents, parents' English speaking at home, English language at the GCE (O/L) examination, students' performance in English Literature at the (GCE O/L) examination, students' participation in English Day Camps/ competitions, students' participation in private tuition classes or English courses. These suggest potential language exposure at home for the majority.

4.2. The Effect of Explicit Grammar Instruction on the Internalization of Verb Forms
The primary focus of this study was to assess the statistical significance of explicit grammar instruction provided to the Experimental group. The sample was randomly divided into Experimental and Controlled groups. The Experimental group received detailed grammar teaching, emphasizing form, use, and meaning, while the Controlled group had general language instructions with grammar embedded in reading materials. A pre-test on verb tenses was conducted to gauge the subjects' initial knowledge, followed by a post-test to evaluate the teaching course's impact. Data analysis involved both descriptive and inferential statistics, with a two-tailed t-test applied to compare the two groups and test the hypothesis.

4.2.1. Pre-Test:
After categorizing the groups as Experimental and Controlled, a pre-test was administered to both to assess their performance before the explicit grammar instruction course for the Experimental group. This pre-test serves the dual purpose of establishing a baseline for performance and ensuring that the selected groups are suitable for comparison. The test papers focused on grammar areas outlined in another section, specifically covering Active Voice (Simple Present, Past, and Future Tenses, Present and Past Continuous Tenses, Present and Past Perfect Tenses, Present and Past Perfect Continuous Tenses) and Passive Voice (Simple Present, Past, and Future Tenses).

4.2.1.1. Pre-test Experimental Group
Figure 1 displays the pre-test marks obtained by the Experimental group. The bar graph reveals significant trends, notably with 30 students scoring less than 40 marks, comprising over half of the total 50 students. While there are some high performers, with only 20 students scoring above 50 marks, the top performers fall in the 70-80 mark range, represented by two students. No student scored above 80. This highlights that a majority of the Experimental group lacks satisfactory knowledge in the grammar areas tested, and most students fall below the average performance level.
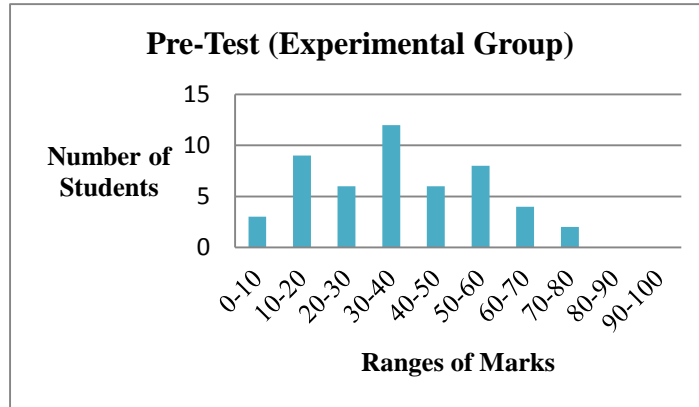
Pre-Test (Experimental Group)

Figure 1 Marks obtained by the Experimental Group at the Pre-test

4.2.1.2 Pre-test Controlled Group

Figure 2 illustrates the pre-test results for the Controlled group using the same test paper. Focusing on the middle score range of 40-50, there is a decline on both sides. Specifically, 13 students scored between 40-50 marks, and a total of 32 students scored less than 50 marks. Similar to the Experimental group, poor performers constitute a significant portion, exceeding half of the total sample of 50 students. This indicates that the Controlled group, as a whole, did not demonstrate satisfactory performance and is comparable to the Experimental group in terms of overall test results. The comparison is highlighted more explicitly in Figure 3.
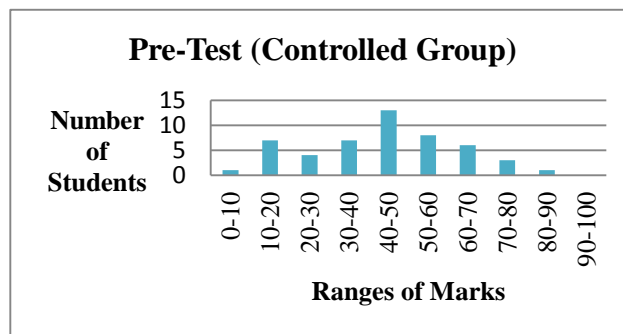
Pre-Test (Controlled Group)

