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College of Education
English Department



UNDERGRADUATE RESEARCH PROJECT

The Effects of Teaching Implicit Grammar on Student's Fluency

Submitted to the (Department of English-College of Education) in partial fulfillment of the requirements for the degree of **B.A** In English language

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Certification

I certify that this study was prepared by a student (Sumayya Saman Ahmed) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfillment of the requirements for the degree of Bachelor in English Language.

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Abstract

In the research paper titled "The Effects of Implicit Grammar Teaching Method on Students' Fluency," a study was conducted with 20 female students from grade 8 in a local school. The students' book was utilized as the primary material for studying two different grammar topics: "should and shouldn't" and "using words like love, like, hate, enjoy, etc. + ing (gerund)."

The students were divided into two groups, with one group receiving implicit grammar instruction and the other group receiving explicit grammar teaching. The findings revealed that the group exposed to implicit grammar instruction demonstrated a slightly higher number of students who showed improvement compared to the explicit grammar group. However, the rate of progress in explicit grammar was higher.

Based on these results, the research suggests that the implicit grammar teaching method may be more effective in terms of overall improvement, while the explicit grammar teaching method may lead to faster progress.

Keywords: Implicit grammar instruction, Explicit grammar instruction, Students' fluency, Qualitative- Research

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Section one

1.1 Introduction

Grammar instruction within the domain of second language acquisition has been a hot debate among researchers, linguists, and language teachers. Various perspectives on grammar have led to the development of different methodologies. Still, at its core, there are two fundamental approaches: explicit and implicit grammar instruction (e.g., Scott, 1990, as cited in Elif SARI et al. 2017). Implicit grammar teaching refers to an instructional approach where learners acquire grammar rules and structures indirectly, often through exposure to authentic language use and meaningful contexts. On the other hand, explicit grammar teaching involves a more direct and conscious presentation of grammar rules and explanations. Learners receive explicit instruction and engage in explicit practice to develop conscious knowledge and understanding of grammar rules. Implicit instruction is utilized to facilitate learners in deducing grammatical rules without conscious awareness. As a result, learners naturally internalize these patterns without actively focusing their attention on them (e.g. Ellis (2009) as cited in Nastaran Nazari. 2013). Explicit instruction involves teaching learners specific rules and helping them understand those rules more analytically. It's like breaking down the grammar rules and making them aware of how they work (Dekeyser, 1995, as cited in Nastaran Nazari, 2013). The term "implicit learning" was coined by Arthur Reber in the early 1960s. He introduced the concept to describe the process of acquiring knowledge and skills without conscious awareness or explicit instruction. So, you could say that the beginning of implicit grammar teaching can be traced back to Reber's work in the early 1960s(Rebustchat, 2020). As a prospective English educator, I am intrigued by the potential impact of implicit grammar teaching on students' and learners' fluency. I would like to explore whether implicit grammar teaching can indeed influence students' fluency, and if so, how and why.

1.2 Problems of Study

Limited availability of research might pose a challenge in finding a substantial amount of relevant studies specifically focusing on the effects of implicit grammar teaching on fluency. It's possible that there is a scarcity of research in this area, which can make it difficult to gather a comprehensive body of evidence. Another issue that can be addressed through this research paper is the lack of standardized assessment tools for measuring fluency. Currently, there is a lack of consensus on the most reliable and objective measures to evaluate fluency, which can lead to inconsistencies in research findings.

Developing and validating a standardized assessment tool for fluency can contribute to addressing this problem and provide a more reliable way to measure the impact of implicit grammar teaching on fluency.

1.2 Aims of Study

The research aims are to investigate the impact of implicit grammar teaching methods on students' fluency in the target language. The study will compare the effectiveness of implicit grammar instruction with other teaching methods in promoting fluency. Additionally, it will explore the role of implicit grammar instruction in enhancing students' oral communication skills and fluency. By examining these aspects, the research aims to contribute to our understanding of the benefits and potential drawbacks of using implicit grammar teaching methods for improving students' fluency in the target language.

1.3 Research Questions

- 1- How does implicit grammar instruction stack up against other teaching methods?
- 2- How does implicit grammar teaching contribute to enhancing students' ability to communicate effectively?
- 3- How do implicit and explicit grammar instruction differ in promoting fluency?

1.4 The Significance of the Study

Research on the effects of implicit grammar teaching on students' fluency holds great significance. It allows us to delve into the potential impact of this teaching approach on language proficiency. By investigating how implicit grammar instruction influences students' fluency, we can gain valuable insights into effective language acquisition strategies. This research aids educators and curriculum developers in designing language programs that foster students' oral communication skills and overall fluency. Understanding the significance of implicit grammar teaching contributes to the creation of more engaging and effective language learning experiences.

The research also holds great significance for the English department and teachers, as it provides valuable insights to enhance language instruction and improve student fluency. The findings of this study have the potential to contribute to the advancement of language education in a meaningful and impactful way.

Section Two

Literature Review

2.1 Introduction

When it comes to the effects of teaching implicit grammar on student's fluency, there's a growing body of research to explore. Several studies have investigated the impact of implicit grammar instruction on language fluency, examining different teaching methods and student performance. By reviewing these studies, we can gain valuable insights into the effectiveness of such approaches. The effects of implicit grammar teaching on students' fluency can be related to Michael Long's concepts of "Focus on Meaning," "Focus on Form," and "Focus on Forms (Mandana Rohollahzadeh Ebadi et.al.,(n.d.). Implicit grammar teaching aligns with the idea of "Focus on Meaning" as it prioritizes meaningful communication and language input. By engaging students in authentic language use, implicit teaching methods help them develop fluency naturally. This approach contrasts with "Focus on Form" and "Focus on Forms," which involves more explicit instruction on grammar rules and structures. You can analyze how implicit grammar teaching, with its emphasis on meaningful communication, can contribute to enhancing students' fluency skills. Numerous linguists, English educators, and authors have extensively explored the impact of implicit grammar instruction on fluency. These investigations have been conducted by researchers from various countries and universities, employing diverse methodologies to examine these effects, albeit with limited quantity. Thus, it is appropriate to acknowledge and incorporate these scholarly contributions to substantiate our findings.

