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Role of Implicit and Explicit Knowledge in Learning English as L2: A Study of UG Students of Madha Tahsil

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Abstract

Implicit Knowledge of the L2 is often defined as the intuitive and procedural knowledge that is normally accessed automatically in fluent performance and that cannot be verbalized. (R. Ellis, 2005). Explicit Knowledge is understood as the conscious and declarative knowledge of the L2 that is accessed during controlled processing and is potentially verbalizable (R. Ellis, 2005). The Present article examines the role of Implicit and Explicit Knowledge in Learning English as L2. The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English.

Key Words: Implicit Knowledge, Explicit Knowledge, Second Language Acquisition, etc.

The importance to Explicit Knowledge in the theories of L2 acquisition is given by number of renowned scholars like Bialystok, R. Ellis, Hulstijn, Krashen etc. The idea that there are two types of knowledge that learners may possess about a second language, that is, Implicit and Explicit Language Knowledge, dates back to and underlies two early language learning theories put forth by Krashen and Bailystok. The purpose of this article is to examine Implicit and Explicit Knowledge of a Second Language (L2) of UG students of Madha Tahsil 80 students of Under Graduate and Post Graduate Classes are selected from both the universities.

Implicit and Explicit L2 Knowledge:

Before talking about Implicit and Explicit L2 Knowledge, it is essential to know the meaning of the phrase 'linguistic knowledge'. There are two positions regarding linguistic knowledge. The first position, based on the works of Chomsky, claims that linguistic knowledge consists of knowledge of the features of a specific language,

which are derived from impoverished input (positive evidence) with the help of Universal Grammar (UG). This view of language is innatist and mentalist in orientation. It emphasizes the contribution of a complex and biologically specified language element in the mind of the learner. The second position, which is based on connectionist theories of language learning, and is advanced by cognitive psychologists such as Rumelhart and McClelland (1986), views linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or 'rules' can be accessed (Ellis, R. 2009: 10). These positions are generally presented as opposite to one another (e.g. Gregg, 2003), but in one important respect they are in agreement. Both the innatist and connectionist accounts of L2 learning view linguistic competence as consisting primarily of Implicit L2 Knowledge and see the goal of linguistic theory as explaining how this Implicit Knowledge is acquired. However, they differ in the importance that they attach to Explicit Knowledge. (Ellis, R. 2009: 11). Rod Ellis has attempted to identify the criteria that can be used to distinguish Implicit and Explicit L2 knowledge. There are seven dimensions which are used to distinguish Implicit and Explicit Knowledge. They are divided into two broad categories. One of them is 'representation dimensions' and other is 'processing dimensions'. The representation dimensions involve (a) Awareness, (b) Type of knowledge, and (c) Systematicity and certainty of L2 knowledge. The processing dimensions include (a) Accessibility of knowledge, (b) Use of L2 knowledge, (c) Self report and (d) Learnability.

Representation dimensions:

1. Awareness: There are two kinds of awareness, the unconscious awareness and conscious one. Karmiloff-Smith gave the distinction between them for the first time in 1979. According to him, unconscious knowledge is connected with epilinguistic behaviour. It means one is able to recognise whether a sentence is grammatical or ungrammatical immediately but s/he may not know why a given sentence is http://interactionsforum.com/new-academia 104

grammatical or ungrammatical and at the same time s/he may not know the grammatical rule that has been broken. Unconscious awareness is active in Implicit Knowledge and conscious awareness is active in Explicit Knowledge (Ellis 2006:433).

2. Type of knowledge: It is the second dimension which represents the difference between Implicit and Explicit Knowledge. Explicit Knowledge is like declarative knowledge and Implicit is like procedural knowledge. Declarative knowledge is encyclopadaedic in nature as far as grammatical features are concerned. Procedural knowledge is easily accessible and one can easily write or correct a sentence. It is activated very quickly without even thinking about the grammatical structure (Ellis 2006:433).

3. Systematicity and certainty of L2 Knowledge: According to Tarone (1982), (quoted in Ellis2006:433), once Implicit Knowledge is established in a learner's interlanguage it becomes very systematic. Sorace (quoted in Ellis 2006: 433) says Explicit Knowledge tends to be imprecise, inaccurate and inconsistent.