Figure 2 Marks obtained by the Controlled Group at the Pre-test

4.2.1.3 Comparison of the Two Groups at the Pre-test

Figure 3 depicts the pre-test marks for both the Experimental and Controlled groups, showing no substantial differences between them. To further investigate, descriptive statistics were calculated, and the results are presented in Table 1.
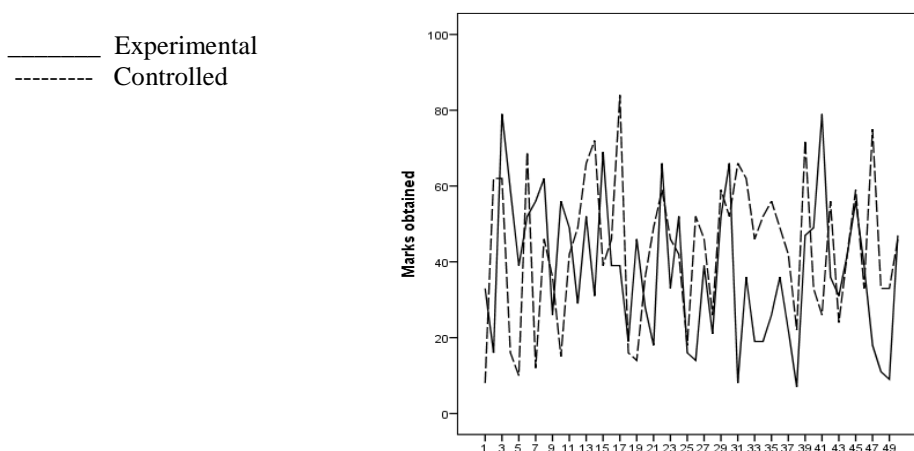
_____ Experimental
--------- Controlled

Figure 3 Marks obtained by the Experimental and Controlled Groups at the Pre-test

Table 1 Descriptive statistics /Experimental and Controlled Groups at the Pre-test

Group	Range	Mean	Standard Deviation	Skewness
Experimental	72	37.86	18.72	0.283
Controlled	76	43.52	18.94	-0.111

Table 1 indicates that the average marks for the Experimental and Controlled groups are 37.86 and 43.52, respectively. These values suggest a similarity in average performance. Additionally, measures such as range, standard deviation, and skewness demonstrate comparable distribution behaviors in the marks of both groups.

4.2.1.4 The Independent Sample t-test for the Two Groups at the Pre-test
An independent sample t-test was conducted to compare the mean scores of the Experimental and Controlled groups on the pre-test, aiming to assess the statistical significance of any difference in their performance. The results are presented in Table 2.

Table 2 Results of Independent Samples Test (Pre Test)

	Levene'sTest for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.001	.977	-1.503	98	.136	-5.660	3.767	-13.136	1.816
Equal Variances not assumed			-1.503	97.987	.136	-5.660	3.767	-13.136	1.816

The results of independent sample t-test in Table 2 suggest t-value of -1.503 with p-value of 0.136.The fact that p- value of 0.136 is higher than the critical p- value 0.05 (p> 0.05) of significant level reveals that there is no significant difference between the marks obtained by the Experimental group and the Controlled group. Therefore it can safely be claimed that there is no meaningful difference between the Experimental and the Controlled groups on the pre-test, and therefore the two groups were homogeneous or identical regarding their familiarity with grammar knowledge and are appropriate for the investigation into the effect of explicit grammar instruction on the internalization of verb forms.

