The Impact of Teaching Reported speech Explicitly on Improving EFL Learners’ Writing Accuracy

The Case of Third Year Students at Ben Bouzid Mouhamed Cherif High School

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in science of the languages

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DEDICATION

In the name of Allah, The Most Beneficent, The Most Merciful.

All the gratitude goes to Him.

It is with my earnest appreciation and sincere amore that I dedicate this work to my family, friends, and teachers.

My greatest thanks go to my mother who inspires me, gives me joy, and without whose push to want to learn I would not have succeeded in completing this thesis. Your encouragement, your advice and love are what always keep me striving to reach further in whatever I choose to do.

I am infinitely indebted to my beloved father, whose support and love have always supported each of my steps.

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ABSTRACT

The chief goal behind upholding the appropriate teaching grammar method is to enhance and embellish learners’ linguistic competence. The present scrutiny is administered to examine the impact of explicit grammar instruction. Particularly, “reported speech” on improving EFL learners’ writing accuracy, case study of third-year students at Ben Bouzid Mouhamed Cherif high school at Dhalaa. A number of researchers have investigated many obvious advantages and crucial functions of explicit grammar learning in SLA, but there are exiguous ones if none made a go of its importance on improving EFL learners’ accuracy in written tasks. To accomplish the aim of this study, a quasi-experimental research design was conducted. Two pre-arranged groups were anointed to form the experimental and control groups. The experimental group received explicit grammar instruction which snarled up explanation and practice of some rules concerning the reported speech. Subjects in the control group did not receive any explicit instruction of grammatical rules. Rather, they were instructed in the traditional way presenting the grammatical structures through the bold type. Participants were pre-tested to which they were asked to check their accuracy level in retelling a conversation in a form of short paragraph. After the treatment, a post-test was administered; it was different from the pre-test. The results of both a paired-samples t-test and an independent-samples t-test bespeak that explicit grammar instruction was the most advantageous aspect shaping students’ accuracy in writing. Conclusively, it was asserted that it is beyond a doubt that explicit grammar instruction has a vigorous impact on learners’ accuracy in writing in EFL classrooms.
List of Acronyms

GTM Grammar translation Method

US United States

ASTP Army Specialized Training Programme

EFL English as a foreign language

Vs Versus

SLA Second language acquisition

TL Target language

SPSS Software Package for Statistical Science

<Less than

<More than
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Résumé
INTRODUCTION

In the field of SLA, following grammar instruction, the explicit dimension has long been one of the controversial issues and focuses for researchers. It provides relatively fresh theoretical as well as empirical view angle to formal grammar instruction. In the literature of grammar teaching a vital question has been raised in order to see whether there is a need for explicit grammar instruction or not. That is to say, do learners who are exposed to explicit grammar instruction veritably learn to conceive and use the forms they are instructed or not? The answer to this question was considerably assorted all over the history of grammar learning and teaching.

The place of grammar instruction in foreign language curriculum has been actively debated especially in the last 30 years. Processing instruction involves explanation and practice, taking learner strategies in input processing as the starting point for determining what explicit instruction should look like.

In the past, attention was put on explicit teaching of grammar in traditional language teaching. The traditional approach clarified by the grammar translation method which argued the explicit instruction of grammar rules, added to related examples, and tried to apply them in tasks. The ultimate golden goal behind the inconsistent approaches and methods to grammar teaching is always reverting to the theoretical as well as the practical developments of this later (Nassaji and Fotos, 2011,p.1-3). The cogent interest has mainly been whether the explicit or implicit method should be preferred. This section is devoted to explicit grammar instruction, which includes the place of explicit instructions in the main methods, grammar definition, types of knowledge, explicit grammar instruction versus implicit ones and the role of explicit grammar instruction in second language acquisition.
1.1.1 What is grammar?

Close (1982) defined English grammar as, “a system of syntax that decides the order and patterns in which words are arranged in sentences” p.13).

1.1.2. The place of grammar in teaching approaches and method

1.1.2.1. Grammar in the Grammar translation method

The Grammar -Translation Method fostered foreign language teaching in Europe from 1840’s till 1940’s. It was called “the classical method” because it first used in the teaching of the classical or (dead languages) like, Greek and Latin. It stays one of the virtually preferred apotheoses in some parts of the world this method aims to enhance the cognitive abilities of the learning in order to be able to use grammatical structures correctly (Brown,2000). According to brown (2000) all instruction are administered in the student’s mother tongue. Almost no highlight is placed on the oral production ,instead Its crucial emphasis was on reading and writing .the method gave a priority to teaching grammar of the target language, because of its congenital state in teaching a foreign language. As a representative way to do so is to introduce grammar rules of a specific grammatical element, elucidate and exemplify its application through counting the element for various times in a paragraph, then apply using the element by means of Writing sentences and transforming them into the native language. For that reason grammar is taught deductively (Brown,2000).

1.1.2.2. Direct method

The Direct grammar was developed at the end of the 19th century in which it challenged the view of Grammar Teaching held by (GTM) Grammar-translation method
(Thunburg, 2000, p.21). Also called “Natural method” posited by Charles Berlitz. Thus, this method has grown for the reason that Grammar-Translation method aborted to make the learners able to interact adopting the target language. Therefore, the Direct method attempted to reach what the former fail to accomplish, i.e., making the students competent to interact in the target language (TL). The elementary assumptions of the direct method which made it different from the Grammar-Translation method was that absolutely no translation between the native language and the target one. It was assumed that when the learners learn the target language naturally based on the spoken everyday language, they are likely to acquire it more rapidly (Brown, 2000). The Direct method supports an inductive approach to grammar teaching, in which the learners are exposed to utilize the language instinctively, in that they can infer the target grammatical structure. That is to say the signification of the construction is not explained in the L1 nor in the L2, rather it is inferred from the way it was put in the context (Larsen-Freeman, 2000, 29).

1.1.2.3. Grammar in Audio-lingual method

It is also called “Army Method”, which was grown via a US army programme named ASTP, correspond to Army Specialized Training Programme. The term “Audio-lingual” was coined by professor Nelson Brooks (1964). One of the reasons for the development of this method was the eruption of the second world war where there was a need to people who speak foreign languages such as French and German. As a result; the demand for Americans to listen and speak several languages of their allies and enemies has raised (Richard and Rodgers, 2007, p. 50). The army method came to be popular in the 1950’s viewed as the Audio-lingual Approach (Brown, 2001, p. 22-23).

The Audio-lingual method aims to arrive to the point that the student can utilize the target language fluently when they communicate. In order to accomplish the mentioned
objective, dialogues are regarded as the principle instrument for introducing the language in addition to applying other techniques such as extended mimicry and memorization of language modals. Moreover, the method gave priority to repetition and practice of structural form till they are well accomplished. The Audio-lingual method was found in linguistic and psychology theory. It initiated from structuralism, supported by Bloomfield, and behavioural psychology, advanced by Skinner. Structural linguistics believed that learning a language requires mastering the elements or building blocks of the language and learning the rules by which these elements are combined. Additionally, language learning according to the behaviourist perspective is regarded as a subject of habit formation (Thornburg, 2000, p. 21).

1.1.3. Types of knowledge:

A number of recent researchers have investigated what the connection between these two types of L2 linguistic knowledge is and how they are acquired and organized in the brain, in second and foreign language learning, grammatical knowledge is generally admitted to be stored both implicitly and explicitly (Bialystok, 1981; Ellis, 1993). In SLA, it is stated that L2 learners make two types of separate and independent L2 linguistic knowledge: implicit and explicit L2 knowledge.

1.1.3.1. Explicit Versus Implicit Knowledge

The differentiation between implicit and explicit knowledge has a long, well-accepted history (Bialystok, 1981). Similar distinctions appear in epistemology and psychology: personal knowledge/objective knowledge (Polanyi, 1958); belief/knowledge (Scheffler, 1965); know how/know that (Ryle, 1949); and figurative knowledge-operative knowledge (Piaget, 1954). Ellis (1994) indicated that this distinction is not an absolute one. However, he concedes that the differences between these types of
knowledge are significant enough for the distinction to be stressed, to serve as an important theoretical construct.

1.1.3.2. Explicit knowledge

Many of our aptitude are count on our conscious awareness of how to accomplish a marked task, e.g. playing chess, or using a computer (N. Ellis, 1994). The knowledge that is conscious in nature and analyzable (Bialystok, 1981; R. Ellis, 1993). This conscious awareness is explicit knowledge. Explicit knowledge is defined in terms of awareness. That is to say, it is the conscious mental representations that a learner forms. It is "analyzed," "abstract," and "explanatory" (R. Ellis, 1994, p. 84). Because it is analyzed, this knowledge can be categorized (R. Ellis, 1994) and organized (Bialystok, 1981). It is also L2 grammar knowledge about which L2 learners consciously identify rules existing in an analyzed form, so that they can report their metalingual knowledge (Ellis, 2004). Also it is "the conscious awareness of what a language or language in general conscious of and/or of the roles that it plays in human life" (Ellis, 2004, p. 229).

Moreover, explicit knowledge can be operationalized as the learners' explanation of specific linguistic features (Ellis, 2005).

According to Ellis (2005), this explicit L2 knowledge has the characteristics as follows:

(1) Explicit knowledge is conscious; (2) explicit knowledge is declarative; (3) L2 learners' declarative rules are often imprecise and inaccurate; (4) the development of learners' explicit knowledge can take on two planes; (5) explicit knowledge is generally accessible through controlled
processing; (6) any language task that a learner finds difficult may naturally result in an attempt to exploit explicit knowledge; (7) explicit knowledge is potentially verbalizable; and (8) explicit knowledge is learnable. (pp. 235-240).

1.1.3.3 Implicit knowledge

On the other side, implicit L2 knowledge is defined as L2 grammar knowledge that is intuitive and automatic and can be briskly achieved for use in unplanned language use (Hinkel & Fotos, 2002). It cannot be directly reported, and that most speakers have. It is also cases where learning has taken place but it has failed to become acquisition; and even the best learners can master only a small subset of the grammatical rules of the L2 (as cited in Cadierno-Lopez, 1992). Also, implicit L2 knowledge is information that is automatically and spontaneously utilized in language tasks, and that the quantum of a native speaker's grammatical competence is comprised of (Brown, 2000).

Implicit knowledge can be determined by examining the learners' use of the mentioned features in oral or written language (Ellis, 2005). It is a kind of knowledge that develops aside from awareness of the mechanisms involved in its development (Ellis, 1993).

There has been a longstanding debate about the relationship between these two types of knowledge and in particular the value of explicit knowledge to the instructed second and foreign language learner. Teachers and researchers have long questioned whether the learning process lends itself to the development of explicit knowledge, and if so, if that knowledge aids learners in actual language production (Alderson et al., 1997; Green and Hecht, 1992; Han and Ellis, 1998; Seliger, 1979).
1.1.4. THE INTERFACE ISSUE

The interface hypothesis claims that “explicit knowledge can be converted into implicit knowledge as a result of practicing specific features of the L2. It provides a clear justification for teaching explicit linguistic knowledge” (Ellis, 2005, p. 54). That is, by practice and rehearsal learners are able to first learn a linguistic rule as declarative fact and then convert that linguistic rule to implicit knowledge.