Processing dimensions:

1. Accessibility of Knowledge: It concerns with the time needed to access Implicit and Explicit Knowledge when it is necessary. In the year 2002, Preston suggested that all L2 learners use two different types of grammar knowledge. One is deeply embedded and other resides more on the surface. According to Ellis (2006), first one is Implicit Knowledge and second one is Explicit Knowledge. Therefore, it means that deeply embedded (Implicit) Knowledge can be processed automatically and more on the surface (Explicit) Knowledge can be processed in much more controlled way. However, all researchers do not agree with the way Implicit and Explicit Knowledge is accessed. Hulstijn (2002) suggests that even though it may be possible to speed up the processing of Explicit Knowledge through practice there remains a fundamental difference between automated Explicit Knowledge and Implicit Knowledge. In contrast, DeKeyser (2003) argues that there is no functional difference between automated Explicit Knowledge and Implicit Knowledge (quoted in Ellis 2006: 433).

2. Use of L2 Knowledge: The situation in which learners are asked to perform task affects the learners' use of knowledge. It is proved that if an intermediate learner gives a lot of time to think about what to say, how to structure his/her sentence/utterance , his/her speech becomes more accurate. The reason for this result http://interactionsforum.com/new-academia 105
is that if a learner is given a lot of time s/he gets access to Explicit Knowledge. And when the same learner is not given enough time and pressured to complete the task rapidly, his/her speech becomes less accurate and s/he uses Implicit Knowledge.

3. Self Report: It refers to the capacity of a learner to justify the words and grammatical constructions s/he has used. In his study, Butler (2002) states that the all Japanese adults

learning English gave an explanation for the choice of articles in a close task. They were able to tell whether the given sentence is correct or incorrect and simultaneously they can explain the grammatical rules, but often in non-technical language. However it is to be remembered that Implicit Knowledge cannot be verbalised and to verbalise any rule one has to form an explicit rule. This leads to the conclusion that self report is formed by using Explicit Knowledge (Ellis 2006: 434).

4. Learnabilty: The point of learnabilty is very significant. It is believed that one can learn L2 explicitly at any age. On the other hand, Implicit Learning can only take place when the subject is young (Ellis 2006: 434). Munzo (2007) claimed that older learners learn explicitly better than young ones. However, Bialystok (1994) claims that 'Explicit Knowledge can be learned at any age', but that there are age-related limitations on L2 learners' ability to learn. Krashen (1982) also argues that most learners are capable of learning only rules formally and functionally simple as Explicit Knowledge.

Following are the main points that have emerged from this discussion of Implicit and Explicit L2 Knowledge (Ellis, R. 2009: 16) (1) Explicit Knowledge appears phylogenetically and ontogenetically later than Implicit Knowledge and it involves different access mechanisms. (2) Explicit Knowledge is neurologically distinct from implicit knowledge. (3) The question of whether the two types of knowledge are to be seen as dichotomous or continuous is a matter of controversy, but neurological evidence and current connectionist models of linguistic knowledge point to a dichotomy. (4) The question of the separateness of the representation of the two types of knowledge is independent from the question of whether the processes of Implicit and Explicit Learning are similar or different. This remains a controversial issue. It is likely, however, that learning processes and knowledge types are correlated to some degree at least. (5) While there is controversy regarding the interface of Explicit and Implicit Knowledge at the level of learning, there is wide acceptance that they interact at the level of performance.

The Present Study:

The subjects who are chosen for the present study are UG students of Madha Tahasil. The mother tongue of the most of these students is Marathi. Most of the students have started learning English form their first standard, as per the new education policy of Govt. of Maharashtra. They have learnt English as a second compulsory language up to 12 standards. Besides this classroom learning of English, the students are exposed to the news channels and news papers where they can learn English implicitly. However, the learning from other sources is questionable.

When it comes to the classroom teaching, teachers are much concerned about the grammar of English and thus follow structural and grammatical aspects of English. It means that the students who are selected for the present research have studied the grammar of English language for not less than ten years.

For the present study, in all, 80 UG students from Madha Tahsil have been selected. The students related to Arts, Commerce and Science faculties are randomly selected from the colleges in Madha Tahsil. The following table shows the University-wise number of students selected for the research and their classifications.

As the table shows, out of 80 students 20 students each are from K. N. Bhise College, Kurduwadi, Arts and Commerce College, Madha, Mahadik College, Modnimb and Vitthalrao Shinde College, Tembhurni.

Name of the College	**Faculty**			**Sex**		**Total**
	Arts	**Commerce**	**Science**	**Male**	**Female**	
Kurduwadi College	02	04	14	07	13	20
Madha College	13	07	00	13	07	20
Modnimb College	20	00	00	15	05	20
Tembhurni College	20	00	00	05	15	20
Total	55	11	14	40	40	80

Table 1.0 Distribution of Students

As for their faculty, 55, 11 and 14 students are from Arts, Commerce and Science faculty respectively. Again, out of the 80 students, 40 students each are male and female.