4.2.2 The Post-test
The next phase of the experiment involved a post-test administered to both the Experimental and Controlled groups upon completion of the specially designed teaching course. The same question paper, mirroring the pre-test, was utilized for both groups. This post-test assessed the Experimental group's grammar knowledge after explicit grammar teaching and the Controlled group's knowledge at the conclusion of general language instruction based on reading.

4.2.2.1 The Post-test Experimental Group
Figure 3 displays the post-test results of the Experimental group, revealing notable improvements in grammar knowledge. Higher performance is evident in various mark ranges, with 40 out of 50 students scoring between 50 and 100 marks. In contrast to the pre-test where only 30 students scored less than 50, the post-test shows 41 students scoring above 50 marks, indicating a substantial improvement in grammatical competence. The tall bars in the chart signify significant development among students in the Experimental group, suggesting a noteworthy and weighted improvement in grammar knowledge compared to the pre-test.
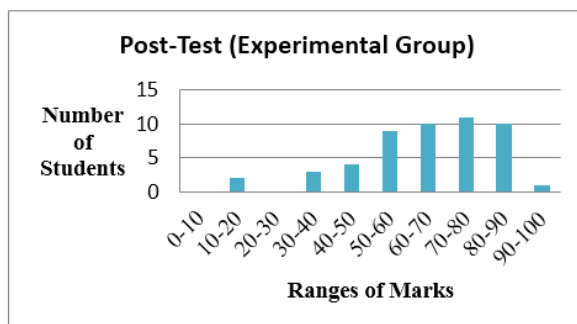
Figure 3 post-test results of the Experimental group

4.2.2.2 The Post-test Controlled Group
Figure 4 illustrates the post-test results for the Controlled group, showcasing distinct outcomes. Among the 50 students, 35 scored above 40 marks, with the most common range being 50-60 marks (10 students). The lowest number of students (1) falls in the 90-100 marks range. Despite declines in various ranges, a majority of students (35 out of 50) performed above the average mark of 40, indicating a fairly good performance. Compared to the pre-test, there is a slight improvement in the post-test scores for the Controlled group, suggesting progress in their performance.
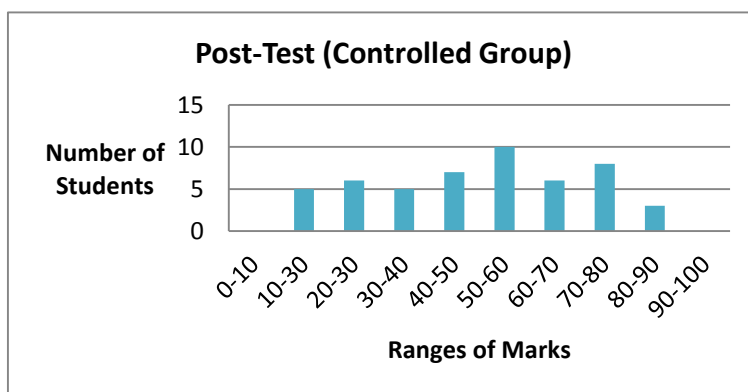

Figure 4 the post-test results of the Controlled group

4.3 Analyzing the effect of explicit language instruction on the Experimental Group
This section evaluates the impact of explicit language instruction on the internalization of verb forms in the Experimental group. Figure 5 presents a bar graph depicting the marks obtained at the Pre-test and Post-test, revealing substantial improvement. The analysis shows increased scores above 40 marks in the Post-test, with significant shifts towards higher mark ranges.
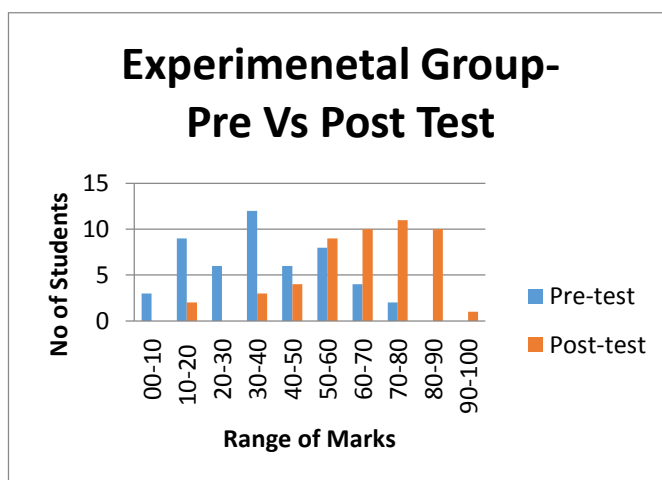

