



The Impact of Implicit Tasks on Improving the Learners' Writing in Terms of Autonomy and Grammatical Accuracy

Nastaran Nazari

Department of English Language Teaching, Khatam university, Iran,
Nastaran_arya@yahoo.com

This paper aims to explore the Iranian EFL (English as a Foreign Language) learners' ability to gain grammatical accuracy in their writing by noticing and correcting their own grammatical errors. Recent literature in language acquisition has emphasized the role of implicit tasks in encouraging learners to develop autonomous language learning habits, so it is important to consider tasks, particularly implicit tasks, as an important part of language teaching. In this study 60 EFL students from two elementary English classes were chosen. The students of one class were engaged in an implicit task in which they compared the use of grammar in their own writing to the use of that grammar in a written text by a native speaker, and the other class received no such treatment. The results indicated that the subjects who had received the treatment performed much better on the post-test. The outcome of the delayed post-test also confirmed the superior performance of the learners in the experimental group showing that they had internalized the targeted structure. Thus such tasks are beneficial in terms of allowing learners to autonomously make improvements in terms of grammatical accuracy in their writings.

Keywords: Implicit Tasks; Writing; Learner Autonomy; Grammatical Accuracy; Learner

INTRODUCTION

Having conducted a great deal of research with regard to grammar instruction, researchers still have not reached an agreement, and the concept of whether grammar should be taught directly or not has remained almost as an uncovered issue. Recent research, however, has made a distinction between Focus on Forms, Focus on Form and Focus on Meaning approaches. Focus on Forms adopts a structuralist approach to language and the focus is on the forms rather than the meaning. Focus on Form, on the contrary, includes drawing the students' attention to grammatical forms in a communicative context. Focus on Meaning pays no attention to the forms and the focus of classroom activity is on communication of meaning only (Burgess & Etherington, 2002).

Krashen, in his natural acquisition hypothesis (1981 as cited in Nassaji and Fotos, 2004), holds that students do not need conscious awareness for learning a language and they can acquire a language unconsciously. He argues that explicit grammar instruction only causes an increase in consciously-learned competence which, according to Krashen, can only function as a monitor. Some other researchers, on the other hand, emphasize the need for explicit instruction. They reject the traditional way of presenting grammatical structures in a decontextualized manner though. They suggest that learners should "encounter, process and use" the target forms in different ways, so that they can internalize the form. (Nassaji & Fotos, 2004, p 130).

In recent years implicit presentation of grammar has received so much attention. Implicit instruction provides learners with conditions under which they can infer the rules without awareness. So they can internalize the pattern without having their attention focused on it. (Dekeyser, 1995, as cited in R.Ellis 2009).

LITERATURE REVIEW

Grammar in writing

There are many theories on how to implement various approaches in the classroom, and how to measure learning. Grammar, as well has always been a matter of controversy. A class of English language learners may perform adequately in routine grammatical exercises, but then fail to translate this knowledge into reality when faced with the task of writing. In textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises only provide learners with formal mastery. However, according to Nunan (1998), not providing learners with opportunities to explore grammatical structure in context makes it difficult for language learners to use the language for communication. It is the teacher's task to help learners see that effective communication involves achieving harmony between grammatical items and the discursual contexts in which they occur.

The position of grammar in ELT (English Language Teaching) has changed greatly in the last thirty years. This is particularly the case in the teaching of writing. Writing itself has been through enormous changes. Frodesen (2001) has pointed that teaching "grammar in writing" means "helping writers develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully and appropriately to intended readers" (p. 233). She has also mentioned that "grammar in writing" is an example of how second language learners can discover and use discourse-level grammatical principles. In addition to learning principles of grammar in context, she emphasizes the importance of focus on form for optional second language learning.

Focus on form instruction emphasizes the importance of communicative language teaching principles such as authentic communication and learner-centeredness. At the same time it values drawing the learners' attention to the problematic second language (L2) grammar forms. Therefore, L2 instruction should expose learners to oral and written input that is a reflection of real life. The grammatical forms appear in lessons whose main focus is on meaning and communication. This leads to the concept of

“noticing” which means highlighting forms in the context in order to make them more familiar to the learners (Long, 1991, as cited in Nassaji & Fotos, 2004).

