

A Study of L2 Explicit Knowledge of UG and PG Students of Shivaji and Solapur Universities

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Abstract:

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

Keywords: Implicit Knowledge, Explicit Knowledge, Second Language Acquisition, etc.

The importance to Explicit Knowledge in the theories of L2 acquisition is given by number of renowned scholars like Bialystok, R. Ellis, Hulstijn, Krashen etc. The idea that there are two types of knowledge that learners may possess about a second language, that is, Implicit and Explicit Language Knowledge, dates back to and underlies two early language learning theories put forth by Krashen and Bialystok. The purpose of this article is to examine Explicit Knowledge of a Second Language (L2) of UG and PG students of Shivaji and Solapur Universities. 229 students of Under Graduate and Post Graduate Classes are selected from both the universities.

Implicit and Explicit L2 Knowledge

Before talking about Implicit and Explicit L2 Knowledge, it is essential to know the meaning of the phrase 'linguistic knowledge'. There are two positions regarding linguistic knowledge. The first position, based on the works of Chomsky, claims that linguistic knowledge consists of knowledge of the features of a specific language, which are derived from impoverished input (positive evidence) with the help of Universal Grammar (UG). This view of language is innatist and mentalist in orientation. It emphasizes the contribution of a complex and biologically specified language element in the mind of the learner. The second position, which is based on connectionist theories of language learning, and is advanced by cognitive psychologists such as Rumelhart and McClelland (1986), views linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or 'rules' can be accessed (Ellis, R. 2009: 10). These positions are generally presented as opposite to one another (e.g. Gregg, 2003), but in one important respect they are in agreement. Both the

innatist and connectionist accounts of L2 learning view linguistic competence as consisting primarily of Implicit L2 Knowledge and see the goal of linguistic theory as explaining how this Implicit Knowledge is acquired. However, they differ in the importance that they attach to Explicit Knowledge. (Ellis, R. 2009: 11).

Rod Ellis has attempted to identify the criteria that can be used to distinguish Implicit and Explicit L2 knowledge. There are seven dimensions which are used to distinguish Implicit and Explicit Knowledge. They are divided into two broad categories. One of them is 'representation dimensions' and other is 'processing dimensions'. The representation dimensions involve (a) Awareness, (b) Type of knowledge, and (c) Systematicity and certainty of L2 knowledge. The processing dimensions include (a) Accessibility of knowledge, (b) Use of L2 knowledge, (c) Self report and (d) Learnability.

Representation dimensions:

- 1. Awareness:** There are two kinds of awareness, the unconscious awareness and conscious one. Karmiloff-Smith gave the distinction between them for the first time in 1979. According to him, unconscious knowledge is connected with epilinguistic behaviour. It means one is able to recognise whether a sentence is grammatical or ungrammatical immediately but s/he may not know why a given sentence is grammatical or ungrammatical and at the same time s/he may not know the grammatical rule that has been broken. Unconscious awareness is active in Implicit Knowledge and conscious awareness is active in Explicit Knowledge (Ellis 2006:433).
- 2. Type of knowledge:** It is the second dimension which represents the difference between Implicit and Explicit Knowledge. Explicit Knowledge is like declarative knowledge and Implicit is like procedural knowledge. Declarative knowledge is encyclopaedic in nature as far as grammatical features are concerned. Procedural knowledge is easily accessible and one can easily write or correct a sentence. It is activated very quickly without even thinking about the grammatical structure (Ellis 2006:433).
- 3. Systematicity and certainty of L2 Knowledge:** According to Tarone (1982), (quoted in Ellis 2006:433), once Implicit Knowledge is established in a learner's interlanguage it becomes very systematic. Sorace (quoted in Ellis 2006: 433) says Explicit Knowledge tends to be imprecise, inaccurate and inconsistent.

Processing dimensions:

- 1. Accessibility of Knowledge:** It concerns with the time needed to access Implicit and Explicit Knowledge when it is necessary. In the year 2002, Preston suggested that all L2 learners use two different types of grammar knowledge. One is deeply embedded and other resides more on the surface. According to Ellis (2006), first one is Implicit Knowledge and second one is Explicit Knowledge. Therefore, it means that deeply embedded (Implicit) Knowledge can be processed automatically and more on the surface (Explicit) Knowledge can be processed in much more controlled way. However, all researchers do not agree with the way Implicit and Explicit Knowledge is accessed. Hulstijn (2002) suggests that even though it may be possible to speed up the processing of Explicit Knowledge through practice there remains a fundamental difference between automated Explicit Knowledge and Implicit Knowledge. In

contrast, DeKeyser (2003) argues that there is no functional difference between automated Explicit Knowledge and Implicit Knowledge (quoted in Ellis 2006: 433).