Figure 5 Marks obtained by the Experimental group at the Pre – test and the Post –test

Figure 6 further illustrates individual performance improvement in the Experimental group, with the bolded line representing Post-test marks surpassing the dotted line of the Pre-test.
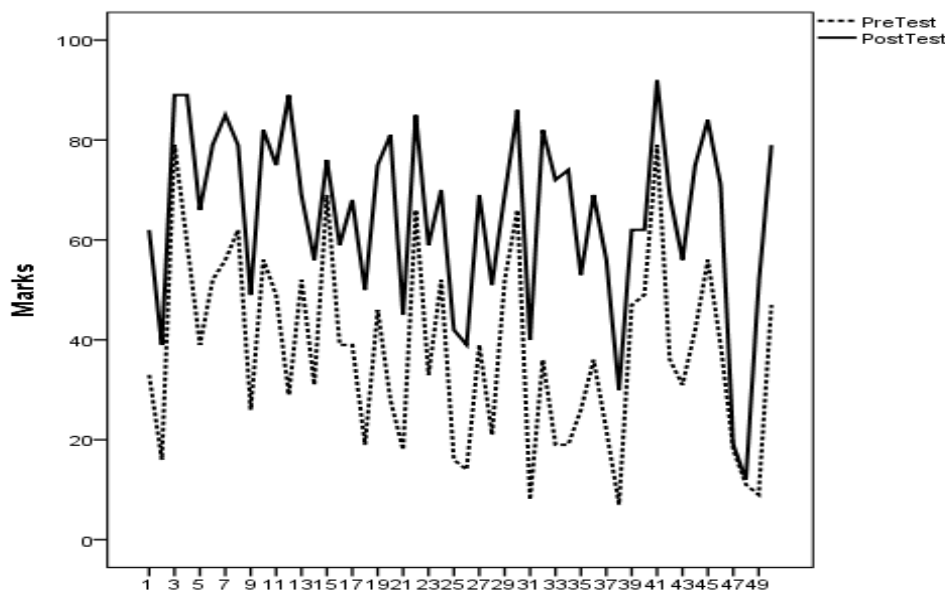

Figure 6 Marks obtained by the Experimental group at Pre-Test and Post-Test

Descriptive statistics in Table 3 confirm the improvement, with the average marks rising from 37.86 to 64.80. Skewness changes from 0.283 to -0.839, indicating a positive shift in students' competence.

Table 3

Measure	Pre-Test	Post- Test	Difference
Mean	37.86	64.80	26.94
Standard Deviation	18.73	18.40	0.33
Skewness	0.283	-0.839	1.122
Range	72	80	8

Descriptive statistics of the marks obtained by Experimental Group at the tests

To affirm the positive impact, a Paired Sample t-test (Table 4) was conducted, revealing a significant difference (t = -15.621, p = 0.000) between the average marks of Pre-test and Post-test.

Table 4 Results of Paired Samples Test- Experimental Group

Group	Paired Differences					T t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre Test - Post_Test	-26.940	12.195	1.725	-30.406	-23.474	-15.621	49	.000

This supports the conclusion that explicit language instruction significantly enhances the internalization of language elements, validating the study's hypothesis.