3.2 Data Collection

The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Implicit and Explicit L2 Knowledge in learning English. Five questionnaires are used and prepared for the present research. These questionnaires are administered to 80 students in their respective classrooms. For Questionnaires II and V there is fixed time limit. For Questionnaire II the time limit given was 7 minutes and 93 seconds and for Questionnaire V the time limit is 4 minutes and 59 seconds. However, Questionnaires III and IV are untimed tests. To collect the natural data for knowing the role of Implicit and Explicit L2 Knowledge in learning English, students are also asked to write the very first response they think as the most appropriate to the situations given in the questionnaires.

3.2.1 The Questionnaire/ Test Battery

In the present research five questionnaires are used. Questionnaire 1 seeks to collect the background information about the students. Questionnaire II is Timed Grammaticality Judgement Test. It consists of 68 grammatically correct and incorrect sentences and it is designed to assess the Implicit Knowledge of English. Questionnaire III is similar to the Questionnaire II, the only difference is that it is untimed and it aims to check Explicit Knowledge. Questionnaire IV is Metalinguistic Knowledge Test. It is divided into two subparts. The first part includes 17 ungrammatical sentences and second part contains 16 sentences. These two parts aim to assess the Explicit Knowledge of English language. Questionnaire V is Timed Elicited Imitation Test. This test includes 34 sentences and assesses the Implicit Knowledge of English.

The detailed discussion of the questionnaire is as follows:

3.2.1.1 Questionnaire I: Background Information

This questionnaire collects information about the selected students. The variables considered here include the university and the college students, their sex, age, social category, class, faculty, medium of education, residential location, family's education background, mother tongue and the number of years they study English. As mentioned earlier, these variables influence the process of acquisition of English language. Moreover, these variables are important as they help to classify students on different dimensions like Shivaji University and Solapur University, UG and PG, Male and Female, Rural and Urban, family education background, faculty, students studying English from first or fifth standard, etc.

3.2.1.2 Questionnaire II: Timed Grammaticality Judgement Test

As mentioned earlier, this Questionnaire is prepared to examine the Implicit Knowledge of English language. This is a timed test and the time limit is 7 minutes and 93 seconds. It is performed with the help of a computer. This test consists of 68 sentences. Students are asked to read the sentence that appears on the screen of the computer and register their response on the provided sheet. The response consists of whether the given sentence is correct or incorrect. The 17 grammatical categories examined in the tests are as follows:

Sr. No	Grammatical Category	Distribution in the test (Item No.)
1	Verb Complements	4,26,44,57
2	Regular Past Tense	5,19,38,53
3	Question Tag	6,36,49,64
4	Yes/No question	8,22,39,61
5	Modal Verbs	9,18,32,47
6	Unreal Conditions	10,28,41,56
7	Since/For	1,11,17,34
8	Articles	13,30,48,55
9	Ergative Verbs	14,37,58,62
10	Possessive S	15,33,43,52
11	Plural S	16,40,54,63
12	Third Person	7,20,25,59
13	Relative Clauses	65,66,67,68
14	Embedded Question	12,21,29,50
15	Dative Alteration	3,23,31,49
16	Comparatives	2,24,35,42
17	Adverb Placement	27,45,46,60

Table 1.1 Item distribution in Timed Grammaticality Judgement Test

As cleared earlier, this test is timed and measures Implicit Knowledge of English language. The students are given fixed time and within that time limit, they have to register their response. It is assumed that the test does not allow students to recall the grammatical rule to recognise the grammatically correct or incorrect sentences. The students have to give spontaneous response using their Implicit Knowledge.

It must be pointed out here that the above test does not include all the grammatical categories. However, the selected items are the representative of grammatical features which show the grammatical knowledge of the students.

3.2.1.3 Questionnaire III: Untimed Grammaticality Judgement Test

Third questionnaire is Untimed Grammaticality Judgement Test. It contains the same grammatical features tested in Questionnaire II. However, as it is untimed test, students are given ample time to solve the test. Printed questionnaire is given to each student and they are asked to state whether the sentence is correct or incorrect and, after that, they also have to register the degree of certainty of their response. It means that they have to state whether they are less than 50 % sure or more than 50% sure or 100 % sure of their response. This test is used and prepared to assess the Explicit Knowledge of the students as they get ample time to think over the given sentences and in the process they can recall the grammatical rules and recognise the grammatically correct or incorrect sentences.

