

## Explicit or Implicit Grammar Instruction for Translation Students ?

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### الملخص:

يتسم تكوين المترجمين بكونه عملية متعددة الأبعاد ومتضمنة لمجاور كثيرة تساهم كلها في إكساب طلبة الترجمة المهارات الضرورية للقيام بمهامهم المستقبلية، منها تعليم اللغة المصدر والهدف وتقنيات الترجمة. و فيما يخص التحكم في الكفايات اللغوية، تعدكيفية تدريسالنحو مسألة مهمة أثارت جدلا كبيرا، فهناك فريقان أحدها يدعو إلى تدريس النحو كنشاط مستقل، والآخر يفضل إدماجه مع النشاطات الأخرى.

حيث يسعى المقال إلى الإجابة عن التساؤل التالي: ما هي طريقة التدريس الأكثر فعالية بالنسبة لطلبة الترجمة، أهي الطريقة الصريحة أم الضمنية؟ ولمحاولة معرفة أيهما أنجع في اكتساب المهارة الترجمية ، نقوم بعرض سلبيات و إيجابيات كل طريقة على حدة ثم نعرض إمكانية التوفيق بين الطريقتين، ونقترح بعض الحلول و التوجيهات على ضوء التطورات الأخيرة في مجال الأبحاث حول تدريس النحو واكتساب اللغة الإنجليزية كلغة أجنبية.

الكلمات الدالة: تدريس النحو ، التعليم الصريح ، التعليم الضمني ، الاكتساب ، التعلم ، التركيز على الشكل ، التركيز على المعنى .

### Abstract :

The training of prospective translation students is a multidimensional process which involves many aspects related to language skills and translation strategies . If we consider the first component , it entails one of the most controversial issues : how grammar should be

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taught? educators and second language acquisition researchers have taken different positions on whether to teach grammar explicitly or implicitly.

The present paper attempts to determine which method is the most effective for translation students. First, we put forward the strengths and weaknesses of each method, then we consider the possibility of their combination, and finally we make some suggestions in the light of the most recent advances in the field.

**Keywords:** Grammar teaching, explicit instruction, implicit instruction, acquisition, learning, focus on form, focus on meaning.

For many decades, teaching grammar in the field of English as a second language (ESL) and English as a foreign language (EFL) contexts has known many debates among language teachers, second language acquisition (SLA) researchers, and applied linguists about a variety of issues. One prominent question which is still under debate is whether to focus on grammar as a separate topic, or to teach it as an integrative topic as Thornbury (2002:14) puts it: «.. The history of language teaching is essentially the history of the claims and the counterclaims for and against the teaching of grammar». They have been influenced by the variety of theories concerning language acquisition, the effects of methods and approaches on students and their implementation in the classroom. Some educators argue that grammar teaching should be explicit, and consider the presentation of pure grammar lessons as an obligation, while others consider grammar instruction as a waste of time as they claim it does not lead to language acquisition and communicative competence development, or think it is preferable to teach it implicitly or incidentally: « The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use». (Nassaji and Fotos, 2011:1). So which type of instruction is the most efficient for our objectives?

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Grammar can be defined as the study of the forms of words (morphology ) and the way they are arranged to create structures (syntax) . It has been expanded to the study of sentences relationships at the level of text and discourse . It is the basis of all language skills , listening , speaking , reading and writing , and is necessary for both the understanding and the production of texts .

### **Explicit Grammar Instruction :**

It is also called overt grammar teaching , which consists in « teaching to a grammar syllabus and explicitly presenting the rules of grammar using grammar terminology» (Thornbury 2002 :23). Thus , it should include a grammar syllabus, grammar analysis and an explanation of rules which can be realised deductively , if rules are given to students and they are asked to apply them , or inductively, if students are exposed to samples of language , required to find the rules by themselves and make generalizations . According to V.Scott (1990) this kind of instruction emphasises the value of studying grammar rules intentionally for a more efficient and accurate organisation of linguistic elements .

Advantages of Explicit Grammar Teaching :

-Explicit instruction offers a detailed knowledge of grammar at the level of morphology and syntax , shows the intricacies of language and covers even the exceptions so it may lead to a deep understanding of grammar which contributes to accuracy . It also increases abilities of students in reading and writing . Many features of English grammar are not similar or sometimes totally different from those of the learners first language , and they are difficult to be assimilated even in context , in this case teaching them explicitly is deemed necessary .