Autonomous writing

In the past, under the influence of traditional methods, teachers had the main role in the classrooms providing knowledge and instructions, and learners were expected to be obedient to their authorities. In such product-oriented and teacher-centred classes learners were too dependent on their teachers.

According to Bagheri (2011), with the advent of communicative language teaching, the traditional classrooms were replaced by the learner-centred classes and learners took more responsibilities in the process of learning. This new approach to language learning generated the concept of learner autonomy.

There have been a number of definitions on learner autonomy; for example, Little (1991) defines learner autonomy as “essentially a matter of the learner’s psychological relation to the process and content of learning- a capacity for detachment, critical reflection, decision making and an independent action” (p. 4). Elsewhere, Dickinson (1987 as cited in Hadidi, & Birjandi, 2011, p. 246) holds that learner autonomy is a “situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions”. According to Bagheri (2011), common to all the provided definitions is that autonomy gives the learners a sense of self-esteem and motivation and that leads to better and more effective work.

As writing is an important skill in any languages and it is considered as a means of developing ideas, suitable autonomous writing exercises could prompt learners to reflect on their knowledge of language and learning process.

Implicit tasks

The current movement to provide some type of implicit focus on grammar during communicative language teaching is becoming an increasingly important factor in English as a Second Language (ESL) teaching. According to Sargen (2009) implicit activities refer to those which help learners recognize and acquire grammar structures through authentic use. In such activities context is just as important as form, and before the grammar point is introduced schema is built. Oral and Written examples derived from authentic information are provided and students are encouraged to discover, discuss, compare and self-correct and then move from exploring and learning stage to producing the structure in activities. The advantages of task performance in terms of providing opportunities for both target language comprehension and production have been discussed in a number of surveys and reports. The term, *implicit tasks*, has usually been opposed to *explicit tasks*.

The question of specific instruction is an important one in implicit-explicit debate. Bugess and Etherington (2002) have discussed this issue under the title of *Instruction vs. Exposure*, and point out that teachers are oriented based on their feelings on this issue (whether exposure to input is enough or formal instruction is necessary?). According to

their findings, most of the respondents agree that it is possible to learn grammar through exposure to language.

Thornbury (2002) has considered language as context-sensitive. So, if learners are going to make sense of grammar, they will need to be exposed to that grammar in its context, and grammar should be taught and practiced in context. When learners receive formal instruction and then they are provided with communicative exposure to the grammar points, their awareness of forms becomes longer-lasting and their accuracy improves. Thus, research shows that learners need opportunities to encounter and produce structures which have been introduced either explicitly or implicitly (Nasaji & Fotos, 2004).

In this regard, (Vickers & Ene, 2006) argue that one important aspect of language classroom teaching is helping learners to notice form in the L2 through various techniques that draw learners' attention to form while they are communicating in the L2. Such instruction allows learners to become more accurate regarding the form and also promotes a language learning skill that learners can be equipped with. It encourages learner autonomy. Doughty & Williams (1998) state that "one of the central issues in focus on form research is how to lead the learner's attention to a linguistic mismatch between inter-language and target language" (p. 238). This implies that the recognition of the mismatch is an autonomous process for language learners.

The theoretical basis for noticing centres on the relationship between explicit and implicit knowledge. Explicit knowledge is conscious knowledge of grammar rules learned through formal classroom instruction. This knowledge is only available to the learner when he has time to think about the rules and then apply them. Implicit knowledge is unconscious, internalized knowledge of a language that is available for spontaneous speech. Noticing is basically the idea that if learners pay attention to the form and meaning of certain language structures in input, this will contribute to the internalization of the rule. Perhaps as soon as learners develop communicative fluency they do not make progress in accuracy. Noticing helps rectify this by helping learners "notice the gap." They recognize that the language features they have noticed are different from their current language (Noonan, 2004). It is possible for learners to notice the mismatch through different ways. Cross (2002) summarizes factors that draw attention to certain features in input:

- Explicit instruction -- explaining and drawing attention to a particular form.
- Frequency -- the regular occurrence of a certain structure in input.
- Perceptual Salience -- highlighting or underlining to draw attention to a certain structure.
- Task Demands -- constructing a task that requires learners to notice a structure in order to complete it.

