

# THE IMPACT OF EXPLICIT GRAMMAR INSTRUCTION ON IMPROVING B1 LEVEL LEARNERS' WRITING ACCURACY AND FLUENCY

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## Abstract

This study examines how explicit grammar training improves writing accuracy and fluency for B1 English language learners. The study included two groups of intermediate-level adult learners who were taught utilizing explicit instructional strategies that targeted specific grammatical structures, particularly the present perfect tense. Writing assignments were given before and after the educational time to evaluate changes in accuracy and fluency. The findings revealed that students who received explicit grammar training made substantial progress in writing grammatically correct and fluent writings. These findings underscore the importance of metalinguistic awareness and systematic grammar instruction in enhancing students' writing skills. Keywords: explicit grammar instruction, writing correctness and fluency, B1 learners, metalinguistic awareness.

**Keywords:** *explicit grammar instruction, writing accuracy, writing fluency, B1 learners, metalinguistic awareness*

*Grammar teaching continues to be a significant yet controversial element of second language learning, especially in enhancing learners' writing abilities. For learners at the B1 level, acquiring grammatical structures is essential for creating precise and fluent written work. Scholars have extensively examined the most effective techniques for grammar instruction, resulting in the creation of various strategies such as Focus on Forms, Focus on Form, and Focus on Meaning. Explicit grammar instruction, which is consistent with the Focus on Forms method, focuses on the clear articulation of rules and an aware comprehension of grammar. This approach equips learners with the resources to recognize, comprehend, and implement grammatical rules in their writing. While some advocate for the instinctive acquisition of grammar through interaction, others highlight the significance of direct teaching in achieving sustained accuracy and fluency. This study seeks to add to this ongoing discussion by exploring how explicit grammar instruction influences the writing performance of B1 level learners.*

*According to Krashen's Natural Acquisition Hypothesis (1981), language is most effectively learned unconsciously through natural exposure and interaction. He contends that formal grammar teaching only develops conscious knowledge, which primarily functions as a "monitor"—a mechanism for reviewing and refining what has already been produced, rather than for generating spontaneous language. From this perspective, only the acquired system can yield fluent speech, whereas the learned system serves to correct it.*

*Conversely, numerous researchers assert that explicit grammar instruction is significant, particularly in enhancing writing skills. Although they critique the conventional grammar teaching method, which emphasizes isolated drills and mechanical exercises, they do not entirely overlook the importance of grammar instruction. Instead, contemporary research indicates that grammar instruction should occur in meaningful contexts where learners can observe, comprehend, and apply the*

grammatical structures practically. This approach increases the likelihood that learners will remember the rules and utilize them correctly in their writing.

Nassaji and Fotos (2004) emphasize that when learners receive explicit instruction on a grammar point and are subsequently exposed to it through interaction, they cultivate a deeper awareness of the structure and exhibit improved accuracy in its application. This is particularly crucial for B1 level learners who are advancing their capacity to write with greater accuracy and fluency. A related concept is the Consciousness-Raising Theory (Ranalli, 2001), which encourages educators to highlight significant grammar aspects—not necessarily aiming for immediate mastery of the forms, but to assist learners in noticing and processing them over time.

In recent times, researchers like Ellis (2009) have investigated the distinction between implicit and explicit instruction. Implicit instruction entails acquiring grammar without direct explanation, often through exposure and repetition, allowing learners to subconsciously absorb patterns. Conversely, explicit instruction encompasses clearly elucidating rules and aiding learners in understanding how and when to apply them. This approach promotes learners' metalinguistic awareness, which bolsters their long-term grammatical development, particularly in writing.

Despite a multitude of studies comparing these two instructional methods, the findings have not always been uniform. Some research highlights the effectiveness of explicit instruction, while other studies prioritize natural acquisition. Consequently, additional research is necessary to ascertain which method most effectively supports writing accuracy and fluency, especially for B1 level learners. This study aims to investigate how explicit grammar instruction influences B1 level learners' writing performance, emphasizing accuracy and fluency in both receptive (understanding) and productive (writing) abilities.

In conclusion, numerous research findings indicate that direct grammar instruction often has a more beneficial effect on enhancing the grammar abilities of

*learners of English as a foreign language. Nevertheless, as previously mentioned, the kind of assessment utilized can affect learners' performance. For instance, contextual grammar activities and writing exams necessitate that learners actively remember and use the grammatical rules they*

*have acquired and mentally organized.*

*Moreover, the particular grammar aspect chosen for instruction—like the present perfect tense in this investigation—might also influence the results. According to Andrews (2007), when less complex grammar structures are employed in research, the findings could vary significantly. This implies that the intricacy of the target structure can significantly impact how effective explicit instruction is in enhancing writing accuracy and fluency.*

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