2.2 What is Fluency?

The term 'fluency' originates from the Latin word meaning 'flow.' Similarly, in various languages, "fluency is defined as the ability to communicate smoothly and effortlessly, often described as 'flow' or 'fluidity' in speech or writing" (Kopponen and Riggensbach, 2000, in Jamatlou, F., 2011 as cited in (Andaya Iswara. A., et al. (n.d)).

As per language teachers, "fluency" refers to speech that feels natural. It is related to the flow of speech, including the rate and ease of the speaker. Fluency is about effectively communicating meaning and minimizing misunderstandings. We would consider someone who speaks more quickly and effortlessly as having better fluency compared to someone who pauses or struggles to express themselves. It's important to note that fluency is not just about speaking quickly, but also about the natural flow of sentences. (Ramsay Lewis, December 10, 2020).

According to Richards (2009, p.14), fluency can be defined as the natural use of language when individuals engage in meaningful interaction, maintaining clear and ongoing communication despite any limitations in their confidence to effectively express themselves. This definition emphasizes the significance of authentic and uninterrupted communication, even in the presence of personal challenges.

Lecturers need to be very careful in implementing and developing particular methodologies including choosing the approach and technique to be implemented in the teaching and learning process. Bygate (1987: viii), believes that "development in language teaching must depend on our ability to understand the effects of our methodology."

2.2.2 Fluency Assessment Methods

Fluency refers to an individual's ability to communicate smoothly and accurately, demonstrating minimal use of hesitations such as "ums" and "ers." According to Brown (2004), when assessing speaking proficiency, it is essential to consider multiple components, including pronunciation, grammar, vocabulary, fluency, comprehension, and task performance.

Fillmore, as mentioned in Richards' work (1990: p.75), says, "Fluency involves the ability to fill time with talk, to talk in coherent reasoned and semantically dense sentences, to show a mastery of the semantic and syntactic resources of the language, and to be creative and imaginative in language use."

In the domain of assessing second language speaking ability, fluency has emerged as a prominent criterion since the 1930s. This pivotal development can be traced back to the inclusion of fluency as one of the fundamental aspects of the speaking constructs in the College Board's English Competence Examination (Fulcher, 2003, as cited in Tavakoli & Negar, 2023)

- **Assessing Fluency According to IELTS Assessment Criteria:**

IELTS (The International English Language Testing System) is an English Language proficiency test developed and run by the British Council in partnership with IDP Education and Cambridge Assessment English.

According to the IELTS assessment criteria, fluency is assessed based on the four criteria outlined. Fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

1. **Fluency and Coherence:** Assessing fluency refers to evaluating someone's capability to speak fluently and accurately, with minimal hesitations. It involves maintaining a smooth flow, appropriate pace, and connecting ideas effectively.
2. **Lexical Resource:** This refers to the vocabulary range that a test taker has, which affects their ability to discuss various topics and express meanings and attitudes accurately.

3. Grammatical Range and Accuracy: This refers to using grammatical structures correctly and appropriately to fulfill the requirements of the Speaking test. It also relates to the test taker's ability to utilize a variety of grammatical resources, which influences the complexity of ideas that can be expressed.

4. Pronunciation: This refers to the precise and consistent use of various sounds and intonation patterns to effectively communicate meaningful messages.

As cited in (IELTS Speaking Key Assessment Criteria, n.d)

- **TEEP: A Comprehensive Assessment of English Proficiency for University Admission.**

TEEP (Test of English for Educational Purposes) is widely recognized as an English proficiency test that many UK universities employ to evaluate the language skills of prospective students before they commence their degree programs. Developed by Cyril Weir as part of his PhD research in the 1980s, TEEP has undergone continuous refinement and validation by assessment specialists. It is regularly administered to thousands of undergraduate and postgraduate students, and in the previous year, it was taken by 600 test-takers in the UK, China, and Malaysia (Weir, 1983).

In the TEEP speaking test, three connected tasks revolve around a specific topic or question. The second task is an extended monologic task where test-takers are required to speak for 3 minutes on a given topic. Before starting the task, test-takers are given 4 minutes to plan their performance. This planning time aims to reduce cognitive load and communicative pressure, allowing test-takers to better prepare for their speaking performance. Table 1 below provides an overview of the three tasks:

Table 1. *Structure of the TEEP speaking test.*

Part	Task	Mode	Example	Planning time	Response Time
1	Focus/topic introduction	Silent preparation	Question: Which is better; private or public services?	20 seconds	–
2	Individual talk (role plays)	Monologue	The advantages of publicly funded services.	4 minutes	3 minutes
3a	Scenario discussion	Dialogue	Discuss with your partner and analyse the question	2 minutes	4 minutes
3b	Further discussion	Dialogue	Discuss the focus question with your partner and agree or disagree!	None	2 minutes

Note: TEEP = Test of English for Educational Purposes.

In the speaking section of the test, a 9-point scale is used to rate the performance, ranging from 0 to 8. A score of 0 indicates no attempt to speak, while a score of 8 represents a proficient speaker. Levels 3 and below are categorized as "limited speakers," whereas Level 8 is considered a "very good speaker." The TEEP speaking rating scales encompass global and analytic rating criteria, including explaining ideas and information, interaction, fluency, accuracy, range of vocabulary and grammar, and intelligibility as cited in (Tavakoli, Kendon, Mazhurnaya, & Ziomek, 2023)

2.2.3 Fluency Versus Accuracy

When language teachers talk about "fluency," they refer to speech that feels natural and flows smoothly. It's not just about speaking quickly, but also about how well students convey meaning and minimize misunderstandings. We consider someone with effortless and fluid speech as more fluent, compared to someone who pauses or struggles to express themselves. Fluency is not synonymous with accuracy for language teachers.

Accuracy in language refers to using it correctly, including proper verb conjugation, spelling, and using words with their intended meaning. To improve accuracy, teachers often use activities like worksheets, quizzes, and tests to teach correct language usage and correct mistakes.

On the other hand, to enhance fluency, a different approach is taken. Students are encouraged to engage in conversations, give presentations, and use language naturally. During fluency activities, we typically don't correct every mistake. While accuracy is not a requirement for fluency, it does contribute to it.