There are a lot of studies that have investigated the effects of input enhancement on drawing the learner's attention to grammar, and this is described as the least explicit

method of focus on form. According to Nassaji & Fotos (2004) textual enhancement involves "highlighting certain features of input that might not be noticed under normal circumstances by typographically manipulating them through boldfacing, italicizing, underlining, or capitalizing" (p. 134). Such manipulations increase the target structures chance of being noticed. Vickers & Ene (2006) consider noticing through reading as one of the various ways through which learners can compare their own output to reading passages. When learners have such opportunity they benefit in terms of improving their ability to use the form grammatically. Izumi (2002) has also conducted a study in which the use of the relative clause was typographically enhanced within the reading passage by using different font types to make the relative clause more noticeable in the context of reading passage. Learners particularly benefit from producing written output and later being exposed to the typographically enhanced reading passage in terms of their ability to subsequently produce relative clauses accurately. Therefore, the acquisition of the relative clause in Izumi's study was an autonomous process for the learners. In this work, implicit task is effective in terms of promoting noticing and acquisition.

Doughty & Williams (1998) believe that the purpose of implicit tasks such as the typographically enhanced reading passage is "to attract the learner's attention to avoid metalinguistic discussion", and the aim of explicit tasks such as rule explanation followed by practice is "to direct the learner's attention and to exploit pedagogical grammar in this regard" (p.232). Furthermore, there is a place for techniques that fall somewhere in between on a continuum between implicitness and explicitness.

Self-correction

Kavaliauskiene (2003) views language acquisition as a process in which learners should be relaxed and keen on learning. Fear of making mistakes can cause some difficulties for learners during the process of learning. To overcome this fear, it is necessary to encourage cooperation through peer work and apply techniques that involve individual learners.

The recent research has put much emphasis on learner-centeredness and autonomy, and suggests that in some situations learners' self-correction of errors can be more effective than teachers' correction. Three reasons are mentioned to describe why self-correction is important: "it stimulates active learning, induces cooperative atmosphere, and develops independent learners" (Bartram & Walton 1991, as cited in Kavaliauskiene, 2003, p 81).

According to Kavaliauskiene, teachers only need to initiate self-correction in written work by showing the mistakes, not correcting them. On the other hand, learners need to practice it individually. However, they need training in correcting their mistakes; otherwise, they will be frustrated or overwhelmed by the complexity of the task. At the end, teachers should provide learners with feedback. The feedback should be given in a way that encourages learners to monitor their own performance.

Stapa (2003) points out that a vast majority of students, about 64%, are against peer-correction. However, 72% of the learners care about correcting their own mistakes and only 28% of them wouldn't mind self-correction. A study by Kavaliauskiene (2003) shows that 84% of learners think that teacher's correction is effective, and 77% of

respondents agree that self-correction is also effective, with only 7% difference. In an interview with the subjects of this study, they revealed that self-correction tasks helped them increase awareness of how language works and let them eradicate common errors.

Implicit feedbacks

EFL practitioners agree that error correction is necessary for successful language acquisition. They are still arguing about ways of conducting it though. An important issue in this regard is the degree of explicitness and implicitness of the feedbacks. Explicit correction means giving learners direct forms of feedback. Teachers can explicitly draw the learners' attention to their errors by saying that their utterance is wrong. Implicit correction, on the other hand, provides learners with indirect forms of feedback. Learners are responsible to deduce from the evidence that they have produced some erroneous forms (Dabaghi & Basturkmen, 2008).

Schmidts (1990)'s "noticing hypothesis" holds that in order to learn grammatical forms in a second language, noticing is important, and the explicit corrective feedback shouldn't detract from the communicative value of the instruction.

Implicit feedback often appears in the form of recasts. Long (2006) defines recasts as "a reformulation of all or part of a learner's immediately preceding utterance in which one or more non-target like (lexical, grammatical etc.) items are replaced by the corresponding target language form(s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object".