4.4. Analyzing the Effect of General Language Instruction on the Controlled Group
This section explores the impact of general language instruction on the Controlled group by comparing marks at the Pre-test and Post-test. Figure 7 illustrates this comparison, showing an increase in the number of students scoring above 40 marks (from 31 to 35) and a decrease in those scoring below 40 (from 19 to 16). There's a shift from the marks range of 40-50 to 50-60, with significant improvement in the 70-80 range. However, this improvement is modest compared to the Experimental group.
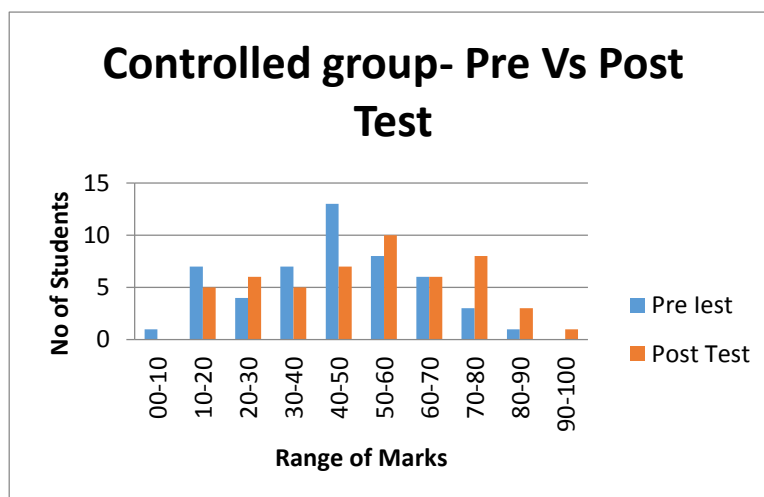
Figure 7 Marks of the Controlled Group at the Pre and Post-tests

Figure 8 presents individual performance improvement in the Controlled group, demonstrating slight enhancements at the Post-test.
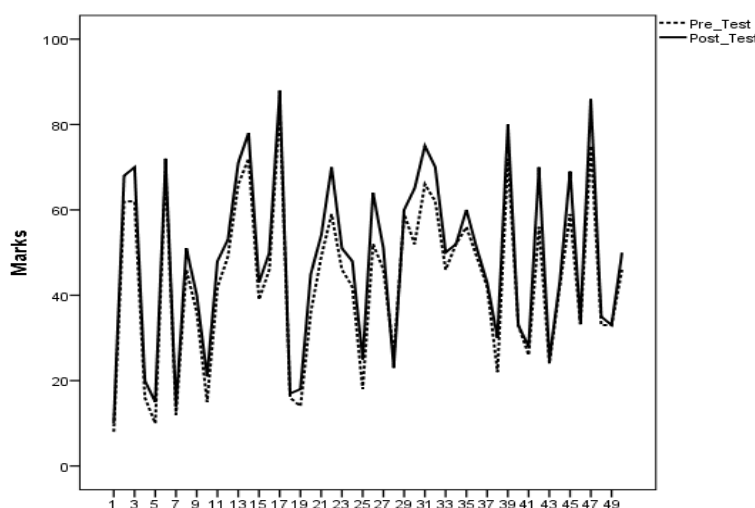

Figure 8 Marks obtained by Controlled Group at Pre-Test and Post-Test

Descriptive statistics in Table 5 confirm an improvement, with the average marks rising from 43.52 to 48.40.

Table 5 Descriptive statistics of the marks obtained by the Controlled group at the Pre-test and the Post-test

Measure	Pre-Test	Post -Test	Difference
Mean	43.52	48.40	4.88
Standard Deviation	18.94	20.68	1.74
Skewness	-.11	-.05	.06
Range	76	78	2

A Paired Sample t-test (Table 6) confirms the significance of the improvement, with a mean difference of 4.88 (t = 9.39, p < 0.05). This indicates that general language instruction significantly enhances language competencies in the Controlled group, supporting the notion that focused instruction contributes to language structure development, albeit not entirely rejecting the null hypothesis formed at the outset.

Table 6 Results of Paired Samples Test- Control Group/ Pre Vs Post Tests

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test – Post-Test	-4.880	3.674	.520	-5.924	-3.836	-9.393	49	.000

4.5 Comparison between the effect of explicit language instruction and general

In this study, the impact of two modes of language instruction on language competencies was analyzed. Both types of instruction significantly improved language competencies, but the mean difference between the pre-test and post-test was higher for the Experimental group (26.94) than the Controlled group (4.88). The investigation aimed to determine if there was a significant difference in the improvement of verb form internalization between these two groups.