The relationships between the explicit and implicit L2 knowledge in SLA have been investigated in terms of three distinct cognitive perspectives: the no interface, the strong interface, and the weak interface position (Ellis, 2005). Each of these positions claims a different role for explicit knowledge in the course of acquiring implicit knowledge.

1.1.4.1. The no interface position:

Was strongly supported by the learning/acquisition hypothesis of Krashen’s (1982) Monitor theory of SLA. This position states that Explicit and implicit knowledge are separate from each other and associated with the concepts of acquisition and learning (Krashen’s, 1982). According to Krashen (1985, p. 42): “learned competence does not become acquired competence”. Krashen, in his Monitor Theory, stated that "learned grammatical principles function to edit or monitor language output that has been generated by acquired rules" (as cited in Winitz, 1996, p. 3). Also, "conscious learning is only available as a monitor to modify an utterance after it has been initiated by the unconscious acquired system" (Krashen, p. 4, as cited in Green and Hecht, 1992). Krashen’s claimed that “learning does not become acquisition” (1982, p. 83), That is to say, explicit knowledge cannot be converted into implicit knowledge.
The no interface position is the result of the parallelism between L1 and L2 (Andringa, 2005). Therefore, this position argues that implicit and explicit L2 knowledge involve dissimilar acquisition mechanisms, are stored in different parts of the brain, and are processed for performance by different processes, either automatic or controlled (Ellis, 2005).

1.1.4.2 The weak interface:

It viewed that implicit and explicit knowledge are two separate systems. However, formal instruction can become effective if it is correctly timed. So that it can allow explicit knowledge to become implicit. “learners can use their explicit knowledge to produce output then serves as auto-input to their implicit learning mechanisms” (Ellis et al., 2009, p. 22).

They argue that explicit knowledge can positively affect implicit learning processes. Explicit knowledge can become implicit if and when the language learner is developmentally ready (Andringa, 2005). Learners can use their explicit knowledge to produce output that then serves as auto-input to their implicit learning mechanisms (Sharwood Smith, 1981, as cited in Ellis, 2005). Hulstijn (2002, p. 208-209) says that; “what may appear to be automatization of explicit, declarative knowledge (...) is, in fact, the building of a neural network of distributed types separately from and in addition to, the existing explicit, declarative, exclusively 2 symbolic knowledge base, probably located in different brain areas”. That is to say, practice of explicit rules can provide learners with opportunities for implicit learning.
1.1.4.3 The strong interface

It viewed that learned or explicit knowledge can be not only derived from acquired or implicit knowledge, but also can be converted into acquired or implicit knowledge for learners to have the opportunity and motivation to automatize new rules through practice (Cadierno -Lopez, 1992; Ellis, 2005). Among supporters of this, there is disagreement on what types of practice can better facilitate the transformation from explicit to implicit knowledge and whether this practice can be mechanical or needs to be communicative in nature (Ellis, 2005).

In sum, while the strong interface position stresses automatization processes, the weak interface position argues that there can be an interface between explicit and implicit knowledge, but posits constraints. On the other hand, the no interface position posits that explicit and implicit knowledge are two separate knowledge systems, resulting from two independent mechanisms of learning (George, 2008).

1.1.5 Explicit vs Implicit grammar instruction

Ellis (1994) proposed two methods for L2 learners to engage in L2 learning depending on the requirements of the learning situation: giving rules explicitly through assimilating rules following instruction, or implicitly or unconsciously-automatically acquiring the structural nature of the material derived from experience of specific instances (p.94).

1.1.5.1 Explicit grammar instruction

Various definitions of an explicit grammar learning have been provided in SLA. According to Ellis (1994) explicit instruction regarded as a more conscious operation where the individual makes and tests hypothesis in a search for structure (p.1). That is to
say, explicit instruction refers to learning the vocabulary and grammar in language materials by dominant means, such as memory, grammar analysis and so on. SO, in this process, learners know the composition of the learning process. He stated that explicit instruction craves teaching a specific rule during the learning process and enliven the learners to enhance metalinguistic awareness of that rule.

Ellis (1994) viewed explicit instruction as the process which makes the teacher as the center in the classroom teaching. It emphasizes learning grammatical rules purposefully, in order to efficiently and accurately use language ingredients. For him Explicit grammar instruction is the basis in the traditional grammar teaching represented by grammar translation method. It enunciates the awareness and controllability in the process of learning grammar. Ellis (1994) states that explicit learning refers to "conscious searching, building then testing of hypotheses; assimilating a rule following explicit instruction" (p.95).

On the other hand, Scott (1990) described the explicit instruction as insisting upon the value of deliberate study of a grammar rule in order to organize linguistic elements accurately. Dekeyser (2003) stated that instruction will be explicit if the learners are given information on how the input they are exposed to is organized. That is to say, if they receive the rules by which they must try to internalize that input.

While Williams (1998) defines explicit learning as “the situation in which learners intend to learn and when they are aware of what they have learned” (p.43).

Doughty and Long (2003) define explicit instruction as “all types of instruction in which rules are explained to learners, or when learners are directed to find rules by attending to forms” (p. 256).
Dekeyser (1995) calls formal instruction explicit if explanation of grammatical rules comprises part of the instructional treatment (deduction) or if learners are directed to attend to particular forms and try to generate the rules themselves (induction).

Moreover, Winitz (1996) defines the explicit acquisition of grammatical structures as "a language learning process in which the rules of L2 grammar are learned as formal statements". So, an explicit instruction involves language rules which either demonstrates language rules in a straightforward manner, or directs learners to find these rules by themselves (Catherine 2003 as cited in Kong, 2005).

1.1.5.2. Implicit grammar instruction

According to Ellis (2000) “implicit instruction represents acquisition of knowledge about the underlying structure of a complex stimulus environment via a process which takes place naturally, simply and without conscious operations” (p.18). Thus, implicit instruction is regarded as a subconscious process that takes place without awareness during the acquisition of second language.

Learners will improve “naturally” all the required grammar competency in order to interact efficiently (Krashen and Terrell, 1983). They assume that learning is regarded as a conscious process. But, acquisition is extremely unconscious.

Dole (2000) defined implicit grammar instruction by explaining the teacher role in an implicit instruction classroom. He found that implicit instructions in general, place the teacher in the role of a facilitator rather than a guide. The teacher’s role is to provide the reach context. In other words it is learner-centered learning style.
1.1.6. The role of explicit Instruction in SLA (Second Language Acquisition)

Many researchers have listed many advantages and important functions of conscious learning in SLA (Green and Hecht, 1992).

Schmidt (1995) stated that "explicit, conscious noticing is necessary to subsequent learning, and therefore learners in all conditions who claim to have noticed rules should outperform those who do not" (as cited in Robinson, 1997, p. 56).

It is clearly stated that an explicit approach can not only help learners attract more learners' attention and exploit pedagogical grammar in this regard but also is fully and clearly expressed, defined or formulated, and readily observable (Doughty and Williams, 1998).

Also explicit grammar instruction can solve problems with purely communicative driven approaches, and can provide three important parts of the grammar lesson such as explicit grammar instruction preferably at the beginning of the lesson, communicative activities containing many usages of the instructed form, and summary activities to focus learners' attention on the grammar form they were instructed on and then encountered communicatively (Doughty and Williams, 1998).

According to Terrel (2000), explicit knowledge of grammar instructions can be helpful for some learners in the Acquisition process in the target language. He also says that in a certain condition instructional features increase the rate of acquisition and learners increase the rate of attending in the form (p.54-55). Most importantly, classroom environment is only source of comprehensible input and meaningful interaction. Some researchers also found that Language instructions have positive effects on Language Acquisition because they are beneficial to the learners. According to Long, more instructed learners had
reached in the higher level of Second Language Acquisition. However it works to speed up the entire Acquisition process and also helps learners to avoid certain learning production strategies like omission and reduction.

According to Terrell (2000), Second Language Acquisition can be influenced by different ways especially explicit grammar instructions which affect adult learners to learn more. In order to acquire Second Language there are two paired components like comprehension strategies and production strategies. Comprehension strategies process the principles used by the learners to make the form of target language and one of them is central comprehension for beginners that involves key words and utterance. Production strategies are those by which learners form a linear string to get output. It helps to mean something in foreign or target language. So, according to Terrell grammar instructions are useful as they comprehend the input for Natural Acquisition.
SECTION TWO

WRITING ACCURACY

Introduction

1.2.1. The Definition of Writing

1.2.2 The Role of Writing in Second/Foreign Language Learning

1.2.3 The Relationship Between Spoken and Written Language

1.2.4 Accuracy

1.2.4.1. Definition of Accuracy

1.2.4.2. The difference between accuracy and fluency

1.2.5 The Effect of Explicit Grammar Instruction on EFL learners writing accuracy
Introduction

The application of accurate grammar is an important aspect of any good piece of writing. In addition, students can advance their level of English by producing written work that employs the grammatical structures they have learned in English as a foreign language (EFL). One golden goal behind teaching grammar instruction is that it helps them use the learned knowledge as they write. By connecting their knowledge of oral language to written language.

The impact of explicit grammar instruction on improving (EFL) learners writing accuracy has been of great concernment of researchers and linguists. Accordingly, this chapter will try to analyze the relationship among the two. It acquaints some theoretical points which are linked with the present investigation, as follows: Firstly, it surveys some vital aspects about the nature of writing and its position in Foreign Language learning. Also, it ascertains the connection among spoken and written language. Additionally, it provides ends with the weight of accuracy in L2 writing.

1.2.1. The Definition of Writing

Writing can be defined as is the intellectual process of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.(Nunan, 2003, p. 88). That is to say, writing is regarded as the reproduction of the spoken language.

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts state that the skills
involved in writing are highly complex. L2 writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on (Richard, 2002, p. 303).

According to Byrne (1979) “Writing is transforming our thought into language, therefore, it is a complex skill that requires physical and mental activity on the part of the writer” (p. 52).

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message (Elbow in Brown, 2001, p. 337).

In addition, Oshima and Hongue (1997), stated that writing is a progressive activity (p. 2). This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.

1.2.2. The Role of Writing in Second/Foreign Language Learning

It can be argued that the focus on the writing process as a pedagogical tool is appropriate for second language learners in which attention is given to linguistic development, and if learners are able to get sufficient and effective feedback with regard to their errors in writing. Writing has played a major role in the field of second language learning.
Writing may allow or even encourage the deployment of explicit, or even metalinguistic L2 knowledge, which may not be available to them while speaking (Ellis, 2003).

Bailey and Savage (1994) comment that “Writing in a second or foreign language has often been viewed as the most demanding of the four skills” (p. 7). Writing can be regarded as a tool seeks to assist learners to survey and explore their ideas as well as an act of communication since we usually write to be read by others.

Raimes (1983) stated that writing is regarded as an intellectual experience that assists us to “find out what we want to say (p. 261).