There are a number of studies that have investigated the effect of corrective feedback (implicit or explicit) on L2 acquisition. In a study, Muranoi (2000) compared the performance of 114 first year Japanese college students in three groups provided with A) interaction enhancement through requests for repetition and recasts in communicative task+ explicit grammar explanation, B) interaction enhancement + meaning focused reports, C) control group (the subjects in this group didn't receive any treatments). The result of the study indicated that both groups A and B outperformed the control group on post-test and also delayed post-test. However, the group provided with the explicit explanation had a better performance than the group with no explicit feedback on posttest1 but not post-test 2. In another study (Leeman, 2003) proved the superior performance of the learners provided with recasts and those provided with enhanced salience with no feedback compared to the learners who were shown the problem but were not corrected and those who weren't given any treatments. Sanz (2003, as cited in Vanpatten, 2004) also carried out some research whose result approved the findings of the previously mentioned studies, showing corrective feedback, both explicit and implicit, had significant effect on improving learners' ability to interpret and accurately produce the target form.

Objectives of the Study

As mentioned earlier many studies have demonstrated that learners can make grammatical gains autonomously by engaging in implicit tasks, however there have been a few researchers who considered the factors of learners' age and level of proficiency.

What follows is a study conducted to provide empirical data on the effect of implicit tasks on gaining accuracy in writing among learners aged 14 to 18, which is the age at which learners are more active and curious and feel more independent. The researcher has specifically investigated whether language learners can notice and correct their grammatical errors by 1) being exposed to a reading text that attracts their attention to the form and 2) comparing the use of the target form in their own writing to a text containing typographically enhanced target form. To achieve the aim of this study the following research question has been formed:

Do implicit tasks help young Iranian EFL learners to autonomously improve grammatical accuracy in their writing?

METHOD

Participants

Participants in this study were 60 elementary students of English enrolled in a language institute in Tehran, Iran. They were intact groups of L2 learners from two classes in which *Interchange Third Edition* was taught as the course-book. The learners had already taken a placement test and they were almost in the same level. The age of subjects ranged from 14 to 18. Only one of these groups (N=30) received the treatment. These two classes were taught by the same teacher.

Materials

Materials included the American book *Interchange Third Edition* (the red book), two texts chosen from the book *New American Streamline* which contained the intended grammatical form (simple present perfect), a direction given to the teacher on how to perform the tasks, and also two topics for writing compositions. The topics required the learners to produce sentences containing the intended grammatical form.

Procedure

The researcher investigated the ability of the students to find the mismatch between the use of the simple present perfect in their own writing and the use of the form in a text. For this purpose two intact classes of 30 learners were chosen. The subjects were almost at the same level, taught by the same teacher. The design of this study was quasi - experimental, because the subjects were not chosen randomly.

The two classes had already been exposed to direct explanation of the simple present perfect form, and they had been involved in some activities like completing the sentences and chain game. Each of the following steps was completed on a different day within a 3 day period.

Pre-test

The pre-test was administered to both classes. The pre-test involved giving a topic "write a letter to a friend whom you haven't seen for years and describe at least 8 changes you have been through since then" to students and asking them to write about it. The pre-test took about twenty minutes.

Treatment procedure

There were two groups, so one of them was considered as experimental group which received the treatment and the other one as the control group which received no treatment. The written outputs of the learners in the experimental group were examined and the number of errors the learners had made using present perfect was written at the bottom of the papers.

Then the papers were returned to the learners. In the next step, students were given two texts containing the grammatical form; simple present perfect. All present perfect forms were underlined and highlighted in the text in order to attract students' attention. Then learners were encouraged to find the mismatches between their own inter-language use of the present perfect in the paragraphs they had written before and target language use of the form as represented in the texts.

Post-test

Both classes were administered a post-test. The post-test involved another topic "write about at least 8 interesting things you have done in your life". As in the pre-test students had to use present perfect to form their paragraphs.

Delayed post-test

Another writing test was administered to students after four weeks in order to find out whether the result of the post test would last for a long time or not. The topic of the delayed post-test was "write about the changes the world has been through since twenty years ago" for which students needed to use present perfect.

Design and Analysis

This study employed two intact classes, so a quasi-experimental design was chosen. The experimental group received the treatment which was engaging the students in an implicit task of noticing and an autonomous task of finding mismatches between their own use of the form and that of the written text. But, the control group received no treatment. Therefore implicit task, provided and planned by the researcher, is taken as the independent variable and learners' autonomy in finding and correcting grammatical mistakes in their writing is considered as the dependent variable.