A bar graph (Figure 5.17) comparing post-test marks of the Experimental and Controlled groups indicates a larger number of students in the Experimental group scoring above 50 compared to the Controlled group. Figure 5.18 reinforces this, showing a substantial deviation in marks favoring the Experimental group.

To scientifically test the significance of this difference, an independent samples t-test was conducted (Table 7). The results ($t = 4.189$, $p < 0.05$) confirm that marks obtained by the Experimental group at the post-test are significantly higher than those of the Controlled group. This suggests that explicit language instruction is more effective in helping students internalize verb form constructions in English compared to general language instruction.

Table7 Results of Independent Samples Test (Post Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Significance(2-tailed)	Mean Difference	Std. Error Difference	95%Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.900	.345	4.189	98	.000	16.400	3.915	8.630	24.170
Equal variances not assumed			4.189	96.693	.000	16.400	3.915	8.629	24.171

4.6 Development Patterns of Grammatical Competence with regards to Verb Forms

In this study, learner writings from the Experimental group were collected at different stages to observe the developmental patterns of verb forms. The purpose was qualitative, focusing on understanding patterns rather than statistical testing. Verb form errors were categorized into "Form Errors" (invalid patterns) and "Use Errors" (correct form in the wrong context). Form Errors included omission, addition, and misuse of auxiliaries, verb form errors, subject-verb agreement issues, and passive construction errors.

Form Errors:
1. Omission of auxiliary: 28% (Test 01), 21% (Test 02), 7% (Test 03)
2. Addition of auxiliary: 26% (Test 01), 19% (Test 02), 4% (Test 03)
3. Verb form error: 33% (Test 01), 20% (Test 02), 5% (Test 03)
4. Subject-verb agreement: 20% (Test 01), 11% (Test 02), 2% (Test 03)
5. Omission of compulsory element: 19% (Test 01), 6% (Test 02), 2% (Test 03)
6. Passive construction error: 39% (Test 01), 18% (Test 02), 6% (Test 03)
7. Invalid verb form: 6% (Test 01), 4% (Test 02)

Observations suggest a developmental pattern, with difficulties decreasing over time. Frequencies were not statistically tested for significance, emphasizing qualitative insights into verb form acquisition.

Use Errors:
1. Present Continuous instead of Present Perfect Continuous
2. Simple Past instead of Present Perfect
3. Past simple instead of Present Perfect

4.   Confusion between Active and Passive Voice
5.   Using non-continuous verbs in the continuous form

Over the three stages, Use Errors reduced, indicating improvement. Form Errors were minimized more than Use Errors across stages, although generalization requires caution without statistical validation.

4.7 Discussion

The main aim of the experimental study was to determine effect of the explicit grammar instruction on the internalization of verb forms in English. For this, the Experimental group was taught grammar explicitly using the methods and procedure specified focusing on the form, use and meaning with overt explanation of the rules of grammar using meta language while the Controlled group was given general language instruction. At the final evaluation of the learner performance of the two groups , the results support a strong claim that explicit grammar instruction has been effective for the learners in the Experimental group. Thus the hypothesis formed, "A leaner who receives grammatical instruction is able to develop those language structures effectively." is proved true. In other words explicit grammar instruction is appropriate to help the learners in the sample to improve their ability of using language structures effectively. The study has also proved that explicit grammar instruction as a method is more effective than general language instruction.