Zamel (1976) reflects this sentiment:

While this instruction might still entail indirect teaching concerning particular structural problems, language study and rhetorical considerations, the primary emphasis should be upon the expressive and creative process of writing. The experience of composing could in this way have a purpose, that of communicating genuine thoughts and experiences. ESL students could begin to appreciate English as another language to use, rather than just a language to learn (p. 74).
The emphasis on differences does not mean the belief that there are no important similarities. Clearly there are. Neither oral nor written language is inherently superior to the other, but oral and written texts do differ across a number of dimensions, it is necessary to point out that speaking is usually compared to writing as they both fall into productive skills group. As Crystal (2005 suggests, “speech [...] is often judged by its closeness to writing”(p.1).

However, much attention has been paid to the differences in the educational and psychological literatures, One possible answer to this paradox is that perhaps written and spoken language are not as similar as is generally assumed.

It should be also noticed that the nature of writing and speaking influences teaching a foreign language. Writing must be learnt even in mother tongue. On the contrary, speech is acquired already in the early childhood without being taught directly. In common teaching situation speech can be imitated, in terms of vocabulary, pronunciation, and even grammar. Writing cannot be imitated in the same way. That is, if the purpose of a language class is to make students speak, the teacher should provide a lot of utterances students can imitate and it does not mean that only students should talk from the very beginning.

These observations pertain to output in general. However, several recent studies suggest that the act of writing naturally entails both a greater need and a better opportunity for focus on form than does speaking (Ortega, 2005).

Gymson (1974) claim that speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words; making a speech (p.826-827). Chaney and Burk (1998, p.13) propose that unlike writing,
speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Undoubtedly, it is an accepted fact that written and spoken language differ.

1.2.4. Accuracy

1.2.4.1 what is Accuracy

Look at these definitions of accuracy, for example:

- Brown (1994) defined accuracy as “….clear, articulate, grammatically and phonologically correct” (p.254).
- Ur (1991) defined accuracy as “…getting the language right” (p.103).
- Thornbury (2006) defined accuracy as “…the extent to which a learner’s use of the second language conforms to the rules of the language” (p. 2).
- Buck, Byrnes, and Thompson (1989, in Hadley, 2003,p. 17) refer to accuracy as “the acceptability, quality and precision of the message conveyed.”

Accuracy is the extent to which a speaker/writer’s lexical and grammatical choices are unremarkable according to the norms of the (immediate) discourse community.

1.2.4.2. The difference between accuracy and fluency

Harmer (2007) states that “we need to make a clear difference between “non-communicative” and “communicative” activities; whereas the former are generally intended to ensure correctness, the latter are designed to improve language fluency” (p. 104). In other words, accuracy-oriented activity pays more attention to the mechanics of the language – clear and articulated speech with correct and absence of grammatical mistakes.
Thornbury (2000) conveys, “by correcting learners’ errors, teachers not only provide this feedback, but they convey the message that accuracy is important” (p.4).

According to Gower (1995, p.99) “accuracy involves the correct use of vocabulary, grammar, and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important” (as cited in Bashrin, 2013, p.5).

One may not be able to make a clear cut between fluency and accuracy. SoUr(1996) Made the following.
<table>
<thead>
<tr>
<th>Fluency activities</th>
<th>Accuracy activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To practice all four language skills to use the language in spontaneous communication.</td>
<td>To produce a target item (sound, word, phrase, structure, etc.) accurately and correctly.</td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td><strong>Material</strong></td>
</tr>
<tr>
<td>An effort is made to use authentic materials from real-life. All materials are used as they would be in real life (dialogues are spoken, articles are read, etc.).</td>
<td>Targeted items are practiced out of the context. Materials are used regardless the way they are used in real life (dialogues are written, articles are used for listening, etc.)</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>The focus is on communication and expressing ideas; output might be unpredictable; assessment is based on how well ideas are expressed and understood; errors are not corrected until it interferes with communication; tasks often simulate real-life situations.</td>
<td>The focus is on the target item; output is quite predictable; assessment is based on the amount of the language mistakes done; errors are corrected.</td>
</tr>
</tbody>
</table>

Table 3. Differences between fluency and accuracy activities by (Ur, 1996, p.120).
1.2.5 The Effect of Explicit Grammar Instruction on the Accuracy of Students’ Writing

In point of a fact, explicit grammar makes EFL educators and curriculum designers more sensitive to the role of teaching grammar in a bid to prove language accuracy and writing. The relationship between EGI and language accuracy in student writing has been the main issue discussed among linguists and scholars. According to Krashen’s Monitor Model (1982), learning about explicit grammar rules can serve only as a monitor.

In this matter, we can put stress on the value of an explicit grammar in L2 classrooms. Amin's (2009) has been conducted to determine the effectiveness of teaching grammar in context to reduce grammatical errors in students' writing. The result was shown that students taught by teaching grammar in context make less grammatical errors in writing than those who are taught by teaching grammar conventionally.

In addition, Ellis (2008) stated that learners could get higher grades on written tasks of explicit knowledge by using certain grammatical rules. In the other hand, he spotlights a positive role for explicit instruction and suggested that explicit instruction worked better than implicit instruction.

On the other hand, Frodesen and Holten (2003) stated that “The return on grammar instruction is often disappointing. Teachers find that even a grammatical feature has been covered and practiced, students may not use it accurately in their own writing” (p.142).
Another study of learner perceptions was conducted with respect to French as a foreign language. Manley & Calk (1997) found that the majority of their participants perceived explicit, grammar instruction to be useful for their writing skills development.

Explicit grammar instruction affects student accuracy in the use of the target language in their writing and also the range of choice of structure and vocabulary available to them for use in writing. Tsang and Wong (2000) studied the effects of explicit grammar teaching on student writing. They claim that there were indications that the students were able to write with greater readiness and use more mature syntax.

Instruction in the processes of composition has an effect on the students’ ability to reflect on their writing and to produce more effective and appropriate texts in the target language. Sengupta (2000), working with secondary school students, describes the effects of giving instruction in revision strategies to writers of English as a second language. He found that explicit teaching of these strategies had a measurable effect on the quality of the students’ final draft.

Even though, Allen (2000) did not compare implicit and explicit instruction in her study, her findings are supported explicit instruction. Her study investigated the relative effect of types of explicit grammar instruction on learners’ ability to interpret and produce sentences containing the French causative on three groups: (a) processing instruction, (b) traditional instruction, and (c) no instruction. The results indicated both types of explicit instruction were effective in contrast to no instruction.

Frantzen (1995, cited in Macaro & Masterman, 2006) investigated whether explicit grammar teaching and corrective feedback improved grammatical knowledge, accuracy, and fluency of writing, as measured by a discrete-point grammar test and an essay before
and after the intervention. Both treatment and comparison groups made significant progress in both areas.

CHAPTER TWO

THE STUDY

2.1 Methodology

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2.1.2. The Sample

2.1.3. The Target Structures

2.1.4. The Research Design

2.2. Procedure and Instruments

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2.2.2. Treatment

2.2.2.1. Experimental Group Instruction

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2.4.2.1. The Independent-Samples t-test

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2.4.5. Experimental Group versus Control Group on the Post-test

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2.1 Methodology

Introduction

The present study seeks to investigate the impact of explicit grammar instruction on enhancing EFL learners’ writing accuracy. Particularly, this chapter focuses on the quasi-experiment that was conducted to third year high school learners. Also, the chapter discusses the procedure used in this experiment which includes the choice of the method, the setting where the present study has taken place, the participants that have been selected make the study, the outline of the research design, the material used during the treatment sessions, and the analysis of the results obtained.

2.1.1 Choice of the Method

A quasi-experimental method is implemented in this study to accomplish the research aim which is investigating the impact of explicit grammar instruction on improving EFL learners’ writing accuracy. It gives us the opportunity to evaluate and observe the procedure of the treatment as well as to confirm the credible and valid results. Quasi-experimental research specifically lacks the element of random assignment to treatment or control, that’s why the groups of learners were randomly selected. So, two groups are chosen, one as the experimental group, the other as the control group.

The aforestated method serves to answer the following question:

- Does explicit grammar instruction have any impact on improving EFL learners’ writing accuracy?

Therefore, the following hypothesis is whether to be rejected or confirmed:
• If EFL learners are taught grammar instruction explicitly, their writing accuracy will improve.

2.1.2 The Sample

The present study conducted on third year learners at Ben Bouzid Mouhamed Cherif High school in Dhalaa, for the academic year 2016/2017. The target population of the present work consists of 47 high school learners. At the beginning of the perlustration, the subjects’ number in both groups was equal in that the experimental group consisted of twenty-five learners, and twenty-five for the control group. Unfortunately, three students were later excluded from the control group (for administrative reasons) to leave a total number of twenty-two. The selection of the two groups occurred randomly unlike the participants themselves who were already arbitrarily put together by the administration. The learners have been selected have approximate levels and were put under the same conditions of study except for the treatment. We have chosen third year to carry this study and not other level because in their curriculum they have to learn how to transform sentences from(direct speech to indirect speech), so they need to know how to make the correct changes when writing. Thus we would like to see whether explicit grammar instructions make it easier for them to acquire the target structure which is the reported speech.

2.1.3 The Target Structures

The target structure for this study is: the reported speech. We have chosen the reported speech because one of the chief characteristics of compositions accuracy is the correct and competent use of the reported speech.

2.1.4 The Research Design
The study consisted of one independent variable (explicit grammar instruction) and one dependent variable (writing accuracy).

- The design of this study was:

  Experimental group        Pre-test        Treatment 1        Post-test
  Control group                  Pre-test        Treatment 2        Post-test

  **Experimental group**: 25 participants.
  **Control group** : 22 participants.

  **Pre-test**: It was given as a written conversation to be summed up in a form of a paragraph.

  **Treatment 1**: It was presented in a form of explicit demonstrations of the grammatical structure.

  **Treatment 2**: the grammatical structure was presented in an implicit way (the bold type).

  **Post-test**: It was given as another written conversation different from the formal one to be summed up in a form of a paragraph.

2.2 Procedures and instruments

2.2.1 Pre-testing

The experimental group that was chosen to receive explicit instruction of the reported speech and the one to receive implicit instruction were subject to the same test during the first week, the test contains 10 sentences with different elements that must be changed and converted from the direct speech to the indirect one taking into consideration (pronounce, modals, tenses of the verbs...). Moreover, targeting and expecting the applicable and natural results, learners do their tests without knowing that they are part of present treatment. At the beginning of the pre-test, students were informed the scores on the test will not affect their scores on their exams. However, students were asked to retell a
conversation in which they convert it from the direct speech to the indirect speech in a form of a paragraph; also they were asked to work individually. (see Appendix A).

2.2.2 Treatment

After the pre-test, learners start receiving the treatments that took four weeks. Two sessions per week for each group since the two groups studying English for four hours during the week, and one hour was enough to make the treatment for each session. i.e. the explicit instructions for the experimental group and the implicit for the control group.