-Many students expect a certain amount of grammar instruction for example to understand the logic of the language system , this type of instruction suits instructional expectations of a great number of adult learners . Moreover , some learners are well equipped to receive grammar focused lessons, and react very positively to such an instruction due to their

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mental capacities ,such as deductive reasoning and abstract thinking , so they are better explicit learners .

-Attending to forms and noticing them may facilitate acquisition of a foreign language which is different from acquisition of the first language (Tutunis 2012).According to Thornbury (2002) ,Shmidt(1990) considers noticing as a prerequisite for acquisition , and maintains that although grammar instruction is not sufficient to lead to fluency , it can help the learner to notice important elements in the language , hence , it has a positive effect on learning and on the later acquisition that may take place . Thornbury (2002, 25) states that « there are compelling arguments to support the view that without attention to form , including grammatical form, the learner is unlikely to progress beyond the most basic level of communication» . From this perspective ,he maintains that explicit instruction helps in saving students from the risk of fossilization which may happen at an early stage of interlanguage (the learner language) . He also affirms that learners who don't receive formal grammar teaching can reach good proficiency levels but they come to a status where progress becomes very difficult for them .According to Purpura (2004 :44),The majority of studiesindicate an advantage for learners who receive explicit grammar instruction .It helps them develop their interlanguage more quickly , attain higher ultimate levels of grammatical ability , and contributes to limitfossilization . In line with this ,researchers are reconsidering the value of correction and explicit instruction to avoid early fossilization of errors (Lightbown and Spada2000 : 119).

-Explicit grammar rules play the role of a monitor for the learner's production :according to the monitor hypothesis of Stephen Krashen , even if the learning of explicit grammar rules does not contribute to language acquisition , it works as a monitor or editor for the output produced by the learner and allow him to consciously apply the learned rules , if time is available such as in writing , and helps him for self-correction (Hastings and Murphy 2004) .

Disadvantages :

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-Explicit grammar teaching usually overlooks the communicative needs of students ,and makes learners who can write correct sentences in classroom exercises but are unable to use grammatical rules to express their intended meanings in real –life situations . In this context,Thornbury(2002 :18) refers to the knowledge –how argument used by the proponents of experiential learning who consider language as a skill , and claim that it should be learned by doing it (experiencing it ) not by studying it .

-Grammar lessons may be boring and difficult to understand for students who don't have the verbal –linguistic and the logical-mathematical intelligence .

### **Implicit Grammar Teaching :**

It takes place by the exposure of students to grammar forms in a meaningful input so that they acquire them unconsciously and naturally, the targeted structure is not overtly mentioned ,and there is no rule presentation .The non –interventionists (as called by Purpura 2004) claim that it is possible to acquire the grammatical ability incidentally and without awareness .However , it should not be confused with real naturalistic learning where the learner is surrounded by native speakers of the target language , thus ,implicit teaching of grammar is a kind of instruction that attempts to replicate the natural conditions of first language acquisition . Its supporters claim that it is better for achieving fluency as the learner will not focus on rules , but will pick them up naturally from language use situations . Therefore, they argue that emphasis on meaning is more important than emphasis on forms .Others argue that if the learner succeeds in finding language regularities and rules by himself , this will probably have a long-term effect .

Other educators and researchers claim that it gives the opportunity to students to discover grammar in context,and understand relationships between grammar , function , meaning and discourse. In a study carried out by TutkuBazos (2014) concerning beliefs of Turkish prospective teachers of English , The majority seem to consider grammatical knowledge as important especially to improve students' English writing and reading

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abilities. However, they believe that communication practice is more important and think that learning grammar is useless, if students cannot apply grammar knowledge to spontaneous conversation. They appear to favor the implicit instruction over the explicit one.

Proponents of implicit instruction maintain that if adult learners have opportunities to interact with the structures, they will have the ability to analyse and assimilate them without receiving explicit rules instruction. (Andrews 2007)

The natural order argument (Thornbury, 2002 :19) or the natural order hypothesis (Lightbown and Spada, 2000 :39) states that structures and rules are acquired according to a fixed order which is independent from the order of their presentation in informal instruction, and learners go through certain developmental stages. The innate universal grammar suggested by Chomsky has led many SLA researchers to argue that there are similarities in the developmental order between the first language and the second language acquisition. Hence, they believe that it is not reasonable to stick to a traditional grammar syllabus which cannot become a mental grammar and to insist on immediate accuracy.