3.2.1.4 Questionnaire IV: Untimed Metalingustic Knowledge Test

This questionnaire is untimed Metalinguistic Knowledge Test. The grammatical categories used in this test are as follows:

Grammatical Category	Item No.
Modal	1
Verb Complement	2
Third Person	3
Unreal Condition	4
Comparatives	5
Plural S	6
Ergative Verbs	7
Possessive- s	8
Regular Past Tense	9
Indefinite article	10
Embedded Question	11
Yes/No	12
Adverb Placement	13
Question Tag	14
Since/For	15
Dative Alteration	16
Relative Pronoun	17

Table 1.2 Item distribution in the Metalinguistic Knowledge Test (Section 1)

The test is divided into two sections. It aims at assessing the Explicit Knowledge of the students about English language. The first section of the Questionnaire includes 17 ungrammatical sentences. The part of the sentence containing the error is underlined. The students are asked to find the correct statement, from the given four alternatives, that best explains the error. In this test, it is hypothesized that while finding out the best explanation for the underlined error, students use the Explicit Knowledge which is stored in their mind as they get enough time to register their response.

The section II of the test is again divided into two subsections. In the first subsection of the test, a short passage is given and the students are asked to read the paragraph carefully and write down the various grammatical features asked for from the passage. The grammatical features used in the test are: definite article, verb, noun, preposition, passive verb, conditional verb, adjective, adverb, countable noun, indefinite article, relative pronoun, auxiliary verb, modal verb, past participle, finite verb, infinitive verb, agent, comparative form and pronoun. It is assumed that the students use their Explicit Grammatical Knowledge to register their response. In the second subsection 16 sentences are given and the students are asked to underline the item requested in the bracket after the sentence. The grammatical features used in the test are: subject, indirect object, gerund, direct object, complement, object etc. This test, too, assesses the explicit grammatical knowledge of the students.

3.2.1.5 Questionnaire V: Timed Elicited ImitationTest

This part of the questionnaire is Timed Elicited Imitation Test and its aim is to assess the Implicit L2 grammatical Knowledge of English language. In this test, the students listen to the sentence and within four to five seconds they have to register the response in the given sheet of the paper. The test contains 34 sentences and, as mentioned earlier, after listening to the audio recording, students have to register their response. In this test each sentence is divided into four parts, and the students have to identify the part of the sentence which contains an error, and if they do not find any error, they have to register option ‘d’ which is ‘no error’. The grammatical categories used in this test are as follows:

Sr. No	Grammatical Category	Item No.
1	Verb Complements	2,32
2	Regular Past Tense	17,24
3	Question Tag	8,21
4	Yes/No question	31,34
5	Modal Verbs	7,14
6	Unreal Conditions	18,22

7	Since/For	10, 15
8	Articles	28, 30
9	Ergative Verbs	20, 25
10	Possessive S	19,29
11	Plural S	13,27
12	Third Person	5,12
13	Relative Clauses	6,11
14	Embedded Question	23,33
15	Dative Alteration	4,9
16	Comparatives	1,16
17	Adverb Placement	3,26

Table 1.3 Item distribution in the timed Elicited Imitation Test

It is assumed that this test assesses the Implicit Knowledge of the students, as they do not have time to think about the grammatical rule of the given sentence while registering their response. Instead they have to rely on their Implicit Knowledge of the language.

All these tests were designed keeping in mind the criteria which distinguish Implicit and Explicit Knowledge. These criteria are discussed in the second chapter. It is predicted that each test would measure separately Implicit and Explicit Knowledge. Following table sets out these predictions

Criterion	**Timed GJT**	**Untimed GJT**	**Metalanguage**	**Elicited Imitation**
Degree of Awareness	Feel	Rule	Rule	Feel
Time available	Pressured	Unpressured	Unpressured	Pressured
Focus of attention	Form	Form	Form	Meaning
Metalinguistic Knowledge	No	Yes	Yes	No

Table 1.4 Design features of the test (Ellis, R. 2005: 157)

The Timed GJT and The Elicited Imitation Test were predicted to measure Implicit Knowledge, because the subjects would rely predominantly on their feeling, they would be under pressure to perform in real time and they would not have enough time to access their

metalanguage. In contrast, the Metalinguistic Knowledge Test and Untimed GJT were predicted to measure Explicit Knowledge, because these tests involved a high degree of awareness, the subjects would be unpressured, they would focus on form and they would use metalinguistic knowledge.

3.2.2 Test Content

It was Rod Ellis who designed the tests to provide measures of learners' knowledge of 17 English grammatical structures. The choice of the grammatical content is motivated by a number of factors. First and foremost, an attempt is made to select target language structures that were known to be universally problematic to learners (i.e. to result in errors). For this, the SLA literature was consulted (e.g., Burt & Kiparsky, 1972). Second, the structures are selected to represent both early and late acquired grammatical features according to what is known about the developmental properties of L2 acquisition (e. g., Pienemann, 1989). Third, the structures are selected to represent a broad range of proficiency levels according to when they were introduced in ESL courses covering beginner, lower intermediate, upper intermediate, and advanced levels. Fourth, the structures are chosen to include both morphological and syntactic features (Bowles, Melissa A., 2005: 252). Following table lists the selected structures and summarizes their properties in terms of the various selection criteria.