During fluency exercises, the focus is on helping students speak easily and naturally. It's acceptable if they make some language errors as long as the message is understandable. For example, saying "I have 33 years" may not be accurate, but a native speaker would still understand the intended meaning. (Ramsay Lewis. 2020)

2.3 The Perspective of Certain Linguists, writers, and Educators:

Stephen Krashen is a well-known linguist and educator in the field of second language acquisition. He has made significant contributions to our understanding of how language is acquired and the role of comprehensible input in language learning. His work emphasizes the importance of providing meaningful and engaging input to language learners in order to facilitate natural language acquisition. Stephen Krashen's theory on grammar teaching is quite fascinating, especially regarding the implicit approach. According to Krashen, language acquisition occurs naturally through exposure to comprehensible input, rather than through explicit grammar instruction. He argues that learners develop grammar skills implicitly by being exposed to meaningful and engaging language input, such as reading or listening to authentic texts. This approach focuses on creating a language-rich environment that encourages learners to subconsciously acquire grammar rules and structures. It's a more natural and intuitive way of learning grammar, rather than relying heavily on explicit instruction.

Michael Long, a renowned linguist, has made significant contributions to the field of second language acquisition. He proposed the Interaction Hypothesis, which highlights the importance of meaningful interaction in language learning. According to Long, implicit grammar teaching plays a crucial role in promoting fluency by providing learners with authentic opportunities to engage in communicative exchanges. By participating in real-life conversations and using the language in context, learners can enhance their fluency skills. This aligns with the notion that implicit instruction can have a positive impact on fluency development.

Section three

Methodology

3.1 Research Design

In this study, a qualitative method approach was employed to examine the effects of the implicit grammar teaching method on students' fluency. The research design consisted of qualitative interviews

During the qualitative phase, semi-structured interviews were conducted with the students to gain insights into their perspectives and experiences with the implicit grammar teaching method. This qualitative data allowed for a deeper understanding of the student's learning process and the potential impacts on their language fluency.

Pre-test and post-test assessments were administered using standardized rubrics to measure the students' grammar proficiency before and after the implementation of the implicit teaching method. These qualitative assessments provided objective data to analyze the effectiveness of the teaching approach.

By utilizing a qualitative design, this study aimed to provide a comprehensive examination of the effects of the implicit grammar teaching method on student's fluency.

3.2 Data collection:

For the data collection section, we will provide a comprehensive overview of the methods employed in gathering our data. This will include a discussion on the research design, participant selection, data collection instruments, and procedures.

3.2.1 Participants:

The participant sample for this study comprised 20 female students from a local middle school. The majority of the participants (n=14) were 13 years old, while 5 students were around the age of 14, 1 student was around 12, and 1 student was 15, as indicated in Table 2. The participants were divided into two groups, with each group consisting of 10 girls. The purpose of this division was to compare the effects of implicit + explicit grammar instruction and explicit grammar instruction on students' fluency. To assess their fluency levels, a pre-test rubric was administered before exposing them to the different instructional methods, followed by a post-test checklist. One group received implicit grammar instruction, which I taught, while the other group received explicit grammar instruction from another teacher. This study was conducted during my application period in the 4th stage of my college, with the permission and support of the school principal and the student's English teacher. The selection and division of the 20 students were guided by my supervisor's instructions.

Table 2. shows the ages and groups of the students

Ages	FRQ(A)	FRQ(B)	Total Frequency	percent
12	0	1	1	5%
13	5	8	13	65%
14	5	0	5	25%
15	0	1	1	5%
Total	10	10	20	100%

Note: FRQ (A) (B) = Frequency of group A or B

3.2.2 Data collection instruments:

For the pre-test checklist, Appendix 1 was created with a set of open-ended questions tailored to the students' ages, grades, and language proficiency levels. These questions were designed based on previous research in language proficiency assessment and were reviewed and edited by the research supervisor. The questions were then used to conduct individual interviews with the students.

During the interviews, each student was randomly given two questions and had one minute to answer each question. The questions were intentionally short and had easy answers, allowing for a 30-minute total response time. The students' answers were recorded and later scored. Throughout the study, various activities and classwork were conducted to assess the students' understanding of the topics.

For the post-test, Appendix 2 included a new set of questions related to the chosen grammar topics. This aimed to evaluate whether the students made significant grammar mistakes or not, as the focus of the study was on grammar proficiency. Additionally, if time permits, random questions were asked during the interview.

3.2.3 The Development of The Fluency Assessment Rubric

For assessing fluency different components of fluency are selected such as (Speaking speed, comprehension, vocabulary range, grammar accuracy, pronunciation & intonation, and coherence & cohesion) for each student and each component is out of 5 which in six of them will be out of 30. Depending on TFU Foreign Language Assessment Rubrics, 2018. For Oral Fluency Assessment as shown in Table 3, IETLS, CEFR, Tavakoli, Nakatsuhara & Hunter, 2017, and other researchers' way of assessing, who are mentioned above, with some editing a rubric is developed (see table 4) as indicated in Table 4 which explains how each component of fluency is assessed with the help of the research's supervisor.

Table 3 Oral Fluency Assessment Rubric, 2018. adapted from TFU Foreign Language Assessment Rubrics

Categories	0- inadequate	1 - needs improvement	2 - meets expectations	3 - exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.

TFU = Task, Focus, and Use

Table 4 The developed Research’s Rubric Fluency Assessment, 2024.