In line with this, Krashen (in Nassaji and Fotos 2011, Thornbury 2002) has distinguished between learning and acquisition, he defined the first as an explicit and conscious process which results from formal instruction, and the second as a natural, implicit and unconscious process that occurs when the learner is exposed to comprehensible input, and picks up language forms as when he was a child acquiring his mother tongue. He argues that it is acquisition which leads to success in a second language and triggers the innate processes, but according to Thornbury (p.24) many theorists argue that the role of the learner is less passive and that acquisition entails some conscious processes like attention and noticing. Therefore, it is useful to use forms of consciousness raising that aim at helping the learner attend to forms. A study carried out by Teresa Pica (1983) in (R. Ellis, 1997 :80) led her to suggest that the effects of instruction may depend on the target structure that is being taught, if it is simple and shows a straightforward form-function relationship

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,instruction may improve accuracy , if it is simple and salient but functionally complex ,it may help to learn the form but not its use , if it is not salient and functionally very complex like articles , instruction has no effect .

According to Ellis (1997:82 -83) many studies demonstrate that instruction can have beneficial and long term impacts , and that at least some linguistic structures can be influenced by instruction in a permanent way ,but he suggests that long term impacts will probably take place only if the learner is provided with subsequent opportunities for hearing and using the targeted structure in communication , he maintains that the evidence is strong on the fact that effects of form-focused instruction are not confined only to conscious and careful language use but are also prominent in real communication .

### **The Place of Grammar in Teaching Methods and Approaches :**

Grammar teaching has witnessed many changes over the history . Before 1970s it was the focus of language classes ,at that time educators considered knowing the grammatical rules as sufficient for the language mastery, so structured based approaches - either those that presented rules deductively like the grammar -translation method ,or those in which rules were taught inductively like the audiolingual method - put exclusive emphasis on structure and gave little attention to meaning and context . There was a difference in the explicitness of the rule statement , for instance the direct method is based on a grammar syllabus but doesn't accept explicit teaching of rules , and the learner is required to find the rule by himself such as in first language acquisition processes . After that ,many methods appeared with different assumptions about the nature of learning a language, but they all had a grammar syllabus and did not emphasize the language functions and the communicative needs of the learner . They provided presentations of grammatical forms that were not sufficient for learners to develop real-life communicative skills .It is assumed that the way in which forms were presented was probably not compatible with the way in which students develop language rules .

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R.Ellis and others pointed out : “While there is substantial evidence that grammar instruction results in learning as measured by discrete-point language tests (e.g., the grammar test in the TOEFL), there is much less evidence to show that it leads to the kind of learning that enables learners to perform the targeted form in free oral production (e.g., in a communicative task)”(R.Ellis 2002 in Nassaji and Fotos 2011:5).

Then, with the emergence of the communicative approaches in 1970s ,grammar was nearly abandoned as researchers claimed it had little or no influence on the learner language development . It has been argued that the communicative competence needed for real language use does not include only the linguistic competence and the grammatical accuracy component , thus there was a shift from attention to forms to attention to meaning ,and other components like functions , discourse and social context were emphasised .However , grammar was not rejected by all communicative approaches , as they differ in the degree to which grammar is allowed . The deep –end version of communicative language teaching (as referred to by Thornbury 2002 :22) or the strong version of communicative language teaching (nassaji and Fotos 2011 :7) rejected both grammar syllabus and explicit grammar rules (like the approach suggested by Prabhu) but this was not very long . Whereas the shallow-end CIT (Thornbury :23) or the weak version of communicative language teaching (nassaji and Fotos:7) recognizes the importance of grammar by teaching rules inductively to students ,but intelligibility is given priority over correctness , and the learner should have opportunities for communication even if he didn't achieve accuracy because rules need a long time to be acquired .

### **Recent Developments in Grammar Instruction :**

Currently , there is a reconsideration of the role of grammar : researchers are trying to shed light on benefits of grammar instruction on learning a second language . They have discovered that a certain degree of consciousness is necessary to learning (Sharwood Smith ,



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Schmidt 1993 in Nassaji and Fotos 2011). According to Ellis (1997), Schmidt argued that no learning is possible without noticing, which is a conscious process by which the learner becomes aware of grammatical features.

In addition to this, there is empirical evidence about the inadequacy of meaning-focused approaches that ignore grammar (Harley and Swain 1984 in Lightbown and Spada 2000:130) from the one hand, and the great positive impact of instructed language learning on L2 acquisition from the other hand. For example, studies of Canadian French immersion programs show that although students have been extensively exposed to meaningful input for many years, they did not fully acquire many aspects of the target language available in the input. It's true that they developed fluency and some functional abilities but they did not reach high levels of performance in some French grammar aspects. Thus, a focus on form is needed to help learners attain a high level of accuracy and comprehensible input is not sufficient for this end. There are even current views which call for incorporating a grammar emphasis within task-based approaches, although they belong to the strong version of communicative language teaching.