2. **Use of L2 Knowledge:** The situation in which learners are asked to perform task affects the learners' use of knowledge. It is proved that if an intermediate learner gives a lot of time to think about what to say, how to structure his/her sentence/utterance, his/her speech becomes more accurate. The reason for this result is that if a learner is given a lot of time s/he gets access to Explicit Knowledge. And when the same learner is not given enough time and pressured to complete the task rapidly, his/her speech becomes less accurate and s/he uses Implicit Knowledge.
3. **Self Report:** It refers to the capacity of a learner to justify the words and grammatical constructions s/he has used. In his study, Butler (2002) states that the all Japanese adults learning English gave an explanation for the choice of articles in a close task. They were able to tell whether the given sentence is correct or incorrect and simultaneously they can explain the grammatical rules, but often in non-technical language. However it is to be remembered that Implicit Knowledge cannot be verbalised and to verbalise any rule one has to form an explicit rule. This leads to the conclusion that self report is formed by using Explicit Knowledge (Ellis 2006: 434).
4. **Learnability:** The point of learnability is very significant. It is believed that one can learn L2 explicitly at any age. On the other hand, Implicit Learning can only take place when the subject is young (Ellis 2006: 434). Munzo (2007) claimed that older learners learn explicitly better than young ones. However, Bialystok (1994) claims that 'Explicit Knowledge can be learned at any age', but that there are age-related limitations on L2 learners' ability to learn. Krashen (1982) also argues that most learners are capable of learning only rules formally and functionally simple as Explicit Knowledge.

Following are the main points that have emerged from this discussion of Implicit and Explicit L2 Knowledge (Ellis, R. 2009: 16)

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

The Present Study:

The subjects who are chosen for the present study are UG and PG students of Shivaji and Solapur Universities. The mother tongue of the most of these students is Marathi. Most of the students have started learning English from their first standard as per the new education policy of Govt. of Maharashtra. They have learnt English as a second compulsory language up to 12 standards. Arts students continued to learn it in their three years course of graduation, while science and commerce students study it at first and third and at first and second years of their graduation course respectively. Apart from that, from 11 Standard English is used as the medium of instruction for Science students and for Commerce students

from first year at the under graduation. The medium of instruction for PG students is English. So it can be said that the students who are selected for the present study have studied English language for more than 13 years in classrooms.

For the present study, in all, 229 UG and PG students from Shivaji and Solapur Universities have been selected. The age of these students range from 20 to 28 and the average age is 21.0437. The students related to Arts, Commerce and Science faculties are randomly selected from the colleges and university departments affiliated to Shivaji and Solapur Universities. The following table shows the University-wise number of students selected for the research.

University	Class		Faculty			Sex		Residential Location		Total
	UG	PG	Arts	Commerce	Science	Male	Female	Rural	Urban	
Shivaji	57	60	72	14	31	43	74	91	26	117
Solapur	57	55	49	13	50	46	66	87	25	112
Total	114	115	121	27	81	89	140	178	51	229

Table 1.1 Distribution of Students

Data Collection

The data for the present study is collected through the responses of the selected students to the questionnaires used and prepared for testing the role of Explicit L2 Knowledge in learning English. The three questionnaires are used and prepared for the present research. These questionnaires are administered to 229 students in their respective classrooms. These questionnaires are untimed tests. To collect the natural data for knowing the role of Explicit L2 Knowledge in learning English, students are also asked to write the very first response they think as the most appropriate to the situations given in the questionnaires.

The Questionnaire/ Test Battery

In the present research three questionnaires are used. Questionnaire 1 seeks to collect the background information about of the students. The Questionnaire II is the Untimed Grammaticality Judgement Test. It consists of 68 grammatically correct and incorrect sentences and it is designed to assess the Explicit Knowledge of English of the students. The Questionnaire III is Metalinguistic Knowledge Test. It is divided into two subparts. The first part includes 17 ungrammatical sentences and second part contains 16 sentences.