2.2.2.1 Experimental Group Instruction

The experimental group received explicit grammar instructions during eight sessions. For each new session learners receive a different rule for the reported speech. Also, Appendix arranges all the explicit instruction about the reported speech as it was introduced to the subjects in the eight sessions.
**Table 4:** Schedule of the experimental group sessions

<table>
<thead>
<tr>
<th>SESSION</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is a reported speech  &lt;br&gt; Reported verbs: tell, say, ask  &lt;br&gt; Reporting models + pronouns</td>
</tr>
<tr>
<td>2</td>
<td>Reported speech of simple present tense  &lt;br&gt; + activities</td>
</tr>
<tr>
<td>3</td>
<td>Reported speech of simple past tense  &lt;br&gt; + activities</td>
</tr>
<tr>
<td>4</td>
<td>Reported speech of present perfect tense  &lt;br&gt; + activities</td>
</tr>
<tr>
<td>5</td>
<td>Reported speech of present continuous  &lt;br&gt; + activities</td>
</tr>
<tr>
<td>6</td>
<td>Reported speech of imperatives (requests)  &lt;br&gt; + activities</td>
</tr>
<tr>
<td>7</td>
<td>Reported speech of present perfect  &lt;br&gt; Continuous + activities</td>
</tr>
<tr>
<td>8</td>
<td>Reported speech of interrogatives activities</td>
</tr>
</tbody>
</table>

Explicit grammar instruction entails the teacher centered approach style. That is to say, teachers focus on language forms presentation. Explanations were considered explicit.
when the intended grammatical rule (reported speech) was provided accurately. A deductive approach was followed when presenting the lesson. After the presentation of the rules, the teacher makes the learners involved in the lesson by providing them with practices and activities of the given rules. (see Appendix B).

2.2.2.2 Control Group Instruction

Table 5: Schedule of the control group sessions

<table>
<thead>
<tr>
<th>SESSION</th>
<th>LESSON</th>
</tr>
</thead>
</table>
| 1       | What is a reported speech  
Reported verbs :tell, say, ask  
Reporting models + pronouns |
| 2       | Reported speech of simple present tense  
+ activities |
| 3       | Reported speech of simple past tense  
+ activities |
| 4       | Reported speech of present perfect tense  
+ activities |
| 5       | Reported speech of present continuous  
+ activities |
| 6       | Reported speech of imperatives (requests)  
+ activities |
| 7       | Reported speech of present perfect continuous |
| 8       | Reported speech of interrogatives + activities |
In the control group, the learners-centered approach is adapted in the classroom. Instead of presenting the target structure explicitly, the bold type which refers to the implicit teaching method took the place. So that the input made the learners deduce what the rule is. Appendix will provide an example of the instruction that the control group received. In the pretest learners are given sentences in the direct speech with their equivalent in the indirect speech so that they can infer the rules behind each sentence. At the end the learners are provided with feedback to make the picture clear for them. (see Appendix C).

2.2.3 Post-testing

After dealing with the treatments period, the post-test was administered to the learners to see the final results. However, the post-test was not the same as the pre-test in order to avoid any possibility of falling in the same mistakes made in the pre-test. The test consisted of one task containing 10 sentences.

2.3 Scoring

The grading of the tests was out of 10 for both the pre-test and the post-test. One point was awarded for the accurate transformation from the direct to the indirect speech. (see Appendix D)

2.3.1 Statistical Analysis

After gathering data of both experimental and control groups, statistical tool needed to be used to analyze pre-and post-tests results and compare between the two groups. Both paired and independent t-tests are used in this work. The statistical analysis is processed via (SPSS SOFTWARE).
2.4. Results

The results obtained from pre-test and post-test that we find after the four-weeks of treatment to both experimental group and control group were presented in form of statistical outcomes supported by tables and figures used to show the statistical procedure to analyze the final data, basically T-test is used to compare between the uses of explicit and implicit grammar instruction and their impact on improving writing accuracy. The table bellow presents the frequency scores of both experimental groups in the pre-and post-tests.
2.4.1. Results of the Task

**Table 6: The frequency of the experimental and control groups’ scores on the task**

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>22</td>
</tr>
</tbody>
</table>
2.4.2. Control Group Pre-test versus Experimental Group Scores on the Pre-test

Table 7: Control Group Pre-test versus Experimental Group Scores on the Pre-test

<table>
<thead>
<tr>
<th>Student</th>
<th>Control Group Pre-test</th>
<th>Experimental Group Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>03</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>04</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>06</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>04</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>04</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>04</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>04</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>02</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>02</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>02</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>06</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>04</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>06</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>04</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>04</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td>06</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
<td>04</td>
</tr>
</tbody>
</table>
As we see, there is a difference between the two means, Table 1 shows that the mean of the control group is better than the experimental group on the pre-test. The former with a mean $\overline{X} = 5.04$ and the latter with a mean $\overline{X} = 4.24$.

But to confirm that, we need to use the Independent Sample t test (see table below).

2.4.2.1 Independent Sample T test

We use this type when we compare between the two groups (Control and Experimental group). In this case we have compared between the two groups.

Table 8 Experimental and Control group’s Independent Samples T-test in the pre-test
Yet again, the control group outscored the experimental group on the pre-test with a sum of 111 and a mean of 5.04 for the control group. On the other hand, the experimental group got a sum of 102 and a mean of 4.24. The 0.8 difference signifies that the Population Mean, conspicuously, beset the two averages. Thus, a confidence interval ought to be calculated in order to know the estimated mean of the population. The calculation will be done using SPSS. Calculating the Standard Error also done by using SPSS. It is remarkable from calculating the SE of the mean that it decreases as the Sample Size increases which is logical since the larger the sample size, the more it is representative of the whole population, that is why the error decreases with the augmentation of the sample size (N).
### Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.014</td>
<td>.906</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.757</td>
<td>0.086</td>
</tr>
</tbody>
</table>
The Confidence Interval (CI) (Estimated Population Mean)

The reliability of SPSS grants that we are 95% confident that the Population Mean lies between: -1.2139 and 1.73230 (depending on the experimental group results and the control group results). it would be more logical to assume that one is more confident that the Population Mean lies within a larger interval than when it lies within a smaller one.

An independent t-test was run to compare the mean scores of the experimental and control groups on the pretest. Consequently, their independent sample t-test proves that the difference between the two groups on the pre-test is very insignificant because the critical value equals 0.087. (it is essential to account for the statistical significance of the difference between the mean scores of the two groups). The result in Table 8 delineated that the observed t (0.087) insignificantly higher than the t-critical value at 0.05. Therefore it can safely be claimed that there is no meaningful difference between experimental and control group on the pretest and the two groups were homogeneous regarding their familiarity with grammar knowledge.
2.4.3 Control Group Post-test versus Control Group Pre-test

Table 9: Control group’s pre-test, post-test, and difference scores on the task

<table>
<thead>
<tr>
<th>Individual Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>4</td>
<td>4</td>
<td>00</td>
</tr>
<tr>
<td>02</td>
<td>6</td>
<td>4</td>
<td>-2</td>
</tr>
<tr>
<td>03</td>
<td>4</td>
<td>3</td>
<td>-1</td>
</tr>
<tr>
<td>04</td>
<td>6</td>
<td>3</td>
<td>-3</td>
</tr>
<tr>
<td>05</td>
<td>8</td>
<td>5</td>
<td>-3</td>
</tr>
<tr>
<td>06</td>
<td>4</td>
<td>4</td>
<td>00</td>
</tr>
<tr>
<td>07</td>
<td>4</td>
<td>4</td>
<td>00</td>
</tr>
<tr>
<td>08</td>
<td>4</td>
<td>2</td>
<td>-2</td>
</tr>
<tr>
<td>09</td>
<td>6</td>
<td>4</td>
<td>-2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>2</td>
<td>00</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>4</td>
<td>00</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>4</td>
<td>-1</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>5</td>
<td>-1</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>7</td>
<td>-1</td>
</tr>
<tr>
<td>15</td>
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</tr>
<tr>
<td>16</td>
<td>7</td>
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<tr>
<td>17</td>
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<td>5</td>
<td>00</td>
</tr>
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<td>2</td>
<td>-4</td>
</tr>
<tr>
<td>19</td>
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<td>4</td>
<td>-2</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>4</td>
<td>-1</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>5</td>
<td>+1</td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td>4</td>
<td>+1</td>
</tr>
</tbody>
</table>

\[
\bar{X}_{\text{pre}} = 5.04 \quad \bar{X}_{\text{post}} = 4.04 \quad \bar{d} = -0.90
\]
Table 9 indicates that the difference between the control group’s scoring on the pre and post-tests is not very significant. Although the participants’ performance was somewhat better on the pre-test, the results are practically comparable.

**Figure 1. Control group’s pre-test and post-test difference scores in the test**
The control group post-test mean $X = 4.04$ lower than the pre-test mean $X = 5.04$. To see the improvement from pre-test to post-test, difference scores were calculated for each student (table 4). The mean difference score is $(\bar{d} - 0.90)$.

This means that the improvement in the learners’ ability to retell the conversation with the correct target structures was diminished between pre-and post-test (Figure 1).

Figure 2: Control Group Pre- and Post-test Frequency Polygo
Control group’s frequency in the pre-test starts at 2 as the lowest mark and ends at 8 with a peak at 4 as the most frequent score. In the post-test frequencies begin at 2 and ends at 7 with a peak at 4. We conclude that the control group did not show any improvement in the mastery of the target forms because the treatment (implicit instruction) has no significant impact on learners writing accuracy. So, we assume that the only variable responsible for the variation is the independent one. (Explicit grammar instruction).
2.4.4 Experimental Group pre-test versus Experimental Group Post-test

Table 10: Experimental group’s pre-test, post-test, and difference scores on the task

<table>
<thead>
<tr>
<th>Individual Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>04</td>
<td>08</td>
<td>+04</td>
</tr>
<tr>
<td>02</td>
<td>03</td>
<td>06</td>
<td>+03</td>
</tr>
<tr>
<td>03</td>
<td>04</td>
<td>05</td>
<td>+01</td>
</tr>
<tr>
<td>04</td>
<td>04</td>
<td>08</td>
<td>+04</td>
</tr>
<tr>
<td>05</td>
<td>06</td>
<td>08</td>
<td>+02</td>
</tr>
<tr>
<td>06</td>
<td>04</td>
<td>09</td>
<td>+06</td>
</tr>
<tr>
<td>07</td>
<td>04</td>
<td>08</td>
<td>+11</td>
</tr>
<tr>
<td>08</td>
<td>04</td>
<td>08</td>
<td>+08</td>
</tr>
<tr>
<td>09</td>
<td>04</td>
<td>06</td>
<td>+08</td>
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<tr>
<td>10</td>
<td>02</td>
<td>06</td>
<td>+08</td>
</tr>
<tr>
<td>11</td>
<td>02</td>
<td>10</td>
<td>+08</td>
</tr>
<tr>
<td>12</td>
<td>02</td>
<td>10</td>
<td>+06</td>
</tr>
<tr>
<td>13</td>
<td>06</td>
<td>08</td>
<td>+10</td>
</tr>
<tr>
<td>14</td>
<td>04</td>
<td>06</td>
<td>+09</td>
</tr>
<tr>
<td>15</td>
<td>06</td>
<td>08</td>
<td>+08</td>
</tr>
<tr>
<td>16</td>
<td>04</td>
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<td>+08</td>
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<tr>
<td>17</td>
<td>04</td>
<td>07</td>
<td>+10</td>
</tr>
<tr>
<td>18</td>
<td>06</td>
<td>10</td>
<td>+10</td>
</tr>
<tr>
<td>19</td>
<td>04</td>
<td>09</td>
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</tr>
<tr>
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<td>+11</td>
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<tr>
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<td>04</td>
<td>07</td>
<td>+05</td>
</tr>
<tr>
<td>23</td>
<td>02</td>
<td>06</td>
<td>+07</td>
</tr>
<tr>
<td>24</td>
<td>03</td>
<td>03</td>
<td>+09</td>
</tr>
<tr>
<td>25</td>
<td>02</td>
<td>04</td>
<td>+06</td>
</tr>
</tbody>
</table>

\[\bar{X} = 4.24\]
\[\bar{X} = 7.44\]
\[\bar{d} = 7.2\]
Figure 3: Experimental group’s pre-test and post-test difference scores in the test