As we have mentioned above, the role of grammar has been revisited in current studies as a reaction to the shortcomings of both structure based and purely communicative approaches. Long (1991) has proposed a new approach which he called 'focus on form' (Nassaji and Fotos 2011:10). He considered this as different from focus on forms alone or focus on meaning. Thus, form-focused instruction is the grammar instruction that takes place within communicative contexts and which has been greatly supported by many educators and applied linguists and even by researchers in SLA. In this context, much grammar can be acquired incidentally while focus is on meaning, it means that the used syllabus is communicative and consists of functions and tasks but sheds light on grammar points when it's needed. Nevertheless, many researchers after that have expanded this concept to add the predetermined type to the incidental one. They have suggested options for a focus on grammar with a focus on meaning and communication, to integrate grammar

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instruction in communicative language teaching , such as Nassaji and Fotos (2011) who have identified and explored a variety of options for this purpose and provided concrete examples of activities ,they have cited six input and output-based instructional options for teaching grammar communicatively, including processing instruction, textual enhancement, discourse-based grammar teaching, interactional feedback, grammar-focused tasks, and collaborative output tasks. They suggest that this focus can be achieved explicitly or implicitly , deductively or inductively , integratively or sequentially . This latter occurs when mini lessons precede or come after communicative activities , and they argue that it is beneficial for foreign language learners ( Nassaji and Fotos 2011:14). In addition to this ,Purpura (2004) explains that the use of a variety of individual techniques is believed to facilitate form –meaning connections and stimulate the processes of acquisition , such as form or rule based techniques which involve implicit inductive teaching or explicit deductive teaching which may entail metatalk or not , input based techniques , feedback based techniques and practice based techniques .(pp 40-1)

According to Fotos (1998 :302) some researchers suggest that explicit instruction provided before activities is useful to activate the learner's previous knowledge of the targeted forms or to raise hisawareness , while they recommend feedback which follows activities . Reading activities are appropriate for EFL situations especially if the target structure is made more prominent by means of textual enhancement .Fotos (1998 :306-7) also suggests some tasks especially for the EFL context, such as an interactive task where students are compelled to understand and produce the target form to do the task , and another task in which the target form represents the content : students are required to solve problems linked to grammar like indirect object placement , then they attempt to provide the relevant rule .

Many studies show that explicit focus on form and meaning together are more effective than explicit focus on form alone , which is better than implicit focus on form and meaning together but this latter is better than implicit focus on form alone (Purpura

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2004). Similarly, Lightbown and Spada (2000) affirm that many studies provide evidence that form focused instruction and corrective feedback within communicative teaching are more efficient than instruction that focus on accuracy alone or fluency alone .

### **Empirical Studies to Investigate Effects of Grammar Instruction:**

from an empirical study conducted by Scheffler and Cinciala(2011) to examine to what extent learners can identify and understand the grammatical structures they produce when they speak spontaneously, they have concluded that explicit grammar rules can, in an indirect way, contribute to second language acquisition (SLA). They recommend that language teachers should invest some classroom time in explicit grammar instruction.

- Another empirical study was conducted by Andrews K. (2007) about the effects of grammar instruction at a college-prep, private school on 70 participants in grades seventh through twelve. The dependent variable was the number of correct items over the forms from a pre-test, post-test, and delayed-post-test.

The results indicate that teaching makes a significant difference in learning, that explicit instruction is significantly better than the implicit one for the complex rule, that both methods are equally effective for the simple rule and the compatibility of methods of grammar instruction with certain structures was tested .(Andrews, 2007:1)

There were 2 groups further divided by proficiency levels (beginner , intermediate , advanced), every section was assigned either an explicit treatment which consists in the formal teaching of rules , or an implicit treatment which involves a task- based and grammar –discovery approach . Both treatments included one simple grammar structure (subject-verb agreement ) and one complex structure (relative clauses) , all the students were assessed by the same tests . In the implicit treatment , the meaning of the text has priority over the grammatical form and it is hoped that the learners notice and induct the rules, but there is no discussion about rule formation . The instructional intervention was beneficial irrespective of

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the used method, but the explicit method was more effective when the complex rule was in question and the concerned students produced higher scores than the others. It seems that some rules are difficult to be inferred, so explicit explanations are more useful, for this reason, Andrews(2007) suggests that teachers need to spend more time on complex structures, and let students infer simple rules by themselves, but when the class is for academic purposes, especially for adult learners, Andrews(2007 :12) strongly advises teachers to adopt an explicit approach, and we think that this is the case with teaching English to prospective translators.