Categories	0-10 (beginner/A1)	11-20 (elementary/A2)	21-30 (intermediate/B1)
Speaking Speed	1-Not attempting to speak or only makes 0 to 10 words per minute. 2-Not speak smoothly. 3-Makes 30 to 20 pauses per minute using words like ‘umm..’, and ‘ohh’, not even speaking, or using Kurdish words	1-Speaks only 11 to 20 words per minute. 2-Speaks not too smoothly not also too bad, too. 3-Makes 21 to 11 pauses per minute using words like ‘umm..’, and ‘ohh’, not even speaking, or using Kurdish words	1-Speaks 21 to 30 words per minute. 2-Speaks with more smoothness. 3Makes 10 to 0 pauses per minute using words like ‘umm..’, and ‘ohh’, not even speaking, or using Kurdish words
comprehension	1-Repeating the question three times to make them understand. 2-Translating the question to Kurdish.	1-Repeating the question two times to make them understand. 2-Translating only a word into Kurdish in the question.	1-Asking the question for once and they understand it. 2-Not using Kurdish at all
Vocabulary Range	1-Using only basic and simple vocabulary and expressions. 2-Especially if they repeat the same basic vocabulary from their books	1-Using limited vocabulary and expressions. For example using only 2 or 3 elementary vocabularies. 2-Using new elementary vocabularies from their books and daily activities after they learned them.	1-Using wider range of vocabularies from the elementary group with using intermediate vocabularies. 2-Learning more advanced vocabularies through daily activities and book and using them correctly.
Grammar Accuracy	1-Not making accurate grammar structure. 2-Making grammar mistakes many times. 3- Not knowing to use correct and required grammar after being taught.	1-making inconsistent grammar, they have mix of good and bad grammar skill 2-making grammar mistakes sometimes with a bit of misstructured grammar. 3-know of using some of the required grammar and not knowing some of them.	1-Using correct grammar structure 2-some small mistakes or sometimes not even making mistakes. 3-know how to use required grammar by answering the related questions.
Pronunciation & Intonation	1-Mispronouncing most of the words in their answers not putting stress on words. 2-Not using intonation in their answers or very weak intonation.	1-Mispronouncing some of words like 3 or 4 words or not putting stress on some of them. 2-Using intonation in some places of their answers and not in some others.	1-Have a good way of pronouncing but not only for some hard words to pronounce. 2-Using good intonation more than the other group.
Coherence & Cohesion	1-Not making logical and good connection between their idea or linking their ideas together 2-Not using translation words like “however” “also” and etc.and not maintaining smooth flow	1-making some connection between their ideas but sometimes with unlinked ideas or jump to another idea. 2-using only some common and basic translation words. Like “also” ,”like”.	1-making better connection between their ideas than the other groups. 2-and using more advanced translation words, like “anyway”, “well”

3.2.4 Procedures:

Two groups of students from the same school were selected. Each group was taught by different instructors for 10 days, with 40 minutes of teaching each day. The goal was to assess the students' fluency and measure their progress in fluency after exposure to two different teaching methods. A pre-test (Appendix 1) was administered to evaluate their initial fluency levels, and a post-test (Appendix 2) was conducted to measure their progress and compare it with the pre-test results. Both groups received the same pre-test and post-test as shown in table 5 and 6. Various activities were implemented to target specific language structures. The study aimed to analyze the impact of different teaching methods on fluency development.

Pre-Test: I started by administering a pre-test to assess the students' baseline English proficiency. The pre-test consisted of a list of basic questions (Appendix 1), which helped me understand their starting point and identify areas for improvement. For assessing their language proficiency we made a pre-test checklist table which contains the names of students, their ages, the components of fluency, and percentages in a column as indicated in Table 5.

Table 5 Pre-test checklist before applying implicit grammar method design:

Fluency Assessment Checklist:									
Student's fluency pre-test checklist before applying implicit grammar. Grade 8th (2023 - 2024)									
Applying Implicit Grammar Method			Group: B		Ages: 12-14		Genders: Only girls		
Education Environment: All students were from the same school									
Names (G/B)	Ages	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (5/5)	percentage

Teaching Methods: I taught the group who received implicit instruction with some explicit instructions. During the teaching process, I incorporated various activities like reading, listening, and acting, all while primarily communicating in English. This approach aimed to create an immersive learning environment and encourage natural language acquisition.

The teaching approach employed involved the utilization of the "Sunrise Book for Grade 8" in Unit 2, specifically covering pages 21 to 29. The focus was on enhancing reading, writing, listening, and speaking skills among a group of students aged 12 to 15. Implicit instruction was utilized, with students actively participating in group reading, vocabulary acquisition, sentence construction, and partner communication. Grammar topics such as *advising using "should" and "shouldn't,"* as well as the usage of verbs like *love, hate, like, and enjoy,* followed by the *"-ing"* gerund, were integrated into discussions and dialogues. Audio materials were incorporated to emphasize proper intonation, pronunciation, and grammar, while students engaged in role-playing dialogues and provided advice based on fictional scenarios. Supplementary activities and games were implemented to ensure sustained student engagement. Overall, this approach facilitated an interactive and dynamic learning environment, catering to the targeted age group and language proficiency level of the students.

Post-Test: to evaluate the effectiveness of the implicit instruction, I designed a post-test. The post-test focused on two specific grammar topics: "*using should and shouldn't*" and "using verbs like *love, hate, enjoy, and can't stand*, followed by gerunds." This allowed me to measure the student's progress and improvement in these targeted areas. The post-test table design is the same as the pre-test as indicated in Table 6.

Table 6 Post-test checklist after applying implicit grammar method design:

Fluency Assessment Checklist:									
Student's fluency post-test checklist after applying implicit grammar. Grade 8th (2023 - 2024)									
Applied Implicit Grammar Teaching			Group: B		Ages: 12 - 14		Genders: Only girl		
Educational Environment: All students' were from the same local school									
Names (G/B)	Ages	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (30/30)	percentage

G/B = Group B

3.3 Data Analysis and Theoretical Frameworks

Based on the IELTS (International English Language Testing System), TFU (Task, Focus, and Use) rubrics, CFER (Common European Framework of Reference for Languages), as well as relevant studies such as "Assessing Fluency of English Learner in a speaking examination" by Dr. Nabil Nasr Noaman Inst. Dr. Thamer Yousif Allawi (2021) and "Implicit and Explicit Teaching of Grammar: An Empirical Study" by Edgar Mendoza López (2004), we developed two checklists (pre-test and post-test) for evaluating students' fluency. These checklists encompass various fluency components, including speaking speed, comprehension, vocabulary range, grammatical accuracy, pronunciation and intonation, and cohesion and coherence. Each component is rated on a scale of 0-5, and the scores are summed using Excel functions, resulting in a total score out of 30. Based on the total score, students are categorized as follows: 0-10 (beginner/A1), 11-20 (elementary/A2), and 21-30 (intermediate/B1). Notably, we did not designate the highest score as advanced, as the majority of students fell within the intermediate level, with only a few reaching the B2 level. (Check out Table 1 and Table 2 for the checklist design).