Table 10 (figure 3) presents a large difference, in the post-test ($\bar{X} = 7.44$) compared to that of pre-test ($\bar{X} = 4.24$), which shows a significant difference presented by the mean difference ($\bar{X} = 7.2$). Therefore, the experiment (explicit grammar instruction) shows a considerable positive difference in students' scores. So, we conclude that explicit grammar instruction enhanced students' writing accuracy. Figure 4 represents a frequency polygon which accurately represents the difference in the scores obtained in the pre- and post-tests.
Figure 4: Experimental Group Pre- and Post-test Frequency Polygon

From frequency’s scores of the experimental group, it could be noticed that the experimental group’s frequency begins at 2 and ends at 9 with a peak at 4 in the pre-test. However in the post test the experimental group scores begin with 3 and end at 10 and have a peak at 8 as the most frequent score.

But to confirm that, we need to use the Paired Sample t test (see table below).
2.4.4.1. The Paired sample t test

Table 11: Experimental Group’s Paired Samples T-test Results.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG 1</td>
<td>4.2400</td>
<td>25</td>
<td>1.61452</td>
<td>.32290</td>
</tr>
<tr>
<td>EG 2</td>
<td>7.4400</td>
<td>25</td>
<td>1.85023</td>
<td>.37005</td>
</tr>
</tbody>
</table>

Even though the efficiency of the treatment is shown in the way the scores are allotted on the polygon (Figure 4), the difference in the mean and the standard deviation, and the students’ difference scores, there still a need to calculate the t-test for a more evident and precise analysis in order to ratify or reject the given hypothesis.
The t-test results made it clear that the variability in the two conditions is certainly dissimilar. It is displayed in the table above that the P value = 0.000 is less than 0.05. Which suggests that the scores before the treatment vary much more than the scores after the treatment. So, we reject the null hypothesis and we accept the alternative one. So, we can say that there is significant difference between the means. It is clearly noticed that the experimental group’s pre-test and post-test scores is much progressed. This means that the attained results proved that the independent variable (Explicit grammar instructions) has a positive effect on improving writing accuracy.
2.4.5 Experimental Group versus Control Group scores on the Post-test

Table 12: Post test’s control group vs Post test experimental group

<table>
<thead>
<tr>
<th>Student</th>
<th>Control Group Post-test</th>
<th>Experimental Group Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>08</td>
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<td>5</td>
<td>5</td>
<td>08</td>
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<tr>
<td>6</td>
<td>4</td>
<td>09</td>
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<tr>
<td>7</td>
<td>4</td>
<td>08</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>08</td>
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<td>12</td>
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<tr>
<td>25</td>
<td></td>
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</tr>
</tbody>
</table>

\[ \bar{X} = 4.04 \quad \bar{X} = 7.44 \]
Table 12 shows that the experimental group scored higher than the control group. As we
noticed that the control group got more than the experimental group on the pre-test. The
experimental group post-test mean $\bar{x}_{ex} = 7.44$. However that of the control group
was

$\bar{x}_{co} = 4.04$.

But to confirm that, we need to use the Independent Sample t test (see table 13 below).

2.4.5.1 Independent Samples Test

Table 13: Experimental and Control group’s Independent Samples T-test In the post-test

<table>
<thead>
<tr>
<th></th>
<th>test4</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
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<tr>
<td>Post-testCont</td>
<td>score4</td>
<td>22</td>
<td>4.0455</td>
<td>1.32655</td>
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<tr>
<td>Post-testExp</td>
<td></td>
<td>25</td>
<td>7.4400</td>
<td>1.85023</td>
<td>37005</td>
</tr>
</tbody>
</table>

The experimental group outscored the control group on the post-test. The disparity lies at a
greater level on the post-test than it did on the pre-test in the sense that the mean difference
at this instant is approximately 3. Furthermore, an independent samples t-test was carried
out with the purpose of vouching the results observed in table 12.
Levene’s test indicates that the variances are not equal across the two groups (i.e., p-value is less than 0.05). Since there is a considerable difference between the standard deviations of the control and experimental groups in (Table13), the t-test for equality of means shows evidence of the detail that there exists a significant difference between the results of the control and the experimental groups on the post-test by recording a level of significance that is less than 0.05. SPSS results strengthen the detail that the treatment did have a conspicuous effect on learners’ writing accuracy, and the alternative hypothesis is, thus, confirmed (by the rejection of the null-hypothesis). Regarding the foregoing lines,
It is proved that explicit grammar instruction has a positive effect on improving learners writing accuracy, due to the treatment and there is a meaningful difference between experimental and control group means on the posttest.
**General Discussion:**

This scrutiny was conducted to examine the impact of explicit grammar instructions on improving EFL learners writing accuracy, it tries to answer the following research question:

Does explicit grammar instructions have any impact on improving EFL learners writing accuracy?.

In order to answer the question the following hypothesis was tested:

If EFL learners are taught grammar rules explicitly their writing accuracy will improve.

The quasi-experiment’s results would confirm or reject the given hypothesis. On the whole, there has been an adequate amount of improvement that resulted in learners’ writing accuracy which remarkably amplified the scores of the experimental group. Unlike implicit instruction which had not been effectual, since the control group’s mean scores did not improve.

Throughout the findings of this study the closing results allow us to state the following:

- **The Experimental Group Results**

The use of explicit grammar instruction shows a significant improvement after four-week of treatment, namely the post-test presents a noticeable big change from the mean of the pre-test ( = 4.24) to the mean of post-test ( = 7.44), with the mean difference ( = 7.2)

This indicates that it was a significant enhancement. The findings of this study suggest that the experimental group obtain more than the control group in the post-test measures. In which the grammar test, checks out the validity of explicit grammar instruction. This scrutiny add an approval to the findings of N. Ellis (1993), Scott (1989, 1990), Doughty (1991), Dekeyser (1995, 1997), and Robinson (1996), whose experimental groups bestow
more grasp of the target structure in comparison with the implicit groups. So, what can be noticed is that explicit rules assist EFL learners to use them positively when it is required. On the other hand, the result of our study was the same as the previous findings have such as Doughty & William (1998), were represented consciousness-raising tasks, and fill in the blanks instruction are known as the two techniques of explicit grammar teaching leads to gain in some aspects of grammar tasks.

All in all, it must be noted that the stated hypothesis was confirmed because the students’ scores did improve on the post-test on account of explicit grammar instruction, the t-test signifies that there is an enhancement with a p-value that is less than 0.05.

Furthermore, the positive findings of the experimental group on the post-test are mainly as account of the following aspects:

1. Each session was devoted to a new grammatical rule about the reported speech. As a result, learners could grasp the target structure easily in a clear way.
2. After presenting each grammatical element, learners were exposed to an exhaustive practice dealing with the same features throughout the same session.
3. Interaction among the classroom was present during all the sessions of the treatment, which assisted the teacher as well the learners to understand every single detail they went through.
• **The Control Group Results**

It has been formerly revealed that the control group was outscored the experimental one on the pre-test. However, the results were fairly disappointing on the post-test, as there was little ability to retell the conversation in which they had to change the sentences from the direct speech to the indirect one. Due to the fact that, conceivably, the subjects did not acknowledge the forms that were entrenched in the examples, for that reason they did not get any amelioration towards the target structures. It can also be interpreted by conceding that they did not take the test sincerely or that their correct answers on the pre-test were only so by chance, because knowledge that exists in one’s mind cannot simply evaporate within one month.
General Conclusion

The present scrutiny concluded that explicit grammar instruction has a crucial position among EFL classes. It was found that the students who were exposed to explicit grammar rules had more accurate writing samples and performed better than those who were exposed to implicit one.

In general, learning grammar can play a significant role in writing and other components of the language. The basic assumption of this work is to realize the effect of explicit grammar instruction to the third year high school learners on improving their writing accuracy. Thus the present work meant for third year learners at Ben Bouzid Mouhamed Cherif high school as the sample participants. The statistical results end up supporting that supplementing explicit grammar instruction in the learning process as an aid to learn English as a foreign language; gives a high positive improvement to acquire reported speech.

What was proven is that explicit instruction takes part to support learners’ development of learning second language especially the reported speech which was controlled by easy rules, however some learners face vagueness to use the right transformation.

That the lack of essential grammar features can be regarded as one of the most common reasons for students’ inability to express themselves in English language. Another problem is that students cannot use English outside the classroom in real life situations in spite of studying English for years. Furthermore, they have a lot of problems in grammar of their writing.

Evenly, from the results of the present research in this dissertation, it is firmly admitted that students cannot understand how to write accurately mostly because they are not well-familiarized with strategies and techniques of grammar summary.
Finally, this study is conducted to prove that explicit grammar instruction is of a great importance for EFL classes as well as learners’ writing accuracy.

1. Limitation of the Study

During examining the impact of explicit grammar instructions on improving EFL learners’ writing accuracy, we faced some obstacles and restraints that can be noticed in the following points. First, the experiment period spent only four-weeks and it referred to only the sample of third year high school, for that reason, the results would not be generalized to all learners’ levels. Second, the sample was third year high school, they were preparing for their exams outside the school that’s why it was difficult for making them present during the treatment. As a result only 47 students were gathered instead of 60 students. Restraints also included that dissimilar to the case of the experimental group, not much access could be granted with the control group, in addition to the fact that not all the students in this latter were cooperative.

2. Pedagogical Implementations

The present study shed light on the valid accomplishment of the adaptation of explicit grammar instructions which permits teachers as well as learners to support such kind of learning strategy which provide teachers with enough and effective teaching methodology, and learners with more understanding and alleviating of the target language as well as the target structure. Besides, adapting explicit grammar instruction during teaching lessons make learners much more accustomed with the second language; this helps them later on to prevent some writing problems, adding up learning the basic elements of language, which is in our case accurate use of the reported speech. Grammar training actually had some positive impacts on the participants’ writing accuracy. Therefore, it undoubtedly deserves more attention in language learning. In the past fifty years, most EFL teachers have focused their attention on teaching grammar.
explicitly but few teachers are cognizant of improving writing as a key to helping EFL learners be more native-like in the usage of foreign language.