Structure	**Example of Learner Error**	**Acquisition**	**Pedagogic introduction**	**Type**
Verb Complements	Dipak says he wants *buying* a car next week	Early	Lower intermediate	S
Regular Past Tense	Sonali *miss* an interesting party last weekend.	Intermediate	Elementary/ lower intermediate	M
Question Tag	We will leave tomorrow, *isn't it*?	Late	No clear focus at any level	S
Yes/No Question	Did Anand *visited* his father yesterday?	Intermediate	Elementary/ lower intermediate	M
Modal Verbs	I must *to brush* my teeth now.	Early	Various levels	M
Unreal Conditions	If he had been richer, she *will* marry him.	Late	Lower intermediate/ intermediate	S
Since and For	Ranjana has been *studying* in Auckland *for* three years	Intermediate	Lower intermediate	S
Indefinite Articles	They had *the* very good time at the party.	Late	Elementary	M
Ergative Verbs	Between 1990 and 2000 the population of India *was increased*.	Late	Various levels	S
Possessive S	Leena is still living in her rich *uncle* house.	Late	Elementary	M
Plural S	Mahesh sold a few old *coin* to a shop.	Early	No clear focus at any level	M
Third Person Subject Verb Concord	Heera *live* with his friend Kajol.	Late	Elementary /lower intermediate	M
Relative Clauses	The boat that my father bought *it* has sunk.	Late	Intermediate/ advanced	S
Embedded Questions	She wanted to know why *had he studied English*.	Late	Intermediate	S
Dative Alteration	The teacher explained *Saurabh the answer*.	Late	No clear focus at any level	S
Comparatives	The building is *more bigger* than your house.	Late	Elementary/ intermediate	S
Adverb Placement	She writes *very well* English.	Late	Elementary/ lower intermediate	S

Note: S=Syntactic, M=Morphological

Table 1.5 Experimental grammatical structures (Ellis, R. 2005: 155)

Data Analysis

Group -wise Discussion of Implicit Knowledge

The percentage of the overall score of Implicit Knowledge of the students is shown in the following histogram:

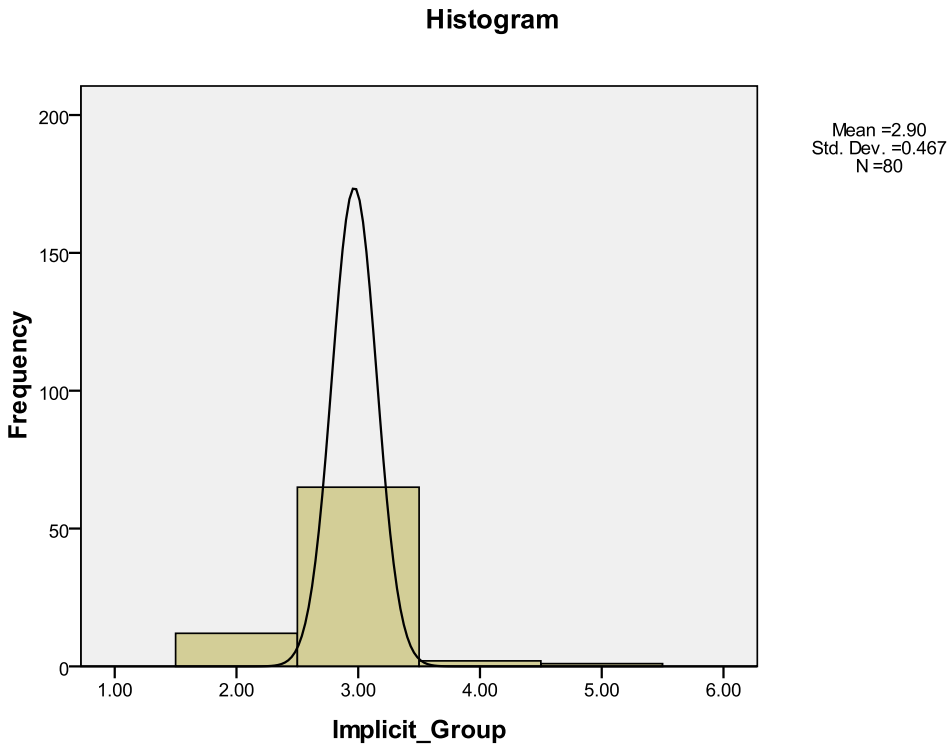


Table 1.6 Group –wise Implicit Knowledge

The score is converted into percentage and on the basis of this percentage the students are classified in five groups using the following table. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Implicit Group	Implicit Score in %	Frequency
I	0-20	0
II	21 -40	12
III	41 - 60	65
IV	61 - 80	2
V	81 - 100	1
	Total	80

Table 1.7 Implicit Groups

The table shows that a large number of students, i.e. 65, belong to Group III, while the least number of student, i.e. one, falls in Group V. Twelve students belong to group II and two students are included in IV group. There are no students who get score between 0 and 20 for Implicit Knowledge.