Section Four

Results and Discussions

4.1 Introduction

This chapter aims to present and discuss the findings on the effects of implicit grammar teaching on students' fluency. The first section focuses on the assessment of fluency in the first group before and after implementing the implicit grammar teaching method, using pre-test and post-test checklists. The second section presents and discusses the fluency assessment results of the second group, also using checklists. Finally, section three highlights the key findings derived from the results.

4.2 The fluency assessment results of Group A

The results of the first group oral assessment, which involved interviewing and recording answers of the students, are presented and discussed. The purpose of this assessment was to evaluate the students' language proficiency and measure their progress after being exposed to the implicit grammar teaching method. The effect of this method on students' fluency was examined.

4.2.1 Pre-test Checklist Results for Group A Students

According to the results obtained from the pre-test through interviewing by asking some questions, it can be seen that the majority of the students of the students are with low language proficiency. As shown in table 7.

Table 7 Total results frequency and percentage of The Pre-test Checklist for Group A Students for their fluency level.

Fluency Assessment Checklist:									
Student's fluency pre-test checklist before applying implicit grammar. Grade 8th (2023 - 2024)									
Applying Implicit Grammar Method		Group: A		Ages: 12-15		Genders: Only girls			
Education Environment: All students were from the same school									
Names (G/B)	Age	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (5/5)	percentage
ST1	13	1.5	1	1	1	1	0.5	6	20.00%
ST2	13	1	1	0.5	1	0.5	0.5	4.5	15.00%
ST3	13	1	1	0.5	0.5	0.5	0	3.5	11.66%
ST4	13	4	5	4	4	5	4	26	86.66%
ST5	15	3.5	3	2.5	4	3.5	3.5	20	66.66%
ST6	13	1	2	1	1	1	1	7	23.33%
ST7	13	1.5	3	2	1.5	2	1	11	36.66%
ST8	12	0.5	0.5	0.5	0.5	0.5	0	2.5	8.33%
ST9	13	2.5	3	2.5	2.5	2	1	13.5	45.00%
ST10	13	1.5	1	1.5	2	1.5	0.5	8	26.66%

Based on this checklist, it is observed that 6 out of 10 participants, accounting for 60% of the group, possess a low language proficiency level (0-10 beginner/A1). Additionally, 2 out of 10 participants, representing 20% of the group, exhibit a better language proficiency level (11-20 elementary/A2). Finally, 2 out of 10 participants, also constituting 20% of the group, demonstrate a much higher level of language proficiency (21-30 intermediate/B1).

The total results of the six components of fluency are explored, and the explanation of how each component was scored is given (table 5 p.10). Intermediate being the highest proficiency has already been explained above (p.20). Among the six components of fluency, comprehension received the highest number of students who achieved good scores (from 2.5 - 5 considered as good) 4/10; 40%, followed by speaking speed, vocabulary range, grammar accuracy 3/10; 30%, finally pronunciation & intonation and coherence & cohesion 2/10; 20%.

4.2.2 Post-test Checklist Results for Group A Students

Based on the results obtained from the post-test through interviewing by asking some questions related to chosen grammar topics, it can be seen that the majority of the students are with low language proficiency. As shown in table 8.

Table 8 Total results frequency and percentage of The Post-test Checklist for Group A Students for their fluency progress.

Fluency Assessment Checklist:									
Student's fluency post-test checklist after applying implicit grammar. Grade 8th (2023 - 2024)									
Applied Implicit Grammar Teaching			Group: A				Ages: 12 - 15		
Genders: Only girl			Educational Environment: all are from the same local school						
Names (G/B)	Ages	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (5/5)	percentage
ST1	13	1	1	1	1.5	1	0.5	6	20.00%
ST2	13	1.5	1	1	1	1	1	6.5	21.66%
ST3	13	0.5	0.5	1	1	0.5	0.5	4	13.33%
ST4	13	4	5	4	5	4	4	26	86.66%
ST5	15	3	3	3	4.5	2.5	1.5	17.5	58.33%
ST6	13	1	1	1	1	1	1	6	20.00%
ST7	13	2.5	2	2.5	3	2	1.5	13.5	45.00%
ST8	12	0.5	0.5	0.5	0.5	0.5	0	2.5	8.33%
ST9	13	2.5	3	2.5	3	2	1	14	46.66%
ST10	13	1	2	3	1.5	1	0.5	9	30.00%