To wrap it up, the current study keeps a positive effect on the readers’ minds, that there stand a positive correlation between knowledge of explicit grammar instruction and writing accuracy. As some participants in this study believed, writing proficiency cannot be regarded as something that EFL learners could acquire without any instruction; therefore, it is essential to incorporate grammar instruction into EFL writing classes. Moreover, it is important to raise EFL teachers’ awareness of the existence of techniques of grammar and of the benefits of explicit grammar instruction.

3. Recommendation and Suggestion for Further Research

In the light of this work and after reviewing what it entails, some suggestions proposed for extra research works:

- The impact of explicit teaching can be extensively adopted not only in the acquisition of grammatical elements, but also applying it for learning vocabulary, pronunciation, and even oral communication.

- While our study focuses on adapting explicit grammar instruction at high school, it will be also more appropriate and valuable if it will be conducted to other levels especially, at middle school when beginners are really in need to such strategy. So that learners as well as teachers’ work would be much easier to witness how the beginners produce a text although they have been equipped with limited knowledge of grammar.
Researchers can conduct a similar study but using qualitative methods to observe EFL learners’ reactions to grammar instruction while they engage in some techniques. By detecting EFL learners’ improvement in the process of learning grammar, researchers have the chance to study how EFL learners turn that knowledge into their capability of producing texts. In fact, it is satisfying to investigate how EFL learners acquire grammatical knowledge and turn their input into output, which enables EFL learners to produce texts more easily.
References


APPENDICES

Appendix A: Pre-test

Appendix B: Examples of the explicit instructions the control group received

Appendix C: Examples of the explicit instructions the control group received

Appendix D: post-test

Appendix A: Pre-test
Pau told john that he and Jane

PAUL: “Jane and I will go to the cinema in the evening do you want to come?”

JOHN:” which film do you want to watch?”

PAUL:”I do not really know. John has bought the tickets”

JOHN:”which cinema is it?”

PAUL:” it is the Globe”

JOHN:” I think they are showing the new star trek film, first step.

PAUL:” I am not sure I want to see that! It is supposed to be rather boring!”

JOHN:”don’t you like science fiction films!”

PAUL:”no, I don’t like Science Fiction. I think I should ask john to change the tickets.”

JOHN:” I think it sounds very interesting. Can I have your ticket?”
### Appendix B: Examples of the explicit instructions the control group received

<table>
<thead>
<tr>
<th>SESSION</th>
<th>LESSON</th>
</tr>
</thead>
</table>
| 1       | What is a reported speech  
Reported verbs: tell, say, ask  
Reporting models + pronouns |
| 2       | Reported speech of simple present tense  
+ activities |
| 3       | Reported speech of simple past tense  
+ activities |
| 4       | Reported speech of present perfect tense  
+ activities |
| 5       | Reported speech of present continuous  
+ activities |
| 6       | Reported speech of imperatives (requests)  
+ activities |
| 7       | Reported speech of present perfect  
Continuous + activities |
| 8       | Reported speech of interrogatives + activities |
What is a reported speech?

We often want to tell someone what another person has said to us. In most cases we do not report the exact words that we hear. Instead we make some changes so that what we say sounds more natural. This is called reported speech or (indirect speech).

**SAY AND TELL AS INTRODUCTORY VERBS**

A. say and tell with direct speech.

1. say can introduce a statement or follow it. Tom said, “I’ve just heard the news”. or “I’ve just heard the news”, Tom said. Inversion of say and noun subject is possible when say follows the statement.

   “I’ve just heard the news”, said Tom. say + to + person addressed is possible, but this phrase must follow the direct statement; it cannot introduce it. “I’m leaving at once”, Tom said to me. Inversion is not possible here.

   2. tell requires the person addressed. Tell me. He told us. I’ll tell Tom.

   Except with tell lies/stories/the truth/the time, when the person addressed need not to be mentioned.

   He told (me) lies. I’ll tell (you) a story. Tell used with direct speech must be placed after the direct statement: “I’m leaving at once”, Tom told me. Inversion is not possible with tell.

B. say and tell with indirect speech. Indirect statements are normally introduced by say, or tell + object.
Say + to + object is possible but less usual than tell + object. He said he’d just heard the news. He told me that he’d just heard the news. Note also tell ... how/about: He told us how he had crossed the mountains. He told us about crossing the mountains. He told us about his journeys.

For instance:

1. Direct speech:

Sam said ,”my moped is giving trouble”

Indirect speech:

Sam said that his moped was giving trouble.

2. John said,”I have a toothache”

John said that he had a toothache.

**Statements:** when the utterance of the speaker is a statement we use the reporting verbs say, tell. the conjunction used is _that_.in order to preserve the original tone of the speaker ‘say’, ‘tell’ can be replaced with:suggest, claim, state; agree…

No need to use quotation marks with indirect speech.

We have to change the tense of the verb.

We have to change the pronouns.

Changes to be noted:

**The pronouns in the indirect (reported) speech**
We have to change the pronouns in the indirect (reported) speech to keep the same meaning of a sentence.

Ex:

1. "We are the best students," he said. - He said they were the best students.
2. "They called us," he said. - He said they had called them.
3. "I like your jeans," she said. - She said she liked my jeans.
4. "I can lend you my car," he said. - He said he could lend me his car.

In pronouns:

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you</td>
<td>He, she, it</td>
</tr>
<tr>
<td>My, mine, your, yours</td>
<td>His, her, hers; its</td>
</tr>
<tr>
<td>We</td>
<td>They</td>
</tr>
<tr>
<td>Our, ours</td>
<td>Their</td>
</tr>
<tr>
<td>Us</td>
<td>Them</td>
</tr>
</tbody>
</table>

Changes in models:

<table>
<thead>
<tr>
<th>Will “I will see you later”</th>
<th>She said that she would see me later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would “I would help but…”</td>
<td>She said that she would help but</td>
</tr>
<tr>
<td>Can “I can speak fluently”</td>
<td>She said that she could speak fluently</td>
</tr>
<tr>
<td>Could “I could swim when I was four”</td>
<td>She said that she could swim when she was Four</td>
</tr>
</tbody>
</table>
Ex:

1. He said, “I will see you later”.......................... She said that she would see me later.
2. HE said, “I would help you”......................... He said that he would help us.
3. Karim said, “I should call my mother”...................... he said that he should call his mother.
4. Zina said,” I can speak perfect English”.........................She said that she could speak perfect English.
5. Ali said, “I could swim when I was four”.............He said that he could swim when he was four.

Activity 1:

Turn into indirect speech the following sentences:

1. Salim said, “I like ice cream”, He said.

.................................................................

2. ”I can help you tomorrow”, She said.

.................................................................

3. “They would help if they could”, they said.

.................................................................

4. “I will do the washing up later”, She said.

.................................................................
5. He said, “He could read when he was three”.

………………………………………………………………………………

6. “I can help you tomorrow”. Cherif said.

………………………………………………………………………………

b. put the following sentences in the direct speech:

1. the men said that he could not understand why billiards had been prohibited.

………………………………………………………………………………

2. She said that they would go and get some food.

………………………………………………………………………………

3. The manager said that he would give us a rise.

………………………………………………………………………………

4. He told me that he would see me later.

c. Fill in the blanks with “say” or “tell”

1. She ……..that he did not like it.

2. He ………..me that he liked their house.

3. She ………..me that she would come.

4. Tom……..that he had to go.

5. Where did you…………..me to put it.

6. That is what George……..

Explicit instruction the experimental group receive in second session:

Reported speech of simple present tense:
When the reporting verb is in the past tense “’said’” then usually we change the tenses in the reported speech. so when the direct speech is in the simple present tense verbs in the reported speech should be in the past tense. For instance:

1. **Direct speech:**

   He said “I like ice cream”

   **Reported speech:**

   He said that he liked ice cream

2. **Direct Speech:**

   He said, ”I do not speak Italian”

   **Indirect Speech:**

   He said that he didn’t speak Italian

3. 

   ”I never eat meat”, he explained………………..he explained that he never ate meat.

**Activities:** Report the following sentences:

1. He said;’’we translate it in a month’’

   ……………………………………………

2. “He prepares the meal in one hour”’’ she told me

   ………………………………………………..
3. “I am almost sure” she stated.

4. Jane said, “I want to study medicine, father”

5. Mr West said, “I am very tired”

6. Her friend said, “You are wrong Merry”

7. They said, “We work in a bank”

8. “We do not like chocolate” they told me

**Activity two:** change from indirect to direct speech:

- She told me that she did not go to the party.
- She said that she visited her parents at the weekend.
- He said that he was coming
- They told me that they went out last morning.
- Rosy said that she had a habit of reading before she went to bed.
- Mary told her teacher that she did not break the window.

**Explicit instruction the experimental group receive in the third session**

We change the tense of direct speech into past perfect when the original one is in the simple past tense

For instance:

(the explanation of simple past tense; regular+ irregular verbs; in addition to the explanation of past perfect tense had+verb+ing)
**ACTIVITIES 1: report the following sentences:**

1. “He worked in a bank”. He said.

   ……………………………………………………………………………………………

2. He said, "I was scared when I fell down the stairs."

   ……………………………………………………………………………………………

3. He said, ”I visited my parents”.

   ……………………………………………………………………………………………

4. Carlos said, “I saw Maria in the supermarket yesterday”.

   ……………………………………………………………………………………………
Explicit instruction the experimental group receive in session 4

(present perfect… to …past perfect)

When changing tenses of the direct speech from present perfect tense to the reported speech the mentioned tense changed to past perfect tense. For instance:

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>She said “I have visited my grand mother”</td>
<td>She said that she had visited her grand mother</td>
</tr>
<tr>
<td>He said “I have not eaten breakfast”</td>
<td>He said that he had not eaten his breakfast</td>
</tr>
<tr>
<td>They said, ”we have gone out last night”</td>
<td>They said that they had gone out last night.</td>
</tr>
</tbody>
</table>

1. “He hasn’t eaten breakfast”, she said

                       ..............................................................

2. She told me (that) he hadn't eaten breakfast.

                       ..............................................................

3. “She hasn’t eaten sushi before”. He said.

                       ..............................................................

4. George said, "I have lived in this village all my life".

                       ..............................................................

5. Peter said he had enjoyed himself very much.

                       ..............................................................

6. He said that he had bought my car from Canada.
7. “We have lived here for three years,” he said

8. She told me (that) they went (had gone) out last night (the night before).

Explicit instruction the experimental group receive in the 5 session

PRESENT CONTINUOUS changes into PAST CONTINUOUS

When changing tenses of the direct speech from present continuous tense to the reported speech the mentioned tense changed to past continuous tense. (to be/am/are is +infinitive+ing) into (to be Was/were + infinitive+ing).

for instance:

A. He said, “He is listening to the music” → He said that he was listening to the music.
B. She said that she was washing her clothes → She said, “I am washing my clothes”
C. They said that they were enjoying the weather → They said, “We are enjoying the weather”
D. She said that she was not laughing → She said, “I am not laughing”

Activity one:

1. She said, “I’m coming!”

2. “She’s living in Paris for a few months”

3. “I am waiting for the bus”; She said.
4. “Mark is going to install solar panels”. Said marinda.

5. He said, “I am feeling tired now”.

Explicit instruction the experimental group receive in Session 6

( imperatives)

Indirect commands, requests, advice are usually expressed by a verb of command/request/advice + object
+ infinitive.

The following verbs can be used: advise, ask, beg, command, order, remind, tell, warn etc.

A. He told Tom to get his coat. He said, “Get your coat, Tom!”

B. Negative commands, requests etc. are usually reported by not + infinitive:

I warned/told the boys not to swim out too far. “Don’t swim out too far, boys”, I said.

Here the reported speech is divided into two types: requests + orders (imperatives).

If someone asks you to do something (in a polite way) for example:
<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“close the window please” or “could you close”</td>
<td>She asked me to close the window</td>
</tr>
<tr>
<td>The window please?”</td>
<td></td>
</tr>
<tr>
<td>“please help me”</td>
<td>She asked me to help her</td>
</tr>
<tr>
<td>“Please don’t smoke”</td>
<td>She asked me not to smoke</td>
</tr>
<tr>
<td>“would you mind coming early tomorrow”</td>
<td>She asked me to come early tomorrow</td>
</tr>
<tr>
<td>“please do not be late”</td>
<td>She asked us not to be late</td>
</tr>
</tbody>
</table>

When someone asks you directly to do something “sit down” we make this into reported speech the same way as request but we just ‘tell’ instead of ‘ask’

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“go to bed”</td>
<td>He told me to go to bed</td>
</tr>
<tr>
<td>“Don’t worry”</td>
<td>He told her not to worry</td>
</tr>
<tr>
<td>“be on time”</td>
<td>He told me to be on time</td>
</tr>
<tr>
<td>“Do not smoke”</td>
<td>He told us not to smoke</td>
</tr>
<tr>
<td>“stop crying”</td>
<td>He told me to stop crying</td>
</tr>
</tbody>
</table>
**Activity 1:**

1. “come quickly “ he said

2. “don’t touch” her mother said

3. ”do not be silly”

4. Please do not forget by book”

5.”please give this to john

6. “Please get me a cup of tea”

**Activity two:**

Change the direct speech into reported speech:

1. “Please help me carry this”

   She asked me ____________________________________________

2. “Please come early”

   She __________________________________________________
3. “Please buy some milk”

She

4. “Could you please open the window?”

She

5. “Could you bring the book tonight?”

She

6. “Can you help me with my homework, please?”

She

7. “Would you bring me a cup of coffee, please?”

She

8. “Would you mind passing the salt?”

She

9. “Would you mind lending me a pencil?”

She

10. “I was wondering if you could possibly tell me the time?”

She

11. “Do your homework!”

She told me
12. “Go to bed!”

She ______________________________________________________________

13. “Don’t be late!”

She ______________________________________________________________

14. “Don’t smoke!”

She ______________________________________________________________

15. “Tidy your room!”

Explicit instruction the experimental group receive in Session 7

(present perfect continuous changed into past perfect continuous)

(have/has+pp to be+verbe+ing) into (had+pp to be+verbe+ing).

1. DIRECT SPEECH “I have never been there before”, she said

→ she said that she had never been there before.

2. “We have never been to Paris”, they said.

→ they said that they had never been to Paris.
Explicit instruction the experimental group receive in Session 8

(interrogatives)

QUESTIONS IN INDIRECT SPEECH

He said, “Where is she going?” → He asked where she was going.

A. When we turn direct questions into indirect speech, the following changes are necessary:

a. Tenses, pronouns and possessive adjectives, and adverbs of time and place change as in statements.

b. the interrogative form of the verb changes to the affirmative form.

c. the question mark is omitted in indirect questions.

B. If the introductory verb is say, it must be changed to a verb of inquiry, e.g. ask, wonder, want to know etc.

He asked where the station was. He said, “Where is the station?”

C. Ask can be followed by the person addressed (indirect object):

He asked (me) what I had got in my bag. He asked, “What have you got in your bag?”

But wonder and want to know cannot take an indirect object, so if we wish to report a question where the person addressed is mentioned, we must use ask. He asked Mary when the next train was. He said, ”Mary, when is the next train?”
D. If the direct question begins with a question word (when, where, who, how, why etc.) the question word is repeated in the indirect question: He asked (her) why she hadn’t put on the brake. He said, “Why didn’t you put on the brake?” the brake.

She asked (them) what they wanted. She said, “What do you want?”

E. If there is no question word, if or whether must be used: He asked if/whether anyone was there. “Is anyone there?” he asked.

Activity one:

"Where are you?" - He asked me. 

"What will you choose?" - He asked me. 

"Please, get in touch with them today." - He asked me. 

"Don't leave your luggage unattended." - He asked me. 

"Are you flying soon?" - He asked me. 

"May I ask you a question?" - He asked me. 

"Jump in!" - He asked me. 

"Have you set your alarm clock?" - He asked me.
"Is Prague the capital?" - He asked me.

"You mustn't touch the screen!" - He asked me.

"Would you rather dance?" - He asked me.

"How long have you been standing here?" - He asked me

**Activity two:**

1. “Where is he?”
   She asked me ________________________

2. “What are you doing?”
   She asked me ________________________

3. “Why did you go out last night?”
   She asked me ………………………………4.

4. “Who was that beautiful woman?”
   She asked me ________________________

5. “How is your mother?”
   She asked me ________________________

6. “What are you going to do at the weekend?”
   She asked me ________________________

7. “Where will you live after graduation?”
   She asked me ________________________
8. “What were you doing when I saw you?”
She asked me __________________________

9. “How was the journey?”
She asked me __________________________

10. “How often do you go to the cinema?”
She asked me __________________________

She asked me __________________________

12. “Did he arrive on time?”
She asked me __________________________

13. “Have you been to Paris?”
She asked me __________________________

14. “Can you help me?”
She asked me __________________________

15. “Are you working tonight?”
She asked me ______

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Appendix C:

Examples of the implicit instructions the control group received

The implicit instructions the control group receive:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is a reported speech&lt;br&gt;Reported verbs: tell, say, ask&lt;br&gt;Reporting models + pronouns</td>
</tr>
<tr>
<td>2</td>
<td>Reported speech of simple present tense&lt;br&gt;+ activities</td>
</tr>
<tr>
<td>3</td>
<td>Reported speech of simple past tense&lt;br&gt;+ activities</td>
</tr>
<tr>
<td>4</td>
<td>Reported speech of present perfect tense&lt;br&gt;+ activities</td>
</tr>
<tr>
<td>5</td>
<td>Reported speech of present continuous&lt;br&gt;+ activities</td>
</tr>
<tr>
<td>6</td>
<td>Reported speech of imperatives (requests)&lt;br&gt;+ activities</td>
</tr>
<tr>
<td>7</td>
<td>Reported speech of present perfect Continuous + activities</td>
</tr>
<tr>
<td>8</td>
<td>Reported speech of interrogatives + activities</td>
</tr>
</tbody>
</table>
The first session: read the following article and try to identify all the reporting verbs there:

Can’t sleep! You are not alone. Millions of people are up tossing and turning instead of getting their zzzzz’s. Dr. Ray Thrope, director of the sleep disorders clinic, says, ”don’t think that loss of sleep is just a minor inconvenience.” During an interview he told me to think about what can happen if people drive when they are tired. Every year up to 200,000 car accident are caused by drowsy drivers. Then he asked me to think about recent industrial disaster. Chances are that it was caused at least in part by sleep deprivation. Being an insomniac myself, I asked Dr. Thrope for some suggestion he told me to stop drinking coffee. He said to have a warm glass of milk instead. a lot of old-fashioned remedies work. Have high carbohydrate snack…………

2/. Read the following passage and try to identify the different models and pronounces in reported speech:

1. Jim said, ”The winds will be strong.”

2. John and Jim told us, ”you can stay with us.”

3. John said, ”the storm may last all night”

4. I said, “how shall I repair the tap?”

5. Sam told us, ”you must leave.”

6. John said, ”you do not need to do it now”

7. “You should listen to the weather report. if I know I will tell you.” Sam said.

8. I said,” I should leave.”
The indirect speech:

He said that the winds would be strong. they told us we could stay with them. He said that the storm might last all night. I asked how should I repair the tap. She told us we had to leave. He said I didn’t need to do it then. He told us that we should listen to the weather report. He said that if he knew he would tell me. I said that I should leave.

Feedbacks: SAY /TELL

✓ Say is used in direct speech. It is also used in reported speech when it is not followed by the person the words were spoken to (object). It can be followed by the object but with the preposition “to”.

“’It can fix it’”, he said………………He said that he could fix it.

✓ TELL is used in reported speech when it is followed by the object.

‘’I can do it,’’ he said to me………………he told me that he could do it.
MODELS:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>Would</td>
</tr>
<tr>
<td>Can</td>
<td>Could /would be able to</td>
</tr>
<tr>
<td>May</td>
<td>might/could</td>
</tr>
<tr>
<td>shall</td>
<td>should/would</td>
</tr>
<tr>
<td>Must</td>
<td>had to /must</td>
</tr>
<tr>
<td>Do not change should, could</td>
<td>,might</td>
</tr>
</tbody>
</table>
SESSION 2: the implicit instruction the students receive in the second session:

Simple present tense

look at this sentences . try to infer the rules:

1. She said “it is cold”
   1. She said that it was cold.

2. She asked “ What is your name”
   2. She asked what was my his name?.

3. She said “it is all right”
   3. She said that it was all right.

4. She said, “ he works in a bank”.
   4. She said that he worked in a bank.

5. She told me,’’I am hungry.’’
   5. She told me that she was hungry.

Feedback: if the direct speech was in the present tense , the reported speech must be in the
the past tense: eg/ she said,’’ I am an actress.’’…………..she said that she was an actress.
Implicit instructions the control group receive in the third session:

PAST TENSE

read the following report and put the sentences written in bold in the direct speech:

The magazine YOUTH 2010 has recently carried out a survey about charity among secondary school children.

Let’s find out by looking at some of the questions YOUTH 2010 asked its informants and how they responded to its questions. Youth 2010 asked the teenagers if they had ever experienced an emergency situation. Interestingly forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the youth 2010 reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them answered that they had donated either money or blood.

2: read both passages and try to infer the rule:

A. “I Came here yesterday from my village.”

B. ”Why did you come?”

A.” My mother sent me to you with this letter.”

B. ”How is your mother? I have not seen her for a long time. I hope she is quite well.”
The indirect speech:

HE SAID THAT HE **HAD GONE** THERE THE PREVIOUS DAY FROM HIS VILLAGE. I ASKED HIM WHY HE HAD GONE.

HE REPLIED THAT HIS MOTHER **HAD SENT** HIM TO ME WITH THAT LETTER. I ASKED HOW HIS MOTHER WAS AND I SAID THAT I **HAD NOT SEEN** HER FOR A LONG TIME AND ADDED THAT I HOPE SHE WAS QUITE WELL.

Feedback: if the direct speech was in the past tense, the reported speech must be in the past perfect.

Eg/I visited my parents at the weekend.............she told me that she had visited her parents at the weekends.

...We went out last night..............she told me that they had gone out last night.

Implicit instruction the control group receive in the fourth session:

Present perfect:

Read the following passage and try to infer the rule:

direct speech:

‘‘**Have you finished** your lesson, George?’’

said Mr. Raymond to his son. ’’No father’’ ,said George,
hanging down his head. ’’why not, my son?’’ ‘’because
it is so difficult, father; I am sure I shall never learn it.’’

Indirect speech:

Mr.Raymond asked his son George whether he hadFinished his lesson. To that George replied no and hung down his head. Mr .Raymond asked him why not to which he Said that he found it so difficult that he was sure that he would never be able to learn it.

Feedback: if the direct speech was in the present perfect tense , the reported speech must be in the the past perfect tense.

Implicit instruction the control group receive in the fifth session:

Read the following examples and try to infer the rule:

E. He said, “He is listening to the music”→ He said that he was listening to the music.
F. She said that she was washing her clothes→ She said, “I am washing my clothes”
G. They said that they were enjoying the weather→ They said, “We are enjoying the weather
H. She said that she was not laughing→ She said, “I am not laughing”

Activity one:

6. She said, “I’m coming!”

6. She said, “I’m coming!”

7. “She’s living in Paris for a few months”

7. “She’s living in Paris for a few months”

8. “I am waiting for the bus”; She said.

8. “I am waiting for the bus”; She said.
9. “Mark is going to install solar panels”. Said marinda.

10. He said, “I am feeling tired now”.

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<td>“Please don’t smoke”</td>
<td>She asked me not to smoke</td>
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</tr>
<tr>
<td>“stop crying”</td>
<td>He told me to stop crying</td>
</tr>
</tbody>
</table>

**Activity 1:**

1. “come quickly “ he said  
   ……………………………………………………

2. “don’t touch” her mother said  
   …………………………………………………

3. ”do not be silly”  
   …………………………………………………

4. Please do not forget by book”  
   …………………………………………………

5. ”please give this to john”  
   …………………………………………………

6. “Please get me a cup of tea”  
   …………………………………………………
Activity 2:

Change the direct speech into reported speech:

1. “Please help me carry this”

   She asked me ______________________________________________________

2. “Please come early”

   She ______________________________________________________________

3. “Please buy some milk”

   She ______________________________________________________________

4. “Could you please open the window?”

   She ______________________________________________________________

5. “Could you bring the book tonight?”

   She ______________________________________________________________

6. “Can you help me with my homework, please?”

   She ______________________________________________________________
FEEDBACK:

When we want to report an order or request, we can use a verb like ‘tell’

Eg: He told me to go away.

The pattern is verb+indirect object+to_clause. The indirect object is the person spoken to.

When someone asks you directly to do something “sit down” we make this into reported speech the same way as request but we just “tell” instead of “ask”

Commands, requests, advice are usually expressed by a verb of command/request/advice

The following verbs can be used: advise, ask, beg, command, order, remind, tell, warn etc.

- He told Tom to get his coat. He said, “Get your coat, Tom!”
- Negative commands, requests etc. are usually reported by not + infinitive:
  - I warned/told the boys not to swim out too far. “Don’t swim out too far, boys”, I said.

Here the reported speech is divided into two types: requests + orders (imperatives)
IMPLICIT INSRUCTION THE CONTROL GROUP RECEIVE IN SESSION NUMBER 7:

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>She said “I have visited my grand mother”</td>
<td>She said that she had visited her grand mother</td>
</tr>
<tr>
<td>He said ”I have not eaten breakfast”</td>
<td>He said that he had not eaten his breakfast</td>
</tr>
<tr>
<td>They said, ”we have gone out last night”</td>
<td>They said that they had gone out last night.</td>
</tr>
</tbody>
</table>

1. “He hasn’t eaten breakfast”, she said

2. She told me (that) he hadn't eaten breakfast.

3. “She hasn’t eaten sushi before”. He said.

4. George said, "I have lived in this village all my life".

5. Peter said he had enjoyed himself very much.

6. He said that he had bought my car from Canada.

7. “We have lived here for three years,” he said
8. She told me (that) they went (had gone) out last night (the night before).

**Feedback:**

When changing tenses of the direct speech from present perfect tense to the reported speech the mentioned tense changed to past perfect tense. for instance( have/has+past participle→ had+past participle).

**Implicit instruction the control group receive in session 8:**

**INTEROGATIVES**

Read the following sentences and try to infer the rule:

1."'where is he'''

She asked me **where he was**.

2."'what are you doing'''

He asked me **what I was doing**.

3."'who is that beautiful women'''.

She asked me **who that beautiful woman was**.

4."'how is your mother'''

She asked me **how my mother was**

5."'what are you going to do at the weekend'''

She asked me **what i was going** to do at the weekend.
6. “**have you studied** reported speech before?”

She asked me **if I had studied** reported speech before.

**FEEDBACKS** reported questions are one form of reported speech. We usually introduce reported questions with the verb “ask”:

- He asked me **if/whether**……..(yes/no question).
- He asked me **why/when/where/what/how**……..

As with reported statements, we may need to change pronouns and tense as well as time and place.

He said, “Where is she going?” → He asked where she was going.

A. When we turn direct questions into indirect speech, the following changes are necessary:

a. Tenses, pronouns and possessive adjectives, and adverbs of time and place change as in statements.

b. the interrogative form of the verb changes to the affirmative form.

c. the question mark is omitted in indirect questions.

B. If the introductory verb is say, it must be changed to a verb of inquiry, e.g. ask, wonder, want to know etc.

He asked where the station was. \( \) He said, “Where is the station?”

C. Ask can be followed by the person addressed (indirect object):

He asked (me) what I had got in my bag. \( \) He asked, “What have you got in your bag?” bag.
But wonder and want to know cannot take an indirect object, so if we wish to report a question where the person addressed is mentioned, we must use ask. He asked Mary when the next train was. He said, ”Mary, when is the next train?”

D. If the direct question begins with a question word (when, where, who, how, why etc.) the question word is repeated in the indirect question: He asked (her) why she hadn’t put on the brake. He said, “Why didn’t you put on the brake?”

She asked (them) what they wanted. She said, “What do you want?”

C. If there is no question word, if or whether must be used: He asked if/whether anyone was there. “Is anyone there?” he asked.
Appendix A: Post test

Instructions: Change the dialog to the reported form. Tell what each person did and said.

Mrs. Cantor: (comes into the living room) What are you doing, Andy?

Andy: (looks up) I'm fixing my radio.

Mrs. Cantor: Where's your sister?

Andy: She's in the kitchen making a sandwich.

Mrs. Cantor: (runs into the kitchen) Dolores!

Don't eat anything before dinner!

Dolores: (quickly swallows a piece of cake) Mom, I'm starving!

Mrs. Cantor: Have some cheese, but don't eat the cake.

Dolores: There isn't any cheese left. I ate it yesterday.

Mrs. Cantor: (speaks angrily) Go to the store and buy some more because

I'm making lasagna tonight.

Dolores: Okay, I will. I'll go when I finish my homework.
Résumé
La présente étude est menée pour étudier l'impact de l'instruction grammaticale explicite sur l'amélioration de la précision de l'écriture des apprenants EFL, étude de cas des étudiants de troisième année au lycée Ben Bouzid Mouhamed Cherif à Dhalaa. Des études antérieures ont montré que l'instruction grammaticale explicite est une position essentielle en ce qui concerne sa valeur dans les tâches de grammaire de point discret, mais il ya peu d'études si aucune ne porte sur son importance pour améliorer la précision des apprenants de EFL dans les tâches écrites. Pour atteindre cet objectif, une étude de recherche quasi expérimentale a été menée. Deux groupes d'apprenants pré-existants ont été assignés au hasard en tant que groupes expérimentaux et témoins. Le groupe expérimental a reçu une instruction grammaticale explicite qui impliquait l'explication et la pratique de certaines règles concernant le discours prononcé. Les sujets du groupe témoin n'ont reçu aucune instruction explicite des règles grammaticales. Au contraire, ils ont été instruits de manière traditionnelle en présentant les structures grammaticales à travers le type audacieux. Les participants ont été pré-testésauxquels on leur a demandé de vérifier leur niveau de précision en racontant une conversation sous forme de paragraphe court. Après le traitement, un post-test a été administré; C'était différent du pré-test. Les résultats d'un essai d'échantillons appariés et d'un test t d'échantillons indépendants indiquent que l'instruction grammaticale explicite était l'aspect le plus avantageux qui façonnait la précision des élèves par écrit. En conclusion, il a été affirmé qu'il ne fait aucun doute que l'enseignement explicite de la grammaire a un impact vigoureux sur la précision des apprenants par écrit dans les salles de cours EFL.
الملخص

الهدف الرئيسي وراء التمسك بالطريقة النحوية التدريسية المناسبة هو تعزيز و تجَّمِيل الكفاءات النحوية للمتعلمين. يهدف التدقيق الحالي لدراسة تأثير تعليم القواعد باتباع اللغة المباشرة على وجه الخصوص إلى تحسين دقة كتابة المتعلم – دراسة حالة طلاب السنة الثالثة في ثانوية بن بوزيد محمد الشريف بالضفة. لقد حقق عدد من الباحثين العديد من المزايا الواضحة للتعلم النحوي الصريح ولكن معظمها لم يكن مهتمًا بتحسين اللغة الإنجليزية كلغة أجنبية في المهام المكتوبة. ولتحقيق هدف هذه الدراسة تم إجراء تصميم شبه تجريبي للبحوث تم اختيار مجموعتين تم ترتيبهما مسبقا لتشكيل المجموعة التجريبية والضابطة. تلقت المجموعة التجريبية تعليمات نحوية واضحة صريحة في لم تقلق المجموعة الضابطة أي تعليمات بدلا من ذلك كانت تعليمات بالطريقة التقليدية وقد تم اختيار المشاركون مسبقا من قبل أن يطلب منهم التحقق من مستوى دقتها في إعادة صياغة المحادثة في شكل قصيرة. بعد العلاج تم إجراء اختبار ما قبل الاختبار إلا أنه كان مختلفا وكانت نتائج كل من الاختبارين تبين أن التعليمات النحوية الصريحة كان الجانب الأكثر فائدة تشجع دقة الكتابة للطلاب وبشكل قاطع تم التأكد على أنه من دون شك تعليم قواعد اللغة باتباع الطريقة الصريحة له تأثير قوي على دقة المتعلمين.