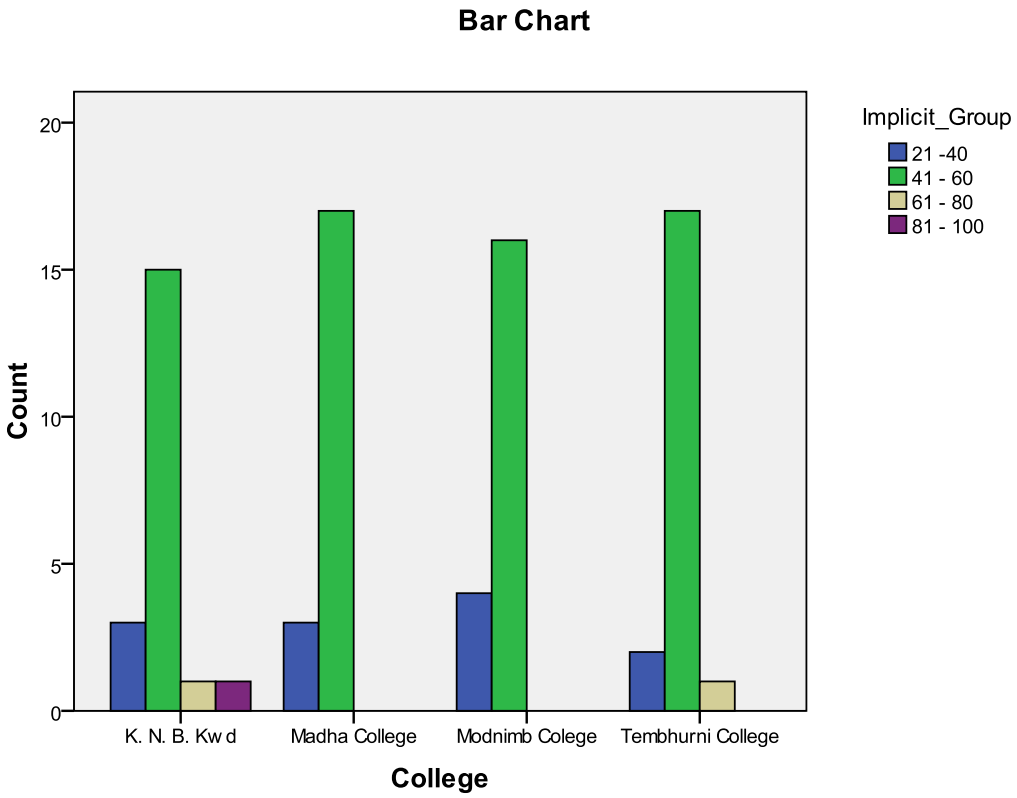
With the help of the classification of students in these groups, the following part of the chapter explains the relation between the Implicit Knowledge of the students and their college.

College-wise Implicit Knowledge

Table 1.8 illustrates the group-wise Implicit Knowledge of the students from Madha Tahsil.

		Implicit Group				
	College	21 -40	41 - 60	61 - 80	81 - 100	Total
	Kurduwadi College	3	15	1	1	20
	Madha College	3	17	0	0	20
	Modnimb College	4	16	0	0	20
	Tembhurni College	2	17	1	0	20
Total		12	65	2	1	80

Table 1.8 College-wise Implicit Knowledge



The table and graph show that, out of the total 80, 20 Students each are from four colleges namely Kurduwadi, Madha, Modnimb and Tembhurni Colleges. Out of the total 80 students, only one (1%) student form Kurduwadi College scores the highest marks .i.e. between 81 and 100 %. Two students have scored marks between 61 and 80 % and each one belongs to Kurduwadi and Tembhurni colleges. The large numbers of students i.e. 65 have obtained marks between 41 and 60 %. Out of them, 17 students each are from Madha and Tembhurni colleges, 16 belong to Modnimb and 15 are of Kurduwadi colleges. Twelve students get the marks between 21 and 40 %. Of them, three students each are from Kurduwadi and Madha colleges and four and two belong to Modnimb and Tembhurni colleges, respectively. The above table shows that not a single student from any colleges get the least marks i.e. zero and 20 %. It also seems that the students of Kurduwadi and Tembhurni colleges have greater Implicit Knowledge than that of the students Madha and Modnimb colleges.