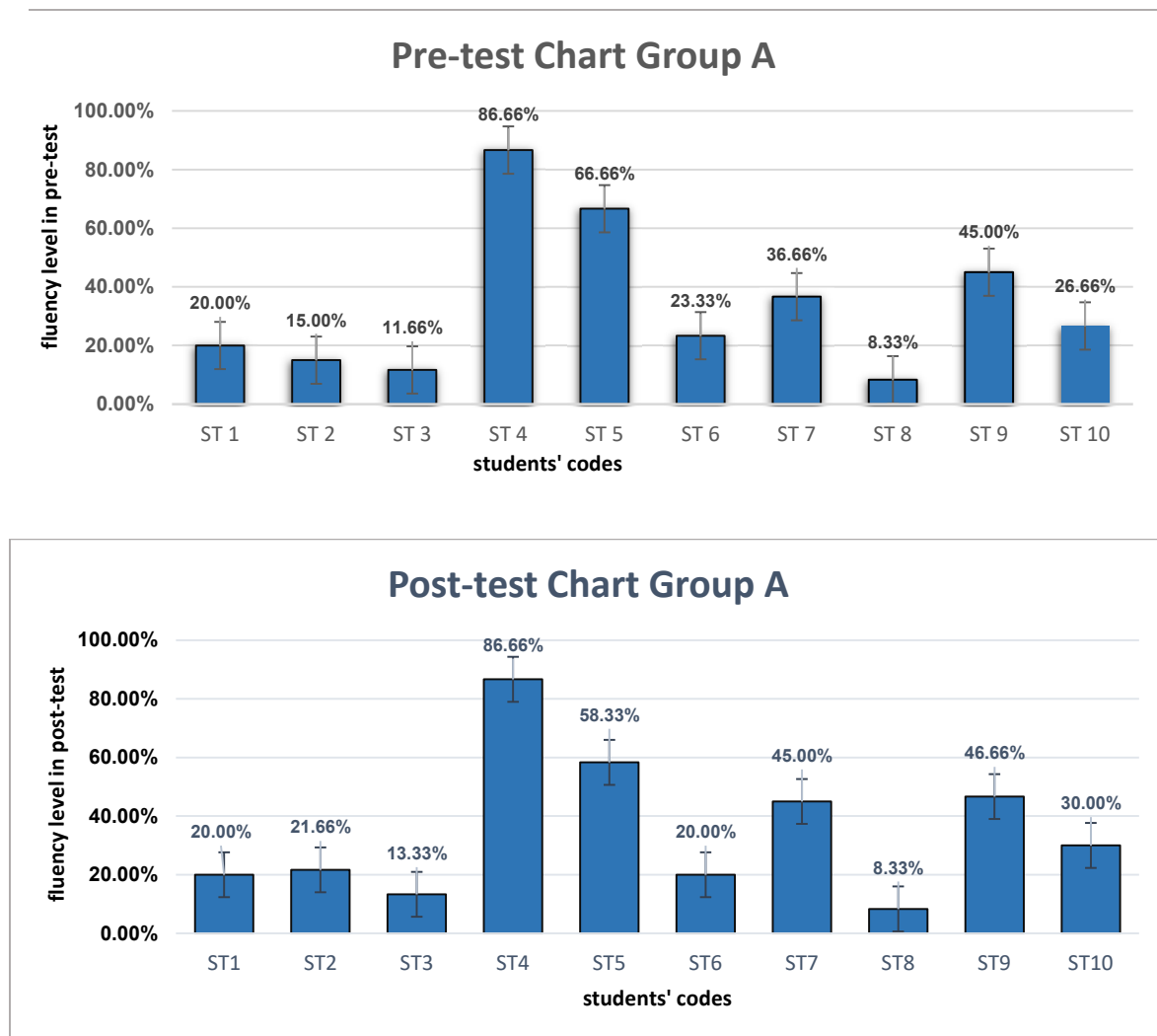
According to Table 8 (checklist), it is observed that 6 out of 10 participants, accounting for 60% of the group, possess a low language proficiency level (0-10 beginner/A1). Additionally, 3 out of 10 participants, representing 30% of the group, exhibit a better language proficiency level (11-20 elementary/A2). Finally, 1 out of 10 participants, also constituting 10% of the group, demonstrate a much higher level of language proficiency (21-30 intermediate/B1).

Among the six components of fluency, speaking speed, vocabulary range, and grammar accuracy received the highest number of students who achieved good scores (from 2.5 - 5 considered as good) 4/10; 40%, followed by comprehension 3/10; 30%, next pronunciation & intonation 2/10; 20%, and finally coherence & cohesion 1/10; 10%.

4.2.3 Comparison of Pre and Post-test for Group A

The primary objective of creating two checklists is to assess the impact of implicit grammar instruction on students' fluency. In this regard, we compare both checklists of the implicit group (Group A) before and after employing implicit grammar teaching methods to observe the participants' progress. You can refer to the comparison of Figure 1 for a detailed analysis of both checklists.

Figure 1 Pre and Post-test results before and after applying implicit grammar of Group A



Based on the data presented in the figure 1, it can be observed that 5/10; 50% of participants, demonstrated an increase in their fluency scores. Additionally, 3 out of 10 participants, representing 30%, maintained the same level of fluency as in the pre-test. Lastly, 2 out of 10 participants, equivalent to 20%, experienced a decrease in their fluency scores compared to the pre-test.

4.3 The Fluency Assessment Results of Group B

The results of the second group oral assessment, which also involved interviewing and recording answers of the students, are presented and discussed. This assessment aimed to evaluate the students' language proficiency and measure their progress after being exposed to the explicit grammar teaching method. The effect of this method on students' fluency was examined.

4.3.1 Pre-test Checklist Results for Group B Students

According to the results obtained from the pre-test through interviewing by asking some questions, it can be seen that the majority of the students of the students are with low language proficiency. As shown in Table 9

Table 9 Total results frequency and percentage of The Pre-test Checklist for Group B Students for their fluency level:

Fluency Assessment Checklist:									
Student's fluency pre-test checklist before applying implicit grammar. Grade 8th (2023 - 2024)									
Applying Explicit Grammar Teaching			Group: B				Ages: 12 - 14		
Genders: Only girl			Educational Environment: all are from the same local school						
Names (G/A)	Ages	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (30/30)	Percentage
ST1	12	5	5	5	4	5	4	28	93.33%
ST2	14	2	2.5	2	3	2.5	1	13	43.33%
ST3	13	0.5	0.5	0.5	1	1	0.5	4	13.33%
ST4	13	1	1.5	1	1	1	1	6.5	21.66%
ST5	14	1	1	0	0	0	0	2	6.66%
ST6	14	0	0.5	0	0	0	0	0.5	1.66%
ST7	13	3	3.5	2.5	3	3	2.5	17.5	58.33%
ST8	14	2.5	2.5	2	1.5	2	1.5	12	40.00%
ST9	13	0	1	0	0	0	0	1	3.33%
ST10	13	0	1	0	0	0	0	1	3.33%

Based on the table 9 (checklist), we observe that 6 out of 10 participants, accounting for 60% of the group, possess a low language proficiency level (0-10 beginner/A1). And, 2 out of 10 participants, representing 20% of the group, exhibit a better language proficiency level (11-20 elementary/A2). Finally, 2 out of 10 participants, also constituting 20% of the group, demonstrate a much higher level of language proficiency (21-30 intermediate/B1).

Out of the six fluency components, comprehension had the highest number of students achieving good scores, with 4 out of 10 participants (40%). Following closely were speaking speed, pronunciation & intonation, and grammar accuracy, with 3 out of 10 participants (30%) achieving good scores in each. Vocabulary range and coherence & cohesion received lower scores, with 2 out of 10 participants (20%) achieving good scores in these areas.