The learners' written outputs were corrected in a way that only present perfect was the point of notice and the basis for scoring. No other error was taken into account. In the pre-test stage an independent T-test was used and the result obtained from the pre-test showed that the two groups were homogeneous. After the post-test was administered, an independent T-test was used to measure the effect of treatment (implicit task) on improving grammatical accuracy in learners' writing. Another T-test was run to indicate the effect of the test in the long run.

RESULTS

In the pre-test, an independent T-test was used to check the homogeneity of the students in the two groups. As displayed in table 1, the level of significance is 0.829, which is more than 0.05, so the two groups are homogenous.

Table 1: Test of homogeneity

	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
Test	.047	.829	-.986	58	.328	-.40000	.40571

After the post test, to show the effect of the treatment, an independent T-test was used. Table 2 presents the result.

Table 2: The result of the post-test

	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
Writing	1.967	.166	-6.871	58	.000	-3.26667	.47545

As displayed in table2, the T observed value is 6.871 at 58 degree of freedom, which is more than the critical value of T, i.e.2.000 in 0.05 level of significance. Thus the null hypothesis is rejected and we can conclude that implicit tasks have significant effect on learners' ability to autonomously improve grammatical accuracy in their writing.

The graph below shows the difference between the achievements of the two groups very well.

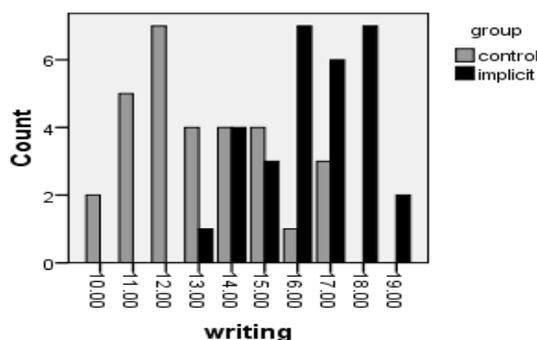


Figure 1: Another T-test was run to show the result of the delayed post-test. Table 3 represents the result.

Table3: The result of the delayed post-test

	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
writing 2	5.419	.023	-3.471	58	.001	-1.50000	4.32094

The T observed value is 3.471 at 58 degree of freedom, which is more than the critical value of T, i.e.2.000 in 0.05 level of significance. Thus we can conclude that implicit tasks have significant effect on autonomous improvement of grammatical accuracy in learners' writing in the long run.

Descriptive analysis

The following table shows the mean differences between control group and experimental group in both post-test and delayed post-test. As indicated in table 4, the mean scores for the experimental group in the post-test and delayed post-test are 16.40 and 15.36, respectively, which are higher than those of the control group. Comparing the mean scores of the two groups confirms the better performance of the learners in the experimental group. The standard deviation (SD) for the experimental group was 1.61

for the post-test, and 1.32 for the delayed post-test. Compared to the standard deviations acquired by the control group, 2.04 for the post-test and 1.96 for the delayed post-test, it can be concluded that the scores in the experimental group were less spread and more homogenous than the scores in the control group. To quantify the size of the difference between the two groups, the effect size has also been calculated. The acquired effect size is 0.6 for the post test and 0.4 for the delayed post-test meaning that the scores of the average person in the experimental group, in post-test and delayed post-test are, respectively, 0.6 and 0.4 standard deviations above the average person in the control group.

Table 4: Descriptive statistics

<i>Group Statistics</i>					
	group	N	Mean	Std. Deviation	Std. Error Mean
writing	control	30	13.1333	2.04658	.37365
	Implicit	30	16.4000	1.61031	.29400
writing2	control	30	13.8667	1.96053	.35794
	implicit	30	15.3667	1.32570	.24204

DISCUSSION

What participants show in this study is that autonomous improvement of grammatical accuracy, in this case in the use of present perfect, is possible via implicit tasks such as reading and autonomously finding the mismatches between the use of grammar in the written output and the reading text. The findings show that the learners were able to self-correct their use of present perfect by comparing the use of form in the typographically enhanced reading passage and their own written output. It seems that engaging in this implicit self-correction task allowed learners to use present perfect more accurately and internalize the rule so they could use it after some time.

