EXAMINING WHETHER IMPLICIT OR EXPLICIT TEACHING IS BETTER IN SECOND LANGUAGE ACQUISITION

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ABSTRACT- This study describes and examines the implicit and explicit teaching in second language acquisition in, in this study English as the second language. This study also tries to find out which method is more suitable for teaching second language. Different language classes of a renowned institution are being observed to get the authentic results.

KEY WORDS- Implicit Teaching, Explicit Teaching, Second Language Acquisition, Language Classes.

I. INTRODUCTION

Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also refer to the learning of third, fourth, or any language other than a person's first language. Second language acquisition is the process by which people learn second language. SLA also refers to the scientific discipline devoted to studying that process.

The adjective explicit means clearly expressed or readily observable. The adjective implicit means implied or expressed indirectly.

Examples:
- **"**Go home now!" was Dr. Legree's **explicit** command.
- You must listen carefully and critically to understand Snoop's **implicit** message.
- **What is Explicit Teaching?**

Building a culture of learning within today's classrooms requires teachers and students to jointly engage in teaching and learning that is purposeful, relevant and clearly defined. Understanding what explicit teaching is, calls for teachers knowing how the social dimension of classroom life (through the context of classroom interactions) constructs the learning environment.

- **Purpose of Explicit Teaching:**
  o Makes learning process student-centered through teacher-centered approach
  o Provides preplanned outline for understanding rules, skills, and thinking
  o Provides guideline for learning complex rules and skills.

- **Affordances of Explicit Teaching**
  o Organized and disciplined learning process
  o Straightforward rules
  o Good for learning complex rules.

- **Constraints of Explicit Teaching**
  o Doesn't offer communicative learning
  o Memorizing rigid rules does not afford creative learning

- **Steps for Adopting Explicit Teaching in SLA**
  o Step 1: Set the stage for learning by telling students the purpose for learning
  o Step 2: Explain to students what to do
  o Step 3: Model the process of how to do it
  o Step 4: Guide students with hands-on application/practice

At the beginning point explicit teaching is teacher-centered that ends with the achievement of much more student involvement and their responsibility.

What is Implicit Teaching?
Implicit means that it was not actually said; it was implied." The way she winked at me across the room implied that she thought I was good looking."

- **Objectives of implicit teaching:**
  o Introduced new concepts in a student-centered manner
  o Gives students instruction with a variety of new examples, without telling them the grammar rules
  o Allows for students to create their own schemas for understanding rules instead of memorizing specific rules which enables long-term memory retention.

- **Affordances of Implicit Teaching**
  o Can explore students' natural abilities
  o Can build off of multiple objectives

- **Constraints of Implicit Teaching**
  o Can be difficult for learners to deduce rules
  o Vague, unstructured
  o Students may misinterpret rules

- **Affective factors**

Studies have consistently shown that *intrinsic motivation,* or a genuine interest in the language itself, is more effective over the long term than *extrinsic motivation*. LARRY LYNCH argues that the chosen approach should depend on the teaching and learning conditions of and individual class. . In one study by Robert DeKeyser, he found that "explicit and deductive

learning is better than implicit for simple categorical rules" and "Implicit learning is equally good as or ever better than explicit learning for prototypes. According to many research results, if both implicit and explicit ways of teaching are applied in SLA, then the results would be better than applying only single method.

II. OBJECTIVES

The present study has the following objectives to be accomplished;
- a. To explore the idea of SLA.
- b. To explain the explicit way of teaching in SLA.
- c. To explain the implicit way of teaching in SLA.
- d. To describe which is the best way of teaching in SLA.

III. METHODOLOGY

Observation method is used to investigate implicit and explicit ways of teaching in second language acquisition. Different Language classes of a renowned language teaching institution are being observed by the researcher to compile the results of the study.

IV. CONCLUSION

This long lasting discussion about implicit and explicit language teaching is academically savoury. Language should be taught in a variety of ways both implicitly and explicitly. It really comes down to why the students are learning the language. If there goal is to know enough English to communicate abroad on short trips, then communicative lessons may be the best approach. If the students are hoping to take the First Certificate or any other similar exam, then explicit grammar lessons must be an integral part of their learning process. An explicit approach is best to teaching complex rules, and an implicit approach is best to teaching simple rules. Both implicit and explicit ways of teaching are good for successful learning of language. However explicit teaching is more important in institutions where English is taught as a foreign language because students do not have enough exposure therefore they need to be taught more rules and structures of a language to be competent in written and spoken communication.

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