4.3.2 Post-test Checklist Results for Group B Students

Based on the results obtained from the post-test through interviewing by asking some questions related to chosen grammar topics, it can be seen that the majority of the students of the students are with low language proficiency. As shown in the Table 10.

Table 10 Total results frequency and percentage of The Post-test Checklist for Group B Students for their fluency progress.

Fluency Assessment Checklist:									
Student's fluency post-test checklist after applying implicit grammar. Grade 8th (2023 - 2024)									
Applied Explicit Grammar Teaching					Group: B			Ages: 12 - 14	
Genders: Only girl			Educational Environment: all students were from the same local school						
Names (G/A)	Ages	Speaking Speed (5/5)	Comprehension (5/5)	Vocabulary Range (5/5)	Grammatical Accuracy (5/5)	Pronunciation & Intonation (5/5)	Coherence & Cohesion (5/5)	Total Results (5/5)	Percentage
ST1	12	5	5	5	4	5	5	29	96.66%
ST2	14	1.5	1	1.5	1.5	3	1.5	10	33.33%
ST3	13	1	0.5	1	1	0.5	1	5	16.66%
ST4	13	1	1.5	1.5	1.5	1	1	7.5	25.00%
ST5	14	0	1	0	0.5	0.5	0	2	6.66%
ST6	14	0.5	0	0	0	0	0	0.5	1.66%
ST7	13	2.5	2.5	2.5	2	3	2	14.5	48.33%
ST8	14	1	1	1	1.5	1	0.5	6	20.00%
ST9	13	0	0	0	0	0	0	0	0.00%
ST10	13	1	1	1.5	1	1.5	1	7	23.33%

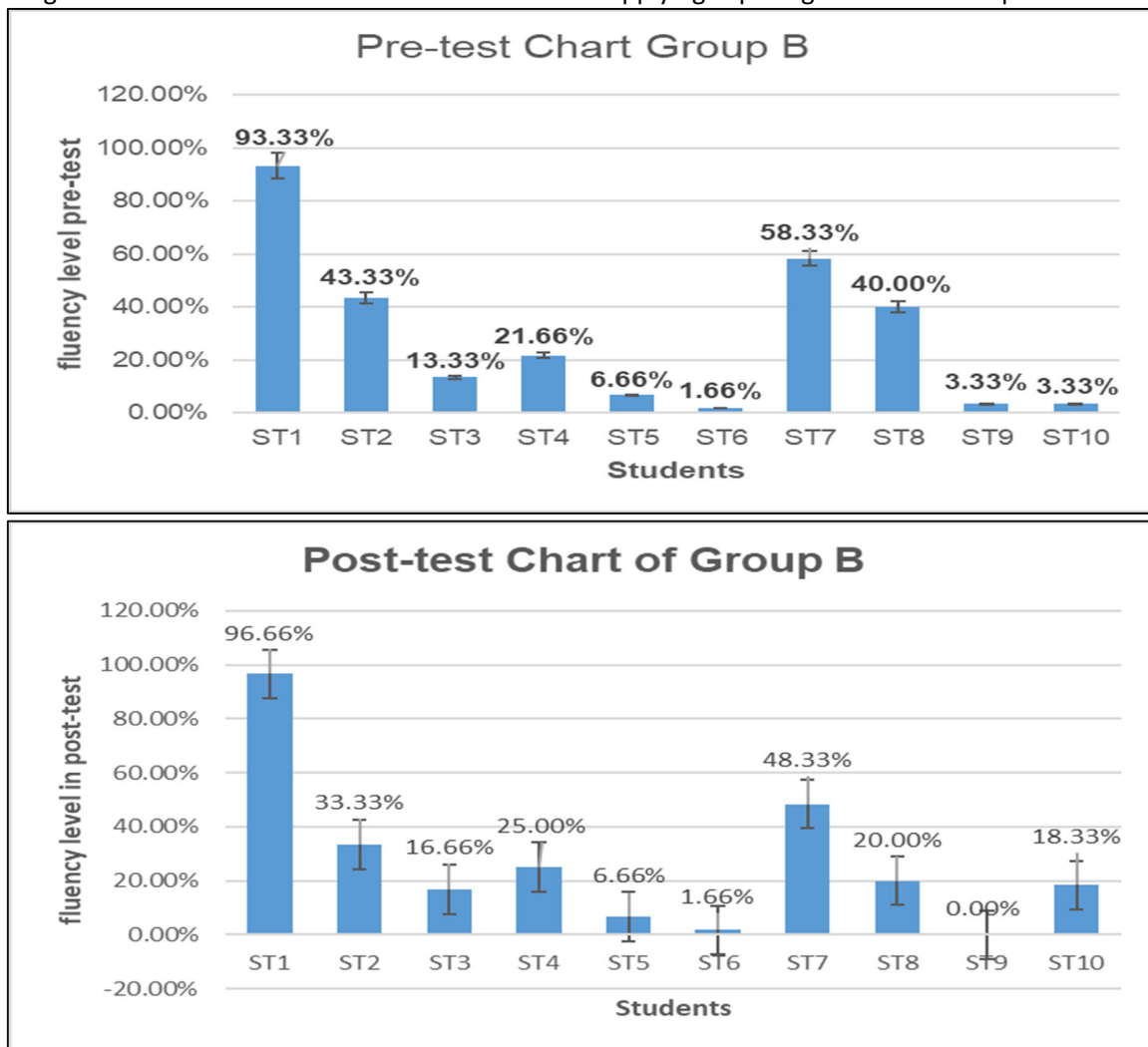
Based on Table 10(checklist), we observe that 8/10; 80% of participants of the group, possess a low language proficiency level (0-10 beginner/A1). Additionally, 1/10; 10% of participants of the group, exhibit a better language proficiency level (11-20 elementary/A2). Finally, 1/10; 10% of participants of the group, demonstrate a much higher level of language proficiency (21-30 intermediate/B1).