There might be several reasons explaining the results. First of all, there is convincing evidence in the literature that learners who are autonomous in the process of learning and take the initial steps are more successful than those who are always dependent on their teachers.

Second, it is wise to say that learners who try to figure out the rules by themselves or take the responsibility to correct their mistakes using the rules, are more likely to internalize the structure and use it in the long run.

The other reason that explains the superior performance of the students in the experimental group is that during the process of writing, the learners had plenty of time to think. As they had been led to their errors, they had the opportunity to reorganize their thought and retrieve the rules they had already learnt.

Last but not the least, the subjects in the present study were all teenagers with their ages ranging from fourteen to eighteen. At this age, learners' natural curiosity leads them to explore the unknown and discover their errors on their own, making them want to be independent of the adults' help and advice.

The results obtained from this study confirm Izumi's findings (2002) about the effect of implicit tasks on grammatical gains. These findings are also consistent with outcomes

reported by some other researchers (Carroll and Swain, 1993; Muranoi, 2007; Leeman, 2003). Dam (1995), however, discusses the importance of raising learner awareness of the learning process or explicit instruction. Although the present study does provide evidence that engaging students in implicit tasks allows for greater grammatical accuracy, it does not reject the notion that explicit instruction is to some extent necessary in teaching grammar.

Learners should be provided with opportunities to encounter and produce grammatical forms which they have been exposed to either implicitly or explicitly (Nassaji & Fotos, 2004). The outcomes of this study also don't approve the results reported by Mackey & Philip (1989) according to which implicit feedback is only suitable for advanced learners and less advanced students need more explicit feedback. This difference in the findings, however, could be justified regarding the age of the learners, their motivation, and the structure of the targeted form.

The finding of this study has important classroom implications. Given the results of the present research, teachers can help learners to do their best and rely on their own abilities, and this requires the teachers to provide learners with autonomous, implicit tasks. It is worthy to draw learners' attention to rules implicitly and let them go through the task independently. Generally speaking, when learners encounter the rules they have already learned and have the opportunity to rebuild them in their mind, they feel more comfortable, self-confident and motivated in the class room and tend to show more interest in an activity like writing that they usually find boring. Learners also tend to be more careful in their writing process making less grammatical errors. The teachers should consider many criteria such as the purpose of the course, learners' level and interests, though. In devising implicit tasks, it is important to notice the materials used within the task, and also the population of learners. Vickers & Ene (2006) stress that it is important to avoid the texts which are difficult and unfamiliar to the learners, because they attract the learners' attention to the content of the text rather than to the use of grammatical form in the text.

It is important to note that because of some limitations imposed by the institute, it was not possible for the researcher to choose an appropriate number of subjects who are at the same level, so two intact classes were chosen. As the subjects were not selected randomly, there is the possibility of threat to internal validity. The other point that shouldn't be underestimated is the age of learners. The age of subjects in this study ranged from 14 to 18. Naturally, learners at this age are more active and more motivated than learners of older ages and would like to be more independent from their teachers. They tend to embrace the new methods offered by the teachers. On the other hand, older learners are used to more traditional methods of teaching grammar, and it may lead them to show resistance against autonomous learning and working independently. Finally it is important to point that the contexts should be assessed in terms of the learners' ability and motivation to participate in autonomous language learning tasks.

CONCLUSION

The current movement to some type of implicit focus on grammar is becoming an increasingly important factor in ESL syllabus design. The subjects in this study made gains in terms of accurate use of present perfect in their writing through being engaged

in some implicit tasks. This is opposite what educators often expect from Iranian language learners, since they are used to traditional methods of teaching that are applied in schools. Therefore, following the direct instruction, implicit tasks such as noticing and encouraging learners to autonomously find the mismatches between their IL and TL prove to be useful.

However, the role of the teacher in helping the learners to notice the mismatch depends very much on the learners' experience of language learning and their motivation. In some contexts teachers need to be more involved in the process of language teaching, and in some other contexts, learners should be given more freedom to act autonomously. These important decisions must be finally made by teachers.