In her article, Scott (1990) compares between explicit and implicit instruction according to an experiment she made on 1987 concerning French language (relative pronouns and subjunctive), 2 groups of students listened to specific grammar structures presented implicitly and explicitly. Explicit students heard rules and example sentences while implicit ones heard a story with the same grammar structure incorporated frequently in the text. Scores indicate a significant difference between both groups, with the explicit group performing better although the implicit group heard ten times more examples of the target form. It's an evidence that implicit grammar teaching doesn't enhance learning of the target structure. Scott(1990) thinks that students always focus on the content of the message they hear either it is rules or anything else. Then another experiment was done in 1988 to duplicate the general format of the first one. The difference is that in the second, the implicit group was told that the story contained the concerned structure. Students of the explicit group heard the structure out of any meaningful context, in spite of this, they performed better. It's an evidence that students have difficulty to organize linguistic elements they hear, while they benefit from an organized explicit presentation of grammar (Scott 1990 :785).

The findings of this study provide evidence for the importance of explicit instruction, even though Scott suggests that more studies are needed to identify which kinds of structures are better suited to implicit instruction.

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Moreover , TutkuBazos (2014) has reported many studies that have been conducted in different countries of the world to investigate beliefs and attitudes of teachers and students about the role of grammar teaching in learning English as a second or a foreign language , and the majority think that formal grammar teaching has a value in the mastery of English language .

### **Relation to Explicit and Implicit knowledge :**

According to Ellis (1997 :55) Krashen has distinguished between acquired knowledge (implicit or procedural knowledge of the language ) and learned knowledge (explicit or declarative knowledge about language ). He claimed that the first is developed unconsciously through communication and the second is developed consciously through studying L2 intentionally , that they are independent and the second can never be converted into the first.He considered the implicit knowledge as more important because it is fully automatised and ready for use in spontaneous communication , whereas the second is less useful as it can be used only when there are no time constraints ,but skill building theories argue that the learner can reach grammatical accuracy by the automatised of explicit knowledge thanks to practice . Ellis (1997) thinks that explicit knowledge becomes implicit only if the learner is at the appropriate development stage .It also helps the learner to notice language features in the input , then he may compare them with what is in his interlanguage , so explicit knowledge may contribute indirectly to implicit knowledge .

Moreover ,Fotos (1998 ; 2002) argues that while some proponents of communicative language teaching claim that there is no connection between the two types of knowledge , research has recently found that there is a link between them through noticing, which may make the student aware of language forms if it occurs repeatedly , and helps to restructure the implicit (internal linguistic) system of the learner , and thus may lead indirectly to acquisition.

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It may be suggested that both explicit and implicit knowledge of grammatical rules are necessary for the mastery of English grammar , so that they will be complementary to each other , and both explicit and implicit instruction are needed as the first provides the conscious declarative knowledge that is accessed slowly but contributes to monitoring output , while the second provides the unconscious procedural knowledge which is accessed quickly and is very helpful for natural communication such as conversation .

It is worth mentioning that some grammar tests are not an adequate tool to assess the type of knowledge the student has acquired , it is possible that the received teaching produces effect only on the explicit knowledge and not on the implicit one , or it is probable that it affects the implicit knowledge of the student , but while he doesn't show this in a grammar test , he can demonstrate it in an oral communication performance .

### **The combination of Explicit and Implicit Grammar Instruction :**

The selection of the teaching method depends on many factors such as the learning style of students , the teaching -learning conditions , and more importantly students needs and educative goals , one method can be appropriate for a specific group of learners and not for another one .For example,Lightbown and Spada(2000) argue that the great challenge is to find the right balance between form focused and meaning focused instruction , which depends on the factors mentioned above . From what we have seen , it may be suggested that both methods have advantages and disadvantages, and it is reasonable to adopt an inclusive approach , it means to use both of them as the teaching situation requires.Many teachers have tried different approaches , methods and techniques and have discovered their weaknesses and strengths so they have decided to use an eclectic approach to grammar instruction (Fotos 2002; Purpura2004 ;Nassaji and Fotos2011). In the case of teaching English to students of the Translation Department , we have to be aware that this is a specific context , that requires an appropriate treatment . As far as needs of students are concerned , Valentine (2008) considers language knowledge and skills as an essential part in