Group -wise Discussion of Explicit Knowledge

The percentage of the overall score of the students on the tests assessing Explicit Knowledge is discussed in the following histogram:

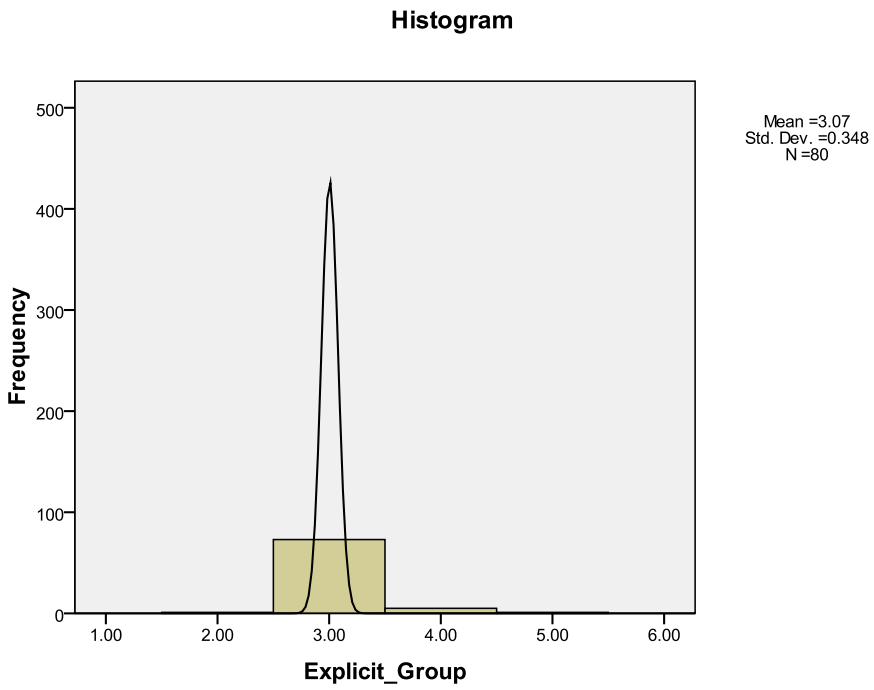


Table 1.9: Explicit Knowledge

The score is converted into percentage and on the basis of this percentage the students are divided into five groups. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Group Number	Score in percentage (%)	Frequency
I	0-20	0
II	21-40	1
III	41-60	73
IV	61-80	5
V	81-100	1
	Total	80

Table 1.10: Explicit Groups

The table explains that the highest numbers of the students, i.e. 73, belong to Group III, whereas the least numbers of the students, i.e. one, are included in Group V. Five students fall in Group IV and Group II includes only one student.

With the help of the classification of students in these groups, the following part of the chapter reveals the relation between the Explicit Knowledge of the students and their colleges.

5.3.1 College-wise Explicit Knowledge

Table 1.11 and 12 presents the group-wise Explicit Knowledge of the students from different colleges.

Name of the College	Explicit Group					Total
	I	II	III	IV	V	
	0-20	21 -40	41 - 60	61 - 80	81 - 100	
Kurduwadi College	0	0	19	0	1	20
Madha College	0	0	17	3	0	20
Modnimb College	0	1	17	2	0	20
Tembhurni College	0	0	20	0	0	20
Total	0	1	73	5	1	80

Table 1.11 College-wise Explicit Knowledge

Above chart shows that out of 80 students, the large numbers of students i.e. 73 falls in the third group i.e. they have scored marks between 41-60%. Out of them, the highest numbers of the students belong to Tembhurni College, 19 are from Kurduwadi, and 17 students each are of Madha and Modnimb Colleges each. Only one student has scored marks between 81-100 % and who is from Kurduwadi College.