After all what has finally been measured is the effectiveness of two teaching methods. When collected data were analyzed it was clearly proven that explicit grammar teaching method is far better than the general reading instruction method from a perspective of an effective teaching method. But the study has also proved that general reading instruction as a method also has an effect on students' improvement of grammatical competence. But this impact is less than the impact caused by explicit grammar teaching. At last we have found out that explicit grammar instruction has a positive and greater effect on development of students' grammatical competence than general reading instruction method. Further it is able to conclude that according to the findings of the study, explicit language instruction, for the sample that was taken, plays a part in improving the learners grammatical competence with regards to the verb form constructions considered in the study. Hence explicit instruction as a method of improving the learners grammatical competence cannot be altogether discarded or rejected

Thus the study is in conflict with the view that grammar instruction plays absolutely no role in second language acquisition, which is strongly held by some linguists. As we have discussed in literature review Krashen (1982) refuses the claim that grammar instruction plays a part in second language development.He argues that learning grammar in pedagogical contexts will help the learner to edit his message in communication; grammar instruction functions as a monitor. But the study undertaken by us suggests that grammar instruction is effective when it is taught in a specific way as was done in this experimental study. What the study claims is that explicit grammar instruction helps this category of learners who are of fairly high levels academically. Although the grammatical competence was measured through a series of grammar based test items which was statistically analyzed the evaluation of learner writings showed that they make use of the verb forms explicitly learnt for spontaneous communication in writing. The limitation of the study is that we could not test the availability of the grammatical competence for spontaneous communication except in writing. Nevertheless the tests included not merely GrammaticaltyJugement Tests(GJT) but gap filling exercises where the verb form knowledge was tested in context. Based on this , there is the possibility of questioning the Non-interface position put forward by Krashen.

One fact that is obvious through the study is that the explicit grammar instruction programme along with the specific teaching methodology adopted in the implementation of the course has not been a complete failure. The study reveals that the learners in the Experimental group have developed their grammatical competence with regards to the elements taught, and they have acquired the rules at a faster or a better rate than the learners in the Controlled group. Although the learners in the Controlled group who experienced general language instructions have shown some development in the grammatical competence through unfocussed incidental learning , their rate of development is lower than the other group.

As mentioned in literature review there are several scholars who have favoured explicit grammar teaching and there are others who have opposed it. The opponents of explicit grammar instruction areKrashen (1982 – 1985), Long(1988), Sawn, Manley and Calk (1997), Robinson (1996), Noris and Orterga (2000), Parbhu (1987), Newmark (1996).

As we have mentioned in our literature review, the strongest opponent of explicit grammar instruction is Krashen (1982 -1985) but Krashen himself admitted that form focused instruction method could be effective for teaching elementary rules like supplementary   s for plurals and third person singular verbs. But according to our study experimental group has been taught grammar forms rules beyond elementary rules. Experimental group has scored considerably good marks on that area in post test. For an example they have performed really well in the passive forms. They cannot be considered as elementary grammar rules. These were taught by using explicit grammar teaching method. Therefore the findings of our research conflict Krashens' view on explicit grammar

teaching. Pienemann (1984), as mentioned in 3.5 also poses doubt on his view saying that it was expressed without having any empirical evidence.

However, Krashen himself concluded that 'formal instruction is a more efficient way of learning English for adults than to learn it in the streets' (quoted in Ellis 1994). Our experimental group is adult learners and they have rapidly absorbed the grammatical forms through explicit grammar teaching. Therefore the study favours what Krashen has mentioned about adult learners.

In the literature review, it is mentioned that Manly and Calk (1997) has mentioned that although some error reduction followed no holistic improvement in written production. Our study contradicts this statement since students have shown a greater capacity of error reduction in written production. This was obvious in the learner writings. Therefore explicit grammar teaching has a holistic improvement of students writing.

Michael Long (1987) is on a view that learner must be aware of the meaning and use before the form is brought to their attention. When our study is concerned form was brought to attention through an input model which focused on use and meaning, which has been successful.

Findings of our study also throw light on the views expressed by Scholars like Harley (1989), Sharwood Smith (1981), Mitchell (2000), White (1987), Cook (2001), Scott (1989).

Harley supports the idea of explicit grammar teaching and says that despite immersion learners continue to make errors. So he doesn't completely believe in on comprehensible input and he hopes a new method to overcome the errors. According to our study, that method is explicit grammar teaching and it has been reduced the mistakes of students.