REFERENCES

- Bagheri, M.S. (2011). The impact of practicing autonomy on the writing proficiency of Iranian intermediate EFL learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 15: 1-13.
- Burgess, J. & Etherington, S. (2002). Focus on grammatical form: Explicit or Implicit. *System*, 30: 1-26.
- Carroll, S., & Swain, M. (1993). Explicit and implicit negative feedback. An empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition*, 15: 357-386.
- Celce Murcia, M. (2001). *Teaching English as second or foreign language*. Cambridge: Cambridge University Press.
- Cross, J. (2002). Noticing in SLA: Is it a valid concept? *TESL-EJ* 6/3.
- Dabaghi, A. & Basturkmen, H. (2009). The effectiveness of implicit and explicit error correction on learners' performance. *System*, 37: 82-98.
- Dam, L. (1995). *Learner autonomy 3: From theory to practice*. Dublin: Authentik.
- Doughty, C. & J. Williams. (1998). *Focus on form in classroom second language acquisition*. New York: Cambridge University Press.
- Ellis, R. et al, (2009), *Implicit and explicit knowledge in second language learning, testing and teaching*. The UK: Multilingual Matters.
- Hadidi, N. & Birjandi, P. (2011). Fostering learner autonomy through self-and peer assessment. *International journal of academic research*, 3: 245-252.
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis. *Studies in second language acquisition*, 24 (4): 541-577.
- Kavaliauskiene, G. (2003). Correction and self-correction of written assignments at tertiary level. *Journal of Language and Learning*. 1/2.
http://www.jllonline.co.uk/journal/jllearn/1_2/kavaliauskiene.html
- Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25(1): 37-63.
- Little, D. (1991). *Learner autonomy. 1: definitions, issues and problems*. Dublin: Authentik.

- Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings? *Modern language journal*, 82: 338-356.
- Muranoi, H. (2007). Output practice in the L2 classroom. In R. Dekeyser, *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (51-84). New York: Cambridge University Press.
- Nassaji, H. & Fotos, S. (2004). Current Developments in research on the teaching of grammar. *Annual Review of Applied Linguistics* 24: 126-145.
- Nunan, D. (1989). *Designing tasks for a communicative classroom*. Cambridge: Cambridge University Press.
- Noonan, F. J. (2004). Teaching ESL students to "notice" grammar. *The Internet TESL Journal*, 10(7). <http://iteslj.org/Techniques/Noonan-Noticing.html>
- VanPatten, B. (2004). *Processing instruction: Theory, research, and commentary*. Mahwah, NJ: Erlbaum.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied linguistic,s* 11: 129-158.
- Stapa, S.H. (2003). ESP Students' Learning Preferences: Are the Teachers Aware? *The English for Specific Purposes World*, 4(2): 1-11.
<http://esp-world.info/Articles%204/issue%204/%20Stapa.html>
- Thornbury, S. (2002). *How to teach grammar*. Essex: Longman.
- Vickers, C. & Ene, E. (2006). Grammatical Accuracy and Learner Autonomy in Advanced Writing. *ELT Journal*, 60(2): 109-115.

Turkish Abstract

Özerklik ve Dil Bilgisel Doğruluk Açısından Öğrencilerin Yazılarını Geliştirmede Dolaylı Aktivitelerin Etkisi

Bu çalışma İranlı İngilizce (yabancı dil olarak) öğretmenlerinin kendi yazılarındaki dil bilgisi hatalarını fark edip düzelterek dil bilgisel doğruluk elde etme becerilerini araştırmayı amaçlamaktadır. Dil edinimindeki güncel literatür öğrencileri özerk dil öğrenme alışkanlıkları geliştirmeye teşvik etmek için dolaylı aktivitelerin rolünü vurgulamaktadır, bu yüzden aktiviteleri, özellikle dolaylı olanlarını dil öğretimde önemli bir parça olarak düşünmek önemlidir. Bu çalışmada iki temel İngilizce sınıftan 60 öğrenci seçilmiştir. Sınıfın birindeki öğrenciler kendi yazılarındaki dil bilgisi kullanımlarıyla, İngilizce ana dili olan birisinin yazısındaki dil bilgisi kullanımını karşılaştırdığı dolaylı bir aktiviteyle görevlendirilmişken, diğer sınıf böyle bir çalışma yapmamıştır. Sonuçlar yukarıda bahsedilen aktiviteyle görevlendirilenlerin son-testte daha iyi olduklarını göstermiştir. Geciktirilmiş son-testin sonuçları da deney grubundaki öğrencilerin daha iyi performans gösterdiklerini doğrulamış ve bu öğrencilerin hedef yapıyı içselleştirdiklerini göstermiştir. Sonuç olarak bu tür aktiviteler öğrencilerin yazılarında dil bilgisel doğruluk açısından özerk olarak geliştirme yapmaya fırsat tanımada yararlıdır.