The detailed discussion of the questionnaire is as follows:

Questionnaire Part I

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

Questionnaire Part II

As mentioned earlier, this questionnaire is prepared to examine the Explicit Knowledge of English language. This test is used and prepared to assess the Explicit Knowledge of the students as they get ample time to think over the given sentences and in the process they can recall the grammatical rules and recognise the grammatically correct or incorrect sentences. Printed questionnaire is given to each student and they are asked to state whether the sentence is correct or incorrect and, after that, they also have to register the degree of certainty of their response. It means that they have to state whether they are 'less than 50 % sure' or 'more than 50% sure' or '100 % sure' of their response. The grammatical categories examined in the tests are as follows:

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

Table 1.2 Item distribution in the Timed Grammaticality Judgement Test

Questionnaire Part III

This part of the questionnaire is the untimed Metalinguistic Knowledge Test. It is divided into two sections. It aims at assessing the Explicit Knowledge of the students about English language. The first section of the questionnaire includes 17 ungrammatical sentences. The part of the sentence containing the error is underlined. The students are asked to find the correct statement, from the given four alternatives, that best explains the error. In this test it is believed that students read out the sentence and find the underlined part as the error in the sentence and the error is described in the four alternatives given. It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response. The grammatical categories used in this test are as follows:

Grammatical Category	Distribution in the test (Item No.)
Modal	1
Verb Complement	2
Third Person	3
Unreal Condition	4
Comparatives	5

Indefinite article	6
Ergative Verbs	7
Possessive- s	8
Regular Past Tense	9
Indefinite article	10
Embedded Question	11
Yes/No	12
Adverb Placement	13
Question Tag	14
Since/For	15
Dative Alteration	16
Relative Pronoun	17

Table 1.3 Item distribution in the Metalinguistic Knowledge Test (Section 1)

It is hypothesized that while finding out the best explanation for the underlined error, students use the explicit knowledge which is stored in their mind as they get enough time to register their response.

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

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

Criterion	Untimed GJT	Metalanguage
Degree of Awareness	Rule	Rule
Time available	Unpressured	Unpressured
Focus of attention	Form	Form
Metalinguistic Knowledge	Yes	Yes

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

Test Content

The tests are designed to provide measures of learners' knowledge of 17 English grammatical structures. The choice of the grammatical content is motivated by a number of factors. First and foremost, an attempt was made to select target language structures that were known to be universally problematic to learners (i.e. to result in errors). For this, the SLA literature was consulted (e.g., Burt & Kiparsky, 1972). Second, the structures are selected to represent both early and late acquired grammatical features according to what is known about the developmental properties of L2 acquisition (e. g., Pienemann, 1989). Third, the structures are selected to represent a broad range of proficiency levels according to when they were

introduced in ESL courses covering beginner, lower intermediate, upper intermediate, and advanced levels. Fourth, the structures are chosen to include both morphological and syntactic features (Bowles, Melissa A., 2005: 252). Following table lists the selected structures and summarizes their properties in terms of the various selection criteria.

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

Note: S=Syntactic, M=Morphological

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

Analysis of the data

The group-wise (5 groups) performance of the students, who are divided into five groups based on the percentage of the score they have obtained in the questionnaires II and III. Five groups are shown in the following table:

Sl. No.	Group Number	Score in percentage (%)
1	I	0-20
2	II	21-40
3	III	41-60
4	IV	61-80
5	V	81-100

Table 1.6 Five Groups

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

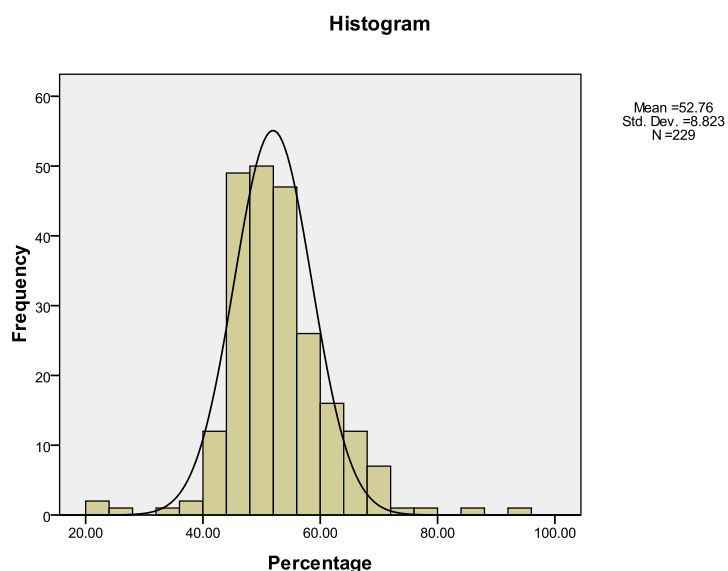


Table 1.7 Total Score of the students

The score is converted into percentage and on the basis of this percentage, and the formula given in the table 5.1 the score is divided five groups. The frequency of these groups i.e. the number of students pertaining to each is shown in the following table:

Group Number	Score in percentage (%)	Frequency
I	0-20	0
II	21-40	7
III	41-60	185
IV	61-80	35
V	81-100	2
	Total	229

Table 1.