Sherwood Smith and Mitchell also are on the view of Harley and they said that make insufficient progress with competence in low input courses. What they try to say that is a linguistic input is not just enough to learn a language often than that they should be explicitly taught. So this study significantly suggests that this is the most appropriate teaching method for it.

White (1987) also opposed with comprehensible linguistics input and said that correct grammatical forms cannot be acquired solely on the basis of comprehensible input.

This was proved by our experimental group. Even though they are adult learners they haven't been received through comprehensible input. In the pre test they had many mistakes with grammatical forms and once they were taught explicit grammar teaching only they were able to correct the errors. So again the study has shown how important explicit grammar teaching is.

.The outcome of the study further agrees with Cook (2001) who says that academically gifted students might benefit from a teaching style which analyzes L2 grammar. This was correctly and effectively proved by our study. These experimental and controlled group students are university students and they are involved in academic studies. They are matured students and, in explicit grammar teaching, analysis of grammar may appeal to them. Therefore, these matured students can understand it effectively and they are more benefited by this teaching method.

Further, the findings also tally with the attitude of the students (5.1.8) towards learning grammar. Most of the learners had a positive attitude towards learning a grammar component. The main purpose of the students is to read academic texts and write for academic purposes, for which a precise knowledge of grammar is a definite requirement

As Literature reviews says Pica (1985) has done an experimental study to see the effect of formal grammar instruction. The instructed group performed – s plurals more accurately than the naturalistic group. It shows that explicitly instructed group perform well. Our study covering a bigger scope of grammatical elements proves that it is successful.

Leow (1996) after an experimental research suggested an association between knowledge of the language and performance in it. Such an association is observed in our study as well.

Once Krashen was seriously against with explicit grammar teaching there were scholars who reject this view of Krashan. Long (1983), was one of them and his conclusion of explicit grammar teaching was a serious blow on Krashen theory.

Long (1983) criticizing Krashan's view that instruction does effect acquisition. This same conclusion is relevant to our finding since there is a significant improvement of experimental group learners due to instruction.

As Sherwood Smith (1981) says formal instruction serves as consciousness raising. Our study has a close relationship with this view because through formal instruction the learner's consciousness is raised and it has contributed to the development of grammatical competence.

As a whole explicit grammar teaching method is effective in the context of English language teaching for academic and professional purposes.

V.   Conclusion

This study was conducted to determine the effect of explicit grammar instruction on the internalization of English verb forms. For this purpose, a group of university students were selected as the sample. My experience as a teacher implied to me that explicit grammar teaching is more appropriate to the undergraduates in the university, but the research conducted in this field offered both supporting and opposing views and sometimes with the same researcher expressing contradictory views, which inspired me to do this research. In that research it is revealed through the research findings that explicit grammar instruction works and is a good method for teaching English as a second language.

However, the research was done with a limited sample in a limited time. Hence these findings are difficult to be generalized for every situation of this nature since the contributing factors such as the students' motivation, attitude, aptitude and the learning environment have an impact on their learning. Therefore, one who does a similar experiment with another group of learners might obtain different results. Nevertheless, in our context it appears that the hypothesis we formed is true.

VI.   Implications

This study of the effect of explicit language instruction on the internalization of English verb forms may benefit second language teachers, course designers and also psycholinguistic researchers.

The findings of this study will be useful to second language course designers to determine the place given to grammar in designing their courses to suit various categories of second language learners. A grammar teaching component with a distinct order of the lessons to be taught should be included in language courses which target academically gifted adult learners and teaching should be done with overt explanation of the Form, Use and Meaning

Further, what has been found in the study will be useful to second language teachers to review their teaching approach and the teaching techniques adopted. The same technique will not be appropriate to every type of L2 learner, and explicit presentation of grammar rules with explanations, exercises and activities will definitely help the academically gifted adult learners.

The findings of the study may also be useful to psycholinguistic researchers in the field of second language teaching to investigate more into concepts such as interface position.

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