Among the six components of fluency, grammar accuracy received the highest number of students who achieved good scores (from 2.5 - 5 considered as good) 4/10; 40%, followed by pronunciation & intonation 3/10; 30%, next speaking speed, vocabulary rang, comprehension 2/10; 20%, and finally coherence & cohesion 1/10; 10%.

4.3.3 Comparison of Pre and Post-test for Group B with Figures

The main goal of creating two checklists is to evaluate how explicit grammar instruction affects students' fluency. To do this, we compare the checklists of the explicit group (Group B) before and after using explicit grammar teaching methods to see how the participants have improved. For a more detailed analysis of both checklists, you can refer to the comparison in Figure 2.

Figure 2 Pre and Post-test results before and after applying explicit grammar of Group



According to the data shown in the chart, it can be observed that 4/10; 40% of participants, demonstrated an increase in their fluency scores. Additionally, 2 /10; 20% of participants maintained the same level of fluency as in the pre-test. Lastly, 4/10; 40% of participants experienced a decrease in their fluency scores compared to the pre-test.

4.4 Key Findings

Each group's progress individually has been analyzed through charts and tables. Here the comparison of both groups will be shown to see how many has been leveled up in each group to observe the effect of both implicit and explicit grammar instruction.

As it has been discussed above the results of Group A we can see 5/10; 50% of the participants have been leveled up by exposing to implicit grammar instruction.

Here table 11 shows the rate of these 5 participants' progress after exposing to implicit grammar instruction.

Table 11 Rate of the Students' Progress of Group A

students	Pre-test FRQ	Post-test FRQ	Rate of Progress
ST2	4.5	6.5	2
ST3	3.5	4	0.5
ST7	11	13.5	2.5
ST9	13.5	14	0.5
ST10	8	9	1

Through this table, we can see that the rate of the participants' progress who were exposed to implicit grammar instruction is between (0.5 - and 2.5). So among these five students, the maximum rate of progress is 2.5 and the minimum is 0.5.

On the other hand, the other group's (Group B) result is out of 10 participants only 4 of them 40% have leveled up as shown above.

Table 12 indicates the rate of these 4 students' progress after exposing to explicit grammar instruction.

Table 12 Rates of the Students' Progress of Group B

students	Pre-test FRQ	Post-test FRQ	Rate of Progress
ST1	28	29	1
ST3	4	5	1
ST4	6.5	7.5	1
ST10	1	7	6

Through this table, we can see that the rate of the participants' progress who were exposed to explicit grammar instruction is between (1 - and 6). So among these five students, the maximum rate of progress is 6 and the minimum is 1.

Based on the data analysis, it was found that implicit grammar instruction led to a greater number of students showing improvement by one student or more. On the other hand, explicit grammar instruction had a smaller number of students showing improvement by one student, but the difference was still noticeable. In terms of rating the progress made by each student, the explicit grammar group had a higher maximum rate compared to the implicit group. For instance, the progress rate for the explicit grammar group ranged between 1 and 6, while the implicit group ranged between 0.5 and 2.5. These findings indicate that explicit grammar instruction had a more significant impact on students' progress, and on the other hand implicit grammar instruction had an impact on more students to level up in language proficiency.

Section five

Conclusion and Recommendations

5.1 conclusion

In this study, the effects of implicit grammar teaching methods on students' fluency were examined. The contrasting views of linguists regarding the effectiveness of explicit and implicit instruction were explored. The findings revealed that the implicit grammar instruction group demonstrated a higher number of students who showed progress in fluency compared to the explicit instruction group. This suggests that implicit instruction can have a positive and strong impact on fluency development. However, it should be noted that the explicit instruction group exhibited a higher rate of progress, indicating that explicit instruction may lead improvements in fluency for certain individuals, but for some of the fluency implicit grammar instruction have better impact for example grammar accuracy and vocabulary range and speaking speed, so shows that implicit grammar instruction has a great impact on fluency especially if it mixed with explicit method.

5.2 Suggestions and Recommendations

Incorporating implicit grammar teaching methods can be beneficial for fostering fluency in students. While explicit instruction may result in quicker progress for some, implicit instruction has shown positive effects on fluency development. Further research can be conducted to explore the specific factors contributing to the effectiveness of each method and to gain a more comprehensive understanding of their impact on students' fluency.

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Appendix one

Pre-test list of questions for the interview

1. Describe your best friend.
2. Talk about a memorable birthday celebration.
3. Share your favorite hobby or activity.
4. Describe your favorite type of music.
5. Talk about a recent book you read and your thoughts on it.
6. What is your favorite holiday and why do you enjoy it?
7. Describe your dream job and why it interests you.
8. Talk about a place you would like to travel to and why.
9. What is your favorite sport or physical activity?
10. What is a special talent or skill you have?
11. Share your favorite type of food and why you like it.
12. Describe a memorable vacation or trip you went on.
13. Talk about a favorite movie or TV show and why you enjoy it.
14. Share your thoughts on the importance of education.
15. What is your opinion on the use of technology in everyday life?
16. Describe a dream you have for the future.
17. What is your favorite color and why?
18. Describe your favorite animal.
19. What are your hobbies or activities that you enjoy?
20. Describe your family members.
21. Talk about your favorite subject in school.
22. Share a fun fact about yourself.
23. Describe your favorite season and why you like it.
24. Talk about a place you would like to visit someday.

Appendix two

List of questions for the post-test interview

Using should & shouldn't grammar

1. I have a headache what should I do? Advise me.
2. I can't sleep early at night, what should I do?
3. Your friend is sad, what should she do? Advise her.
4. What should we stop eating?
5. What should we do if we are sick?
6. I failed the last exam what should I do for the next exam?
7. Your friend wants to learn a new language what should she do?
8. He can't read or write what should he do?
9. She is addicted to her phone what should she do?
10. What is one thing you think people should do to protect the environment?

Using words ... love, hate, can't stand for, enjoy, like, bad at, and good at + ing (gerund)

1. Tell me what can't you stand for?
2. Where do you love going with your friends?
3. What do you like to do in your free time?
4. What kind of music do you enjoy to listen?
5. What do you enjoy the most?
6. What do you hate to do?
7. What do you like reading?
8. Who do you love spending time with?
9. What are you good at?
10. What are you bad at?