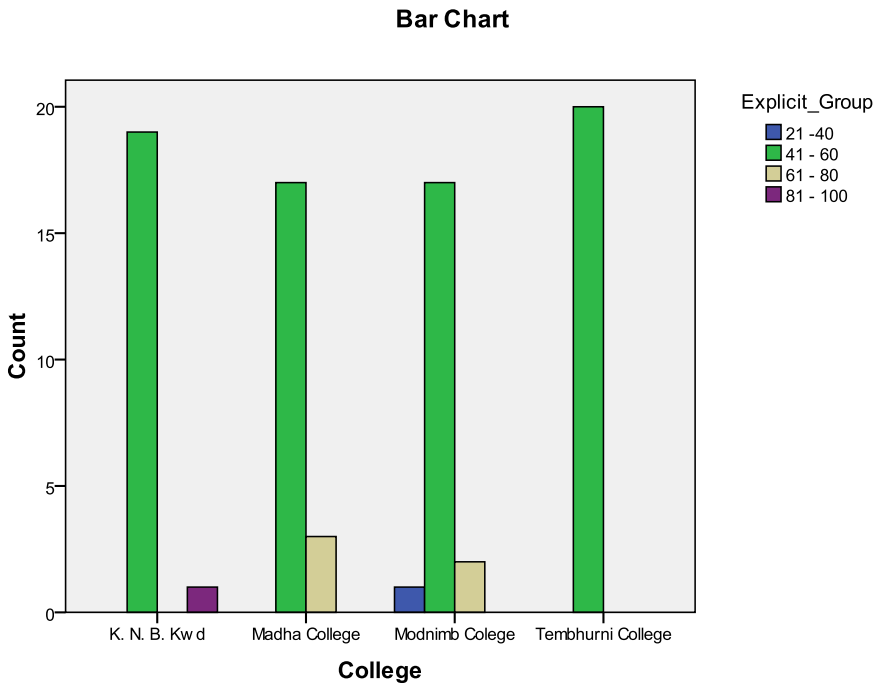


Table 1.12 College-wise Explicit Knowledge

Five students belong to IV group and obtained marks between 61 and 80 %. Out of them, three are from Madha College and two students belong to Modnimb College. Only one student get the least marks i.e. between 21 and 40 % and who is from Modnimb College.

Conclusion:

Let us look at table 1.13 that gives the details of the Implicit and Explicit Knowledge of all the 80 students.

Groups in %	Implicit Knowledge Frequency	%	Explicit Knowledge Frequency	%
0-20	0	00	0	00
21-40	12	15	1	1.25
41-60	65	81.25	73	91.25
61-80	2	2.50	5	6.25
81-100	1	1.25	1	1.25
Total	80	100	80	100

Table 1.13 Group-wise Implicit and Explicit Knowledge

As has been discussed earlier, the score of the students on both Implicit and Explicit Knowledge is converted in percentage and classified into five groups as shown in the table.

No student has either Implicit or Explicit Knowledge from zero to 20 percentages. Out of the remaining four groups, the Explicit Knowledge of the students is better in case of group 41 to 60 and 61 to 80 and it is equal for group 81 to 100. Among other things, it means that the Explicit Knowledge of the students is either better than their Implicit Knowledge. It further supports Ellis' (2009) argument that by and large Explicit Instruction leads to Explicit Learning and Knowledge.

The details in the table further suggests that the opinion of Ellis (2006:434), Munzo (2007), Bialystok (1994) and Krashen (1982) are validated that the older learners learn language explicitly.

As the table shows, Explicit Knowledge of the majority of the students is better than that of their Implicit Knowledge which is reflected in the group 41-60 and 61-80. This proves the hypothesis that for the L2 learners their Explicit Knowledge is better than their Implicit Knowledge. The group 81-100 also validates this point where the number of students having equal Implicit and Explicit Knowledge. This proves the hypothesis that for the L2 learners their Explicit Knowledge is equal to their Implicit Knowledge Thus the first hypothesis that the Explicit Knowledge of L2 learners are either better or equal to their Implicit Knowledge is proved.

In case of the relevance of Implicit and Explicit theory to the SLA, as Ellis has put, the L2 learning is fostered when the Explicit Knowledge turns in Implicit Knowledge. Ellis (2005) also claims that the Explicit Knowledge of L2 learners of English gradually turn into Implicit Knowledge fostering the process of the L2 learning. It is with this assumption the second hypothesis of the research was prepared. It runs like the following:

The Explicit Knowledge of consulted students turns into Implicit Knowledge, ascertaining the learning of selected grammatical constructions.

As the table 6.1 shows, the Explicit Knowledge of 65 students out of 73 in 41 to 60 % and Explicit Knowledge of two students out of five in 61 to 80 % group has turned into Implicit Knowledge. These figures validates the Strong Interface Position proposed by Ellis that the Explicit Knowledge of the students gets converted into Implicit Knowledge leading to their acquisition of English as an L2.

The analysis and interpretation of the collected data naturally lead to the following concluding observations.

1. The L2 Explicit Knowledge of the students under study is either equal to or better than that of their Implicit Knowledge.
2. The collected data supports the claim that the L2 Explicit Knowledge of the students turns into the Implicit Knowledge, fostering the L2 learning process.
3. The Undergraduate students of Madha Tahsil have more Explicit Knowledge than that of the Implicit Knowledge.

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