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the translator competence , and within the writing courses for translators in the Canadian training programs , he suggests the use of contextual grammar exercises, for example to discover the appropriateness of verb forms or tenses (p.145). In addition to this ,J. D. Ghallagher (2009 : 45 ) insists on the value of grammar in teaching translation , he argues that translation science has a very tight relationship with grammar , and the translation teacher should attach importance to reflection about grammar . However,R.Mackenzie(1998) maintains that even an excellent knowledge of language is not sufficient for the professional translator , as he needs the mastery of many translation strategies .She considers language studies important for the translator training , but she thinks that focus should be put on using language for communication like reading and producing texts while concentrating on another category of competencies .Nevertheless , we believe that language proficiency is as important as other types of competencies and even more important at the beginning of training , it is the cornerstone , without which any learning of translation techniques is useless. English language is a tool for understanding texts ,and for reexpressing ideas in translating , or interpreting them , it means using language effectively in oral or written texts ,but at the same time it is an object of study of which they should have a deep understanding , otherwise , they will be similar to students of any other discipline who strive to learn English for communicating in their fields , such as : economy , engineering ..etc. Hence, one key objective is to give them clear and precise information about the entire grammar of the language , by describing language forms, structures,rules underlying texts ,regularities and exceptions . To achieve this goal a real grammar syllabus is required , as we think it is not reasonable to hope that students will pick up language forms by themselves from input .

If we consider the age of the learners ,and if we take into consideration the critical period hypothesis , explicit instruction may be more appropriate for translation students as they are adult learners , and they went beyond the period in which acquisition can take place more rapidly and efficiently .In addition to this , we have seen from the empirical studies mentioned above , that some language forms cannot be acquired naturally ,they lend

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themselves better to learning , but an interesting question maybe to find what grammatical structures are compatible with which method .

Another difficulty that may be encountered by students in EFL contexts , is that communicative opportunities for using language outside the classroom are very limited , so implicit teaching may be inadequate to acquire language features while it may be more relevant for ESL contexts where there are abundant communicative opportunities outside the classroom .

In the light of the above considerations , we think that both explicit instruction and implicit one can be used in the training of prospective translators , each one contributing to foster their grammar ability in a certain way , however , a greatest amount of explicit treatment is required as it is more relevant for the particular learning situation . In addition to this , empirical comparative studies are needed to investigate the effects of each method on students productions in translation .

### **Some suggestions:**

Whether we use an implicit or explicit instruction , we need to take into account the following criteria:

-Teachers should take into consideration the most recent discoveries and findings from research about what is called communicative grammar teaching and the various options that can be used to apply it in classroom .

-Grammar instruction should include structures, meaning and use, and structures should be presented in context and not in isolation. Nunan(1998) maintains that presenting grammar out of context does not give the opportunity to students to see the systematic relationships between form , meaning and use .He advises the use of tasks that show to students the degree to which grammatical choices depend on the discoursal context and teach them not only to form the structures correctly but how to use them to express meanings appropriately



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in communication . As an example , it's not enough to teach students how to transform sentences from the active into the passive voice , it is indispensable to show them the communicative value of using the passive , for instance to put focus on the action and not on its performer , this may lead them to establish form –function relationships (Nunan,1998:103).

-Providing students with authentic language through stories , newspapers and magazines articles among others . In this way they will discover how grammatical rules are applied in real context and they will no more see grammar only as a set of rules.

-To use a discovery approach :instead of presenting rules and examples to students followed by practice , it is sometimes useful to give them the opportunity to analyse samples of language , to find the rules and discover the functioning of language by themselves. This is a more dynamic process that leads them to be more active and encourages them to communicate about grammar ,it may be related to the inductive reasoning which occurs within both explicit and implicit instruction.

-To attach great importance to practice and use a variety of activities and exercises, to give learners enough opportunities to produce the targeted forms . In this context , Scott (1990 :785) refers to the skill using phase as opposed to the skill getting phase . Feedback that follows output production is also of great value .

-Many educators and teachers suggest the use of multimedia as it makes grammar lessons more interesting and meaningful to be learned . It illustrates better the use of certain structures ,and enables students to associate form with meaning .

It may be concluded that creating conditions for both acquisition and learning , and using grammar as a resource and an end in itself , is the most efficient way to lead translation students to success in grammar .

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