Anahtar Kelimeler: Dolaylı Aktiviteler, Yazma, Öğrenci Özerkliği, Dil Bilgisel Doğruluk, Öğrenci

French Abstract**L'Impact de Tâches Implicites sur l'Amélioration de l'Écriture des Apprenants en Termes d'Autonomie et Exactitude Grammaticale**

Cet article a pour but d'explorer la capacité des apprenants EFL (l'anglais langue étrangère) iraniens de gagner l'exactitude grammaticale dans leur écriture par remarquer et corriger leurs propres erreurs grammaticales. La littérature récente dans l'acquisition de langue a souligné le rôle de tâches implicites pour encourager des apprenants à développer des habitudes d'apprentissage des langues autonomes, donc il est important de considérer des tâches, des tâches particulièrement implicites, comme une partie importante d'enseignement des langues. Dans cette étude 60 étudiants d'EFL de deux classes anglaises élémentaires ont été choisis. Les étudiants d'une classe ont été engagés dans une tâche implicite dans la quelle ils ont comparé l'utilisation de grammaire dans leur propre écriture à l'utilisation de cette grammaire dans un texte écrit par un locuteur natif et l'autre classe n'a pas reçu un tel traitement. Les résultats ont indiqué les apprenants qui avaient reçu le traitement ont montré une performance beaucoup mieux sur le post-test. Le résultat du post-test retardé a aussi confirmé la performance supérieure des apprenants dans le groupe expérimental par montrer qu'ils avaient intériorisé la structure ciblée. Ainsi de telles tâches sont avantageuses en termes de permettre aux apprenants d'autonomement faire des améliorations en termes d'exactitude grammaticale dans leurs écritures.

Mots clés: Tâches Implicites; Ecriture; Autonomie D'apprenant; Exactitude Grammaticale; Apprenant

Arabic Abstract

تأثير المهام الضمنية على تطوير كتابة الدارسين من خلال الذات وسلامة النحو الهدف من هذه الدراسة هو : تأكيد وجود إمكانية لدى الولايات المتحدة الأمريكية نسترن نزارى نسترن نزارى الدارسين الإيرانيين في تعلم اللغة الإنجليزية كلفة أجنبية ، كذلك وجود إمكانية لدى هؤلاء لممارسة الكتابة الأدب الإنجليزية مع خلوها من الأخطاء النحوية ، وذلك بسبب الاستفادة من تصحيح أخطائهم النحوية من قبلهم . الحديث قد أشار إلى إمكانية اكتساب اللغة من خلال الدور الذي يمكن أن تلعبه المهام الضمنية في تشجيع لهذا، بات أمراً هاماً أن يوضع المهام الضمنية في الدارسين للسعى نحو تطوير عادات لغوية تعليمية ذاتية . الحسيان ، لأساس وكجزء هام ، بل كأسلوب تدريسي - في هذه الدراسة - هنالك ستون طالباً (60) يدرسون اللغة الإنجليزية كلفة أجنبية ، قد تم اختيارهم من قاعات دراسية متعددة بالمرحلة الابتدائية ، وضمنت هؤلاء ، هنالك طلاب فصل واحد فقط هم الذين أنخرطوا في ما يسمى بالمهام الضمنية حيث قورنت كتاباتهم من خلال النحو بكتابات المتحدثين بهذه اللغة ذاتها - أما نتيجة هذه الدراسة ، فقد أكدت أن نتائج هؤلاء الذين أنخرطوا في المهام هي أفضل من نتائج المتحدثين بهذه اللغة ، ذلك لأن المنخرطين قد حذفوا اللغة (والنحو خاصة) فبرعوا في الكتابة .

كلمات أساسية : مهام ضمنية - الكتابة - ملقنى ذاتي - سلامة النحو