

The Interplay between Implicit Instruction and Second Language Acquisition

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Abstract: *The study explores the interaction between implicit instruction and second language acquisition (SLA), specifically examining the efficacy of explicit and implicit instructional approaches. Using a mixed-methods approach, it investigates how implicit instruction influences second language acquisition (SLA) outcomes. This study considers several variables, such as grammar usage, vocabulary building, and pronunciation teaching techniques, to establish how effective implicit instruction is in enhancing language acquisition and improving skill sets among those learning a second language. Participants involve learners with different levels of language skills, and data collection includes administering language tests, conducting interviews and observations, and assigning questionnaires. Quantitative data are analyzed using statistical methods, whereas qualitative data are collected using thematic analysis, highlighting underlying patterns and themes. The findings provide insights into the effects of exposure, implicit learning mechanisms, and naturalistic, real-world use of language acquisition. Furthermore, it provides insights into learners' perceptions and attitudes toward implicit instruction, which may impact instructional methods and curriculum development in language acquisition. They may enhance comprehension of how implicit instruction affects SLA and benefit language teachers and researchers regarding productive teaching methods and techniques.*

Keywords: implicit instruction, second language acquisition, Bengali-English context, language learning, pedagogical practices

INTRODUCTION

Acquiring competence in a second language is intricate and multifaceted; it requires individuals who already possess competence in their mother tongue to learn novel skills that allow communication in another language. Instructional approaches can have considerable impacts on SLA outcomes; they play essential roles within this area of study. Among different methods, implicit instruction is an exceptional strategy because it leverages learner autonomy during immersion and contextualization while avoiding fixed rules or written statements.

Researchers continue to conduct extensive studies on the effectiveness of implicit SLA education. The goal is to evaluate its advantages and disadvantages while assessing its efficacy. Understanding how they interact with each other under diverse linguistic conditions, including Bengali-English language learning contexts, is vital for appreciating the multifaceted aspects of acquiring a new language; these findings may have the potential for designing appropriate instructional techniques congruent with learners' necessities in similar environments.

Johnson and Newport (1989) suggest that learning without conscious awareness is a defining feature of implicit instruction. This approach involves acquiring linguistic knowledge through exposure to language input and meaningful interactions via subconscious processes. In contrast, explicit instruction entails explicitly teaching grammar rules and linguistic structures (Norris & Ortega, 2000).

In the field of studies on second language acquisition, implicit instruction has demonstrated its efficacy as a preferred approach. This approach exposes learners to language use in specific settings rather than exclusively relying on explicit norms and explanations (Lightbown et al., 1999). The intuitive learning process that involves exposure facilitates natural comprehension without sacrificing grammar rules, thus enabling learners to internalize speech patterns comprehensively (Rebuschat, 2013; VanPatten et al., 2020). Furthermore, this method emphasizes hands-on experiential learning in realistic settings, actively engaging learners as they intuitively discover new concepts (Gass & Selinker, 2001). Such interaction establishes a strong foundation for applying learned skills (DeKeyser, 1998).

While it has strengths as a method for teaching languages, implicit instruction does present some challenges and limitations. One potential drawback is its propensity for ambiguity; occasionally, learners need to put forth considerable effort to grasp the underlying principles or patterns being taught (Robinson, 1996). Additionally, since this approach emphasizes contextual learning rather than an explicit explanation of complicated grammatical rules (Ellis, 2005), some learners may find particular aspects of the target language challenging. Despite these concerns, it is imperative to recognize that implicit instruction can also be significantly beneficial during language acquisition.

Analyzing the efficiency with which implicit instruction enhances a learner's proficiency can help us understand how people successfully acquire new languages. Some people note marked enhancements in fluency and naturalness with this approach, which directly bolsters their confidence when communicating (Ellis, 1994). On the other hand, some people observe mild improvements but view this method as an adjunctive option combined with multiple learning means (Doughty & Williams, 1998). The benefits stemmed from implicit instructions that can exhibit variances across individuals' performances.

Inherent in any successful instance of implicit instruction or language acquisition is an appreciable level of dedication by learners towards these pursuits. By exhibiting high levels of self-motivation reflected through ongoing participation over prolonged periods while facing real-life experiences firsthand (Dörnyei, 2009), there exist reasons why tailored devices emphasize how an individual's overall motivations can positively affect long-term linguistic outcomes via implementations like implied teaching patterns (Schmidt, 1995).

Implicit instruction and language acquisition coincides concerning learners' language use. Notably, variations in intonation, accent, and pragmatic expressions among learners are associated with implicit instruction (Piske, MacKay, and Flege, 2001). Learners frequently claim that they have increased their ability to employ culturally appropriate pragmatic phrases, which can enhance communication efficacy (Kasper & Schmidt, 1996). Implicit instruction facilitates the application of such acquired knowledge in multiple settings (Paradis, 1994), thereby emphasizing its significance.

One must appreciate how implicit instruction impacts SLA in a Bengali-English setting. Educators, researchers, and language learners ought to do so, as it allows us to evaluate how effective implicit learning is in a particular culture with a distinct language. Consequently, we can form pedagogical approaches that cater to our learners' individualities.

The study investigates how effective implicit instruction is in achieving proficiency goals in a Bengali-English context using careful analysis of existing research reviews, hands-on experiment evaluations, and interviews with individuals who have learned languages using both explicit and implicit methods of teaching. The findings offer crucial novel insights for educators committed to assisting their learners in achieving language proficiency through creative teaching methods and ongoing support networks related to making learners feel confident in every educational setting.

Purpose of the Study

This study investigates the dynamic relationship between second-language acquisition and implicit instruction among Bengali-English learners. Its objectives consist of evaluating how learners' experiences with implicit guidance relate to their proficiency development and discussing their ability to transfer newfound verbal skills across varying linguistic topics. The discussions covered a wide range of aspects of this teaching style, including its advantages and disadvantages. The impact on language proficiency, the importance of motivation, shifts in learners' language use, and a comparison of explicit and implicit methods are all discussed. The discussions additionally examined how to implement implicit instruction in real-world situations. Educators, curriculum developers, and policymakers may benefit from this research by incorporating more effective tools with learners' specific language needs in mind.

LITERATURE REVIEW

The researchers studied the relationship between implicit instruction and second language acquisition (SLA) in language learning and teaching. Implicit instruction is a teaching process that occurs unconsciously without explicit instructions or awareness. It involves acquiring knowledge through implicit education, like exposure to natural input or feedback. Explicit instruction involves deliberate teaching techniques that include grammar rules while adapting new languages to established languages. Linguistically speaking, it is an essential part of SLA since it helps learners acquire vocabulary, pronunciation, grammar, and other linguistic features effectively without direct awareness of explicit instructions guiding these steps taken by others who have gained the same knowledge through different means.

The Role of Implicit Instruction in Second Language Learning

Implicit instruction, in the opinion of many researchers, can significantly help people who want to learn another language. Studies conducted on this approach have demonstrated its positive impact on Second Language Learners' proficiency levels (DeKeyser, 2013; Rebuschat, 2015). Implicit learning procedures are integral elements essential for fully acquiring a new language. Immersing individuals in meaningful input with relevant contexts during lessons provides optimum exposure to situations where participants gain internalized linguistic pattern formation quickly, leading to the generation of innate knowledge within them when it becomes

hard to communicate it explicitly, as per Ellis's (2005) findings published in 'Language Learning Journal' back then, nearly two decades ago.

Researchers are interested in investigating how implicit instruction relates to learners' capacity to receive and interpret second language input efficiently. According to VanPatten and Smith (2022), this teaching strategy can improve proficiency in addressing grammatical constructions, resulting in enhanced understanding and language production skills.

The literature investigated how implicit instruction impacts several language skills. Scholars have primarily studied grammar and vocabulary acquisition but have also considered how implicit instruction can improve pronunciation and listening comprehension.

Grammar Acquisition

Learning grammar is crucial when studying a language, and studies have demonstrated the value of implicit teaching toward mastering it. Implicit methods include naturalistic immersion and techniques like incidental tasks or feedback (Ellis, 2005; Norris & Ortega, 2003). According to Ellis (2005), learners who participated in implicit activities improved their grammatical accuracy more than those who only received explicit instruction.

Grammatical accuracy is critical to studying any foreign language; thus, improving it has become an increasingly popular field of study among academics worldwide. Wong and VanPatten (2003) investigated how implicit learning influences grammatical accuracy in second-language learners. Their findings revealed that individuals exposed to implicit learning improved more than those who received explicit instructions alone or in other formats, such as control groups. DeKeyser (1997) and Norris and Ortega (2000) conducted similar research that shows the benefits of natural language input and communicative activities via implicit instructions. Implicit instruction is essential for effective grammar acquisition because it allows learners to build an intuitive knowledge of grammar rules, eventually contributing to more authentic, intuitive language production.

Researchers have been particularly interested in investigating how different grammatical features respond to distinct methods of instruction for skill development, with a growing focus on syntax and morphology regarding other grammatical functions (Robinson et al., 2013). The study of DeKeyser (2003) analyzed methods that employ the use of hidden instructions towards teaching morphology rules, which are intricate when it comes down to learning complex languages such as a second language. Participants in multiple studies, however, demonstrate a superior aptitude for enhancing production or comprehension when concentrating on goal representations in response to the implicit approach than those addressed to the explicit method. Moreover, Rogers et al. (2016) scrutinized the nuances of using implicit methods based on implicit and explicit knowledge regarding syntactic processing, indicating decidedly positive results.

Implicit Vocabulary Acquisition

There are several techniques for researching how to effectively teach a second language. In these methods lies the concept of implicit vocabulary acquisition, an approach centered around gaining familiarity with new terms indirectly through exposure to contexts of language use that occur naturally (Hulstijn, 2001). Implicit vocabulary instruction is beneficial in assisting one's learning and retention of newly encountered vocabulary (Nation, 2001; Webb, 2007). Compared to learners receiving explicit instruction methods, individuals exposed to implicit instruction in reading note progress in their vocabulary knowledge (Laufer & Hulstijn, 2001; Webb, 2005). Regularly exposing oneself to words within relevant contexts offered through implicit instruction techniques helps learners experience a smooth transition toward the use of new vocabulary in their linguistic repertoire (Webb, 2005).

In adapting oneself to English vocabulary, Khamesipour (2015) analyzed the impact of implicit and explicit instruction through experimentation. It was unveiled through this venture that employing methods concurrently induced further improvement in enriching one's vocabulary as opposed to solely depending on one singular teaching approach. This assumption suggests that for those hoping to learn a second language, executing an integrated method consisting of both types of instruction could prove instrumental in aiding language acquisition.

Pronunciation and Oral Communication Skills Development

Developing appropriate pronunciation is extremely important when learning a second language, and the role of implicit instruction in this process is indisputable. Derwing and Munro (2005) discovered that learners exposed to authentic spoken language through implicit training enhance their pronunciation accuracy. Through this method of instruction, learners can internalize the phonetic elements and patterns of the target language, leading to more natural-sounding pronunciation skills.

Munro, Derwing, and Saito (2013) conducted a study to assess the efficiency of implicit teaching in acquiring second language pronunciation skills. The results of this study revealed that learners who received implicit pronunciation training showed significantly better improvements in their accuracy than those who did not undergo such training. They demonstrate that implicit instruction can be an effective strategy for improving efficient pronunciation skills.

Fluency, accuracy, and appropriateness are instrumental for efficient oral communication across all social contexts—essential for successful interpersonal interactions. Implicit instruction ranks highly as an effective method of improving these skills since it exposes learners to practical language usage while engaging meaningfully with others. Research studies conducted by Pica (1994) and Swain (2005) demonstrate that communicative activities such as group discussions or role-playing enhance fluency while simultaneously developing pragmatic skills. Learners may grab the opportunity to incorporate their second language skills into real-world situations in this context.

Listening Skills

Vandergrift and Tafaghodtari (2010) conducted a study on listening comprehension. Their study sought to ascertain the effect of implicit instruction on the acquisition of listening strategies. Based on these indicators—making predictions, summarizing information, and other relevant factors—the findings of their study reveal an improvement in listening comprehension skills. These findings indicate the possibility of using implicit instruction as an effective tool for developing language skills.

Effectiveness of Implicit Instruction in Second Language Acquisition

The evidence suggests that incorporating deliberate strategies for developing explicit and implicit understanding can enhance second language acquisition. A possible method is to use an approach known as “implicit instruction,” which has shown outstanding results in several fields associated with studying an additional language. Researchers like Akakura (2012) have reported positive outcomes related to acquiring more sophisticated grammatical structures when applying this technique successfully, while Godfroid (2016) found noticeable accomplishments regarding developing both types of comprehension skills. These findings reinforce that implementing an effective pedagogical strategy like “implicit instruction” can foster successful learner outcomes.

A pivotal investigation by Reber (1967) brought forth compelling evidence for the power of implicit learning in obtaining intricate grammatical patterns. According to the results of this research, those who received exposure without explicit guidance could still identify and recreate such structures with proficiency. Thus, there is compelling evidence that implicit instruction may work as an effective tool for fostering second language acquisition.

Rebuschat and Williams (2012) conducted a meta-analysis of multiple studies to assess the efficacy of implicit instruction for second language acquisition. The results showed that there is indeed a significant contribution made through implicit training, specifically for complex linguistic structures and the overall improvement of proficiency. The authors concluded that promoting structure recognition and statistical learning facilitated the learning process.

Implicit instruction as a way to acquire linguistic skills has divided opinions among researchers lately. While some consider this approach helpful for specific domains of learning languages, others question its suitability when dealing with intricate grammatical regulations and patterns. Spada (2015), for example, investigated the impact of both implicit and explicit forms of instruction on adults’ ability to read English articles accurately. The results showed that participants who received direct grammatical instructions performed significantly better than their peers who relied solely on an implicit approach, implying that explicit strategies could foster superior outcomes during specific stages of language learning.

Factors Influencing the Interplay between Implicit Instruction and SLA

Several factors affect how successfully learners respond to implicit instruction when considering learning a second language. Individual differences can impact how successfully someone retains information presented implicitly compared to explicitly taught material. For example, cognitive skill levels fluctuate among individuals, and language aptitudes differ. Researchers such as DeKeyser (2013) and Li et al. (2022) have emphasized the need to explore how learner characteristics come into play in determining the success of implicit instruction. Additionally, explicit knowledge (the consciously accessible type) has generated much debate among researchers; some claim that it can aid implicit learning, while others say that both operate independently (Rebuschat & Williams, 2012).

Language Aptitude

Individual variations such as working memory capacity and aptitude could impact how much a learner benefits from implicit instruction when learning a new language (Robinson, 2001; Williams, 2015). Han and Ellis (1998) discovered that advanced learners had higher levels of explicit knowledge, implying that language proficiency may influence learners' acquisition of implicit and explicit knowledge. Research has shown that learners with high language aptitude exhibit more progress in grasping grammatical rules through implicit instruction than those with lower aptitude (Grey et al., 2015; Li, 2015; Robinson, 2001). Other instructional features that impact implicit language acquisition include task design and complexity (Kerz, Wiechmann, & Riedel, 2017).

Cognitive Process

Given the importance of cognitive processes in learning a new language via implicit teaching, researchers have conducted substantial research to provide insight into how these processes work. DeKeyser (2007) investigates how implied learning mechanisms impact acquiring vocabulary knowledge among second-language learners solely in an explicit teaching environment. The findings indicate that this method is effective because it facilitates the development of connections and the recognition of patterns for preserving relevant lexical information.

Implicit instruction's neural underpinnings have been illuminated through neuroimaging studies, revealing valuable insights into its workings. Osterhout et al. (2006) found increased activity in brain regions related to discrete knowledge integration in the neural correlates of natural language acquisition, indicating the importance of these regions as regulators for second-language acquisition using this instructional approach.

Implicit Instruction and Corrective Feedback in Second Language Learning

Considering the crucial role of corrective feedback in implicit instruction, it is essential to highlight its significance. Implicit instruction often entails receiving indirect corrective feedback without explicit error correction. In investigating the impact of implicit and explicit forms of corrective feedback on the acquisition of Mandarin tones, Bryfonski and Ma (2020) found that implicit feedback was more efficient in fostering accurate production. Similarly, Zhao and Ellis (2022) researched these two techniques in a classroom setting, concluding that introducing an implicit approach could significantly enhance second language accuracy.

Learner Experiences and Perceptions of Implicit Instruction

Learner experiences and perceptions concerning implicit instruction have been a topic of interest in qualitative research, yielding valuable findings. Selinker and Gass (2008) interviewed participants to learn about their experiences with implicit instruction during the language learning process. According to the results, learners found the immersive setting of this approach valuable, and exposure to real-world language usage helped them acquire the necessary skills in language spontaneously. Additionally, it also promoted naturalness and fluency in participants' communication skills.

Learners should be aware that, although implied instruction has benefits, some difficulties are associated with this approach. Schmidt (2001) maintains that learners may find it challenging to recognize and comprehend hidden grammar rules using this teaching technique; hence, they might not express themselves explicitly using proper grammatical structures. Furthermore, some learners may find understanding grammar concepts from implied information challenging compared to other learners who do not have challenges, presenting an opportunity for a varied strategy when integrating implicit instruction.

Implications for Language Teaching Methodologies

The dynamic between implicit teaching and second language learning has significant implications when developing classroom instructional strategies for second language acquisition. Implicit instructional technologies offer learners a window to naturalistic language exposure and add support to acquiring linguistic features within real-world communication contexts (Ellis & Shintani, 2013). Therefore, educators must integrate implicit learning interventions like task-based instruction, extensive reading, and listening practice into their pedagogical strategies (Doughty & Williams, 1998; Krashen, 2003).

Studies conducted by Norris and Ortega (2000) and Skehan (1996) support TBLT as a powerful tool to help learners better promote implicit learning. Through TBLT, educators can build more meaningful and authentic language tasks that help learners gain the necessary competence to understand implied language rules. Moreover, teachers who incorporate communicative and meaning-focused activities in their instruction provide learners with ample opportunities to engage in critical implicit learning (Newton & Nation, 2020). To mitigate learning challenges further, teachers must also rely on genuine materials such as videos, songs, and

stories, as these resources offer learners immense exposure to rich language input with high potential to facilitate their implicit learning in challenging contexts (Thornbury, 2005).

Implicit Instruction is widely considered beneficial in several aspects of language education. However, it is not usually the optimal choice for all individual styles or facets of language acquisition. According to Norris and Ortega (2003), some learners' ability to adequately understand language material depends on the explicit instruction of complex grammatical rules and specific structures. Therefore, consistently adopting a balanced approach integrating explicit and implicit techniques creates customized learning solutions tailored toward satisfying the diverse needs of each learner (Ellis, 2005).

The intricate dynamics between implicit instruction and second language learning require more research, as they contribute to improving learners' skills. The complex dynamics between implicit training and second language learning require more study as they enhance learners' skills. Evidence suggests that when implemented appropriately, using an implicit teaching approach can aid learners in acquiring a new language by focusing on complex grammatical structures while enhancing overall proficiency at the same time. However, efficacy may change depending on whether each learner inherits diverse vocabulary or formal writing skills. To maximize gains with both methods working together effectively, combining both approaches could increase this process significantly. Significant research is needed to develop successful instructional practices with such strategies.

Theoretical Framework

Implicit-Explicit Knowledge Framework

DeKeyser (2003) introduced the Implicit-Explicit Knowledge Framework, suggesting that second language acquisition engages two separate systems: implicit and explicit. The implicit system operates without conscious effort, managing automatic language processing. In contrast, direct instruction involves conscious, rule-based learning. According to Reber (1989), the research supports the idea that implicit learning is crucial in acquiring complex linguistic structures, primarily in naturalistic language contexts.

Skill Acquisition Theory

Ellis (2005) developed the Skill Acquisition Theory to emphasize the need for implicit learning when acquiring linguistic skills. This theory suggests that achieving fluency and naturalness with automaticity regarding second-language performance depends considerably on implicit learning. Similarly, the Skill-Acquisition Theory of DeKeyser (2007) echoes this approach while also underscoring how vital it is to integrate this implied instruction technique into enhancing fluency and automaticity. Based on various case studies from Robinson (1996) and Schmidt (2001), implicit learning helps learners internalize linguistic patterns to reduce cognitive stress and automate these patterns during spontaneous language production.

Other Related Theories

Numerous theoretical models provide valuable insights into how implicit instruction interacts with second language acquisition. Krashen's Input Hypothesis (1985) stresses that acquiring a new language relies significantly on understanding clear and comprehensible input. Implicit instruction can equip learners with real-life language patterns that are pertinent and lucid, enabling them to gain implied insight.

Implicit instruction has emerged as a crucial factor in second language acquisition. Schmidt's (2001) Noticing Hypothesis highlights the ability of learners to acquire language features implicitly through meaningful input exposure without requiring explicit attention. Empirical studies have consistently demonstrated the effectiveness of this approach in SLA. In particular, the meta-analysis of Norris and Ortega (2000) revealed that implicit instruction contributes positively to vocabulary and grammar acquisition, while Rebuschat's (2013) research showed that it promotes the proficient acquisition and tacit knowledge.

METHOD

Research Design

The study investigated the interaction between intrinsic instruction and second language learning using a mixed-methods research approach in a Bengali-English setting. The study combines a qualitative analysis of participant experiences and perceptions through interviews with a quantitative evaluation of language proficiency gains using a Likert scale.

Participants

The researcher selected the participants from language learning institutes, universities, and language exchange programs in the Bengali-English environment. A diverse cohort of adult learners with multiple levels of English skills was selected, resulting in a pool of 110 learners.

Quantitative Data Collection

The researcher administered pre-and post-tests to gauge the participants' language proficiency gains following implicit instruction. The study used a Likert scale to assess respondents' perceptions of how they improved and statements about their language skills, ranging from strongly disagreeing (1) to strongly agreeing (5).

Qualitative Data Collection

The study used semi-structured methods of interviews to investigate implicit instruction methods from participants' perspectives in further detail. The discussions encompassed multiple dimensions of this pedagogical approach, including its advantages and disadvantages. It has covered some topics - its effect on language proficiency, the significance of motivation, changes in learners' language use, and a comparison of explicit and implicit methods. The discussions additionally examined how to use implicit instruction methods in real-world situations. The study managed to undertake an in-depth analysis while using diligently prepared transcriptions of the audio recordings.

Instructional Intervention

The study divided the participants into two categories: implicit instruction groups and control groups. Those in the implicit group underwent language instruction that focused on intrinsic learning. It included immersion techniques, ensuring the use of genuine materials, and context-based activities. Conversely, those in the control cohort received conventional training, complete with explicit rules and clarifications, accompanied by practice exercises.

Data Analysis

Quantitative Analysis

The study evaluated the progress of the implicit instruction group by calculating both mean scores and standard deviations obtained from their Likert scale responses. Moreover, this analysis also examined improvements in language proficiency by conducting a paired-sample t-test on pre-and post-test scores. The goal was to evaluate whether there were any statistically significant differences between these two sets of data.

Qualitative Analysis

The study utilized thematic analysis to examine the interview transcripts. Significant themes developed on strengths, limitations, impact, motivation, language use changes, comparison, knowledge transfer, and further insights were subsequently categorized accordingly. Exploring patterns and deviations within the data provided a comprehensive understanding of the participants' experiences and perspectives.

Ethical Considerations

The researcher maintained rigorous ethical standards while conducting the study, following ethical guidelines throughout this undertaking. Every participant gave informed consent before joining the project, assuring us of their sincere and willful participation and anonymity whenever necessary. We also emphasized each person's right to opt out at their discretion without any hindrance or stigmatization.

Limitations of the Study

Despite its insightful findings, several limitations of this study also need careful consideration. The sample size is restricted, which raises concerns about how representative the results can be beyond the participants. Furthermore, because this is an investigation into Bengali-English language acquisition, contextual factors may be involved, affecting the results in ways not seen in other

geographical locations. It is essential to note that using Likert scale responses and qualitative data inherently introduces subjectivity into analysis, meaning caution is necessary when interpreting findings.

RESULTS

Quantitative Analysis

The quantitative analysis revealed that language proficiency improvement between the implicit instruction group and the control group was significantly different. The findings of the study include the following information:

Table 1: Proficiency Gains

Group	Sample Size (n)	Mean Proficiency Gain	Standard Deviation (SD)
Implicit Instruction	55	15.2	2.6
Control	55	9.4	3.1

Table 2: T-Test Results

Result	Value
Degrees of Freedom	108
Difference Value	5.8
t-value	75.78
p-value	< .001

The data comprises crucial information about two distinct groups - the “Implicit Instruction” and “Control” groups. Within these data, one can find sample sizes (n), mean proficiency gains, and standard deviations (SD) for each respective group.

The provided table, labeled “Table 1: Proficiency Gains,” presents the relevant details regarding the samples under study. It indicates that the group that underwent implicit instruction consisted of 55 participants, with an average increase in proficiency of 15.2 points and a standard deviation of 2.6. Conversely, the Control group comprised 55 participants, but their average proficiency gains were comparatively lower at 9.4 points, accompanied by a slightly larger standard deviation of 3.1.

The study now has the findings of the t-test performed on the data in Table 2: Since there is a significant difference between the two groups, the test’s t-value of 75.78 indicates that. The difference value is 5.8 points, representing the considerable difference in mean proficiency between the groups. The study computed the degrees of freedom for the t-test to be 108, inferred from the sample sizes of the two groups. Last but not least, the p-value is reported as “.001,” which denotes that the difference observed has statistical significance at $p < .001$ level.

These data conclude that there exists a substantial difference in the mean proficiency gains between the Implicit Instruction group and the Control group when the Implicit Instruction group shows an increased mean proficiency gain.

Qualitative Analysis

The qualitative analysis of the interviews provided additional insights into participant experiences and perspectives on implicit instruction and its implications for second language acquisition. Several major themes emerged from the interviews:

Strengths of Implicit Instruction in Second Language Acquisition

Individuals who participated in the study reflected on several strengths connected to implicit instruction when learning a second language as part of their involvement. One participant shared their perspective on how this method can foster a more natural and intuitive learning experience. They explained how it enables them to internalize language patterns without feeling compelled to focus on grammar rules or structure. Another participant felt that implicit instruction created opportunities for active engagement and discovery through contextualization and real-life situations that brought unique magnitudes of relevance concerning learning outcomes. Most participants identified the immersion experience as having significant potential for enabling immersive settings and as an educational tool that fosters deep understanding and language use.

Limitations and Challenges Faced with Implicit Instruction

The study discovered that, based on participant insights, implicit instruction had limitations and challenges. Notably, one participant reported ambiguity being an issue when trying to understand implicitly taught lessons, which require extra effort in figuring out their underlying rules or structures. Additionally, another individual pointed out how relying exclusively on exposure and context hinders comprehensive explanations for more intricate grammar concepts in implicitly taught language units. These perspectives suggest a potential impediment for those seeking complete command over language skills through implicit teaching methods.

Impact of Implicit Instruction on Language Proficiency

The question of how implicit instruction affects language proficiency elicited several responses from participants. One group believed it could play a positive role in significantly advancing their fluency in a foreign language. Reflecting on this perspective, one individual remarked, "I owe my newfound ease with English to implicit instruction entirely." On the contrary, others witnessed only marginal gains and encouraged utilizing other methods with this approach for optimal outcomes. The insights gained from these responses indicate that effectiveness depends on individual factors such as skill level.

Role of Motivation in Implicit Instruction and Language Acquisition

As we discussed implicit instruction, all participants recognized the significance of motivation in language acquisition. One participant remarked that being motivated was crucial to staying engaged throughout the process and participating actively in each stage of learning. This effort is instrumental in establishing rapport with real-life situations, thus helping to maintain exposure over time. Participants agreed that growing proficiency enhanced their language learning experience positively when employing implicit approaches.

Changes in Language Use as a Result of Implicit Instruction

The study's participants have revealed significant changes in their language use due to implicit instruction. These changes include variations in intonation, accent, and pragmatic expressions. One participant noted that "implicit instruction helped me develop a more authentic accent as I became increasingly aware of native-like pronunciation through exposure." Additionally, participants shared that they noticed improvements in their ability to communicate culturally appropriate messages with greater contextual relevance thanks to this type of training.

Comparison of Implicit Instruction and Explicit Instruction

Effective language learning strategies continue to be topics of discussion and debate within academic circles, with implicit and explicit instruction obtaining support from various participants. Some found implicit methods more favorable due to their emphasis on immersion within contextualized settings. The participants believed that by using this method, fluency, and communication skills could be developed effortlessly. One participant described their experience with implicit learning as "a natural acquisition of language skills." Others recognized the value of explicit instruction's emphasis on clarity regarding complex grammatical rules and structures, which was evident throughout the discussion. These contrasting views highlight both methods; however, success lies in aligning one's preferred method with individualized needs.

Transfer of Implicit Knowledge to Different Language Domains

Through open discussion, respondents conveyed how they had employed implicit knowledge acquired from implicit training in diverse linguistic fields. As a result, they found success with comprehension, production skills, and proper use of grammar across multiple contexts. One individual elucidated this point by revealing that "the implied instruction I received allowed me to comprehend and spontaneously adapt more intricate phrases both formally and informally." The testimonies suggest that learners may benefit from utilizing implicit techniques by attempting to transfer acquired proficiencies into new languages.

Additional Comments and Suggestions

The study investigated the Bengali-English context regarding implicit instruction and second language acquisition, and participants shared their observations, advice, and thoughts. Some respondents suggested a carefully balanced strategy, including implicit and explicit instructions based on mutual improvement. Participants stressed that interactivity with authentic materials could significantly

improve the effectiveness of implicit instruction. Lastly, the findings highlighted cultural understanding through exposure as a crucial factor in facilitating successful language acquisition.

The research findings indicate that utilizing implicit instructional techniques can lead to positive outcomes related to naturalness in language expression, active involvement in the learning process, and effective contextual acquisition of knowledge in Bengali-English settings. Nevertheless, challenges concerning ambiguous aspects or explanations about specific rules may pose several problems during implementation. Additionally, findings demonstrate that learner motivation is essential to receiving successful results when employing such educational methodologies. This approach promotes more than just general skill development; meaningful transformation can also occur through utilization or application in new contexts, allowing stable retention or transfer of memory across different areas. The study also highlights the value of implicit and explicit instruction contextual to learner preferences. Participant feedback provides helpful suggestions for improving implicit approaches in the Bengali-English context.

DISCUSSION

The study results suggest that employing a method of implicit instruction can significantly impact one's ability to acquire a second language more proficiently. By examining quantitative data, the study found that participants receiving this instruction gained notable improvements relative to their counterparts experiencing the traditional approach to teaching. These results are consistent with what DeKeyser (2003) discussed about the need to allow for an Implicit-Explicit Knowledge Framework regarding learning complex linguistic structures.

By utilizing qualitative analysis, the study gained insight into the strengths and weaknesses of implicit instruction. Participants expressed satisfaction with how this strategy provided a natural learning experience that allowed them to retain language concepts without experiencing delays due to challenging grammatical constraints. They also appreciated the participatory exploration inherent in this strategy, which relied on practical settings rather than theoretical ones. Interestingly, these observations align with the Skill Acquisition Theory of Ellis (2005), which asserts that second language development relies on attaining proficiency, automation, and naturalness—all characteristics found in implicit learning.

Despite its benefits for language learning, participants recognized several challenges associated with implicit instruction. They acknowledged instances where this approach could seem ambiguous or equivocal, resulting in additional effort to unveil the underlying rules or structures they were learning. Furthermore, because implicit instructions rely on context and exposure rather than explicit explanation, the intricate nature of specific grammatical notions may not be conveyed by their implementation, which is a disadvantage of this technique. In light of these observations from previous research (DeKeyser, 2003; Ellis, 2005) and participant perspectives, highlighting the need for teachers to strike a balance between both implicit and explicit techniques is instrumental when instructing individuals in language acquisition.

A study revealed that participants experienced diverse degrees of improvement in their language proficiency through implicit instruction. Participants reported either significant or modest enhancements in their fluency and naturalness of expression. Most participants regarded this instructional approach as an auxiliary method to support other forms of learning, thus showing that its effectiveness might depend on learner preferences. The study also found that motivation was decisive in keeping learners interested during class sessions. The results were consistent with previous studies by Schmidt (1990) and Krashen (1985).

The respondents disclosed experiencing noticeable transformations in their speech patterns following an implicit training intervention tailored to improving comprehension and production skills with grammatical understanding enhancement across different linguistic subcontexts. There was a notable shift in intonation, delivery style, and pragmatic nuances, such as variations in the accent evident among individuals. According to Robinson (1996) and Schmidt (2001), the adaptability of acquired underlying knowledge emphatically demonstrates how successful such implicit instruction may be for consistent automated language processing task performance with reduced cognitive loads.

The comparison of implicit and explicit instructions revealed diverse perspectives among participants. Those who preferred an immersive, contextual-based strategy saw potential benefits in developing fluency and communication skills through implicit instructions. Meanwhile, others perceived value in an explicitly structured mechanism that provided a transparent framework for understanding complex language systems. The significance of an individualized learning program is essential; therefore, it is crucial to adopt instructional approaches that cater to diverse learning strategies while prioritizing learner satisfaction and success metrics alike.

The comments and suggestions added by the participants underscored the importance of incorporating interactive activities, authentic materials, cultural awareness, and exposure to improve the efficiency of implicit teaching. These recommendations are consistent with the goal of establishing a rich and relevant language-learning environment.

Findings from research support the effectiveness of implicit instruction for second language acquisition by promoting naturalness, active engagement, and contextual learning. Despite its strengths in delivering these benefits, there are challenges related to ambiguity and explicit rule explanations that need proper attention. A balanced approach that integrates implicit and explicit instructional methods is the key to enhancing language learning outcomes, with particular consideration given to the interplay between these methods and other factors such as motivation levels, individual differences, and cultural factors.

CONCLUSION AND RECOMMENDATIONS

The study investigated the impacts of learning English as a second language via implicit instruction from the perspective of Bengali-English learners. The researcher used varied methods, like interviewing participant learners to assess their inclination toward receiving such education and to understand how explicit instructions impact SLA among respondents. Findings imply that Bengali-English learners can benefit significantly from implicit instruction. The learners demonstrated noticeable improvements in essential linguistic aspects, including grammar, vocabulary, and pronunciation. Furthermore, they voiced optimistic attitudes towards implicit teaching by recognizing the advantages of natural exposure and contextual learning. The participants considered the participatory nature of implicit instruction valuable since it enabled learners to explore diverse language settings.

The results of this study offer valuable insights that could benefit both language educators and curriculum designers alike. Based on these findings, the study emphasizes the need for implicit instruction strategies in their teaching methodologies, as this could significantly enhance the learner's experience when studying Bengali-English pairs. By providing ample exposure opportunities for authentic speech patterns while promoting implicit learning mechanisms, English acquisition happens more naturally and meaningfully.

Equally important is that teacher training programs prioritize emphasizing the significance of a balance between explicit and implicit instruction approaches. While this study presents benefits associated with implicit methods, an integrated use of both can offer better proficiency in language learning. Therefore, teachers must have the ability and expertise to employ diverse instructional strategies that cater to learners' unique needs.

In addition to that, the study presents the value of building a constructive and supportive learning environment. Language teachers must create a space that promotes enthusiastic participation, curiosity, and autonomous learning. Efforts put into incorporating dynamic interactive activities, genuine materials, and communicative tasks that hold meaning can improve the efficacy of implicit instruction while driving learner involvement.

To sum up, future research should focus on revealing the enduring effects of implicit instruction on enhancing one's language proficiency levels and testing whether these subtle learning techniques are transferable to other linguistic settings. Further investigation via comparative analysis, specifically regarding implicit versus explicit instructional methods, could provide insight into which approaches best contribute to successful SLA outcomes.

In short, this study adds to the expanding knowledge of second language acquisition by examining how Bengali speakers acquire English through implicit instruction. The findings imply that authentic settings foster effective language learning through implicit processes. Educators can facilitate optimal linguistic development among Bengali-English learners by utilizing implicit teaching strategies combined with a supportive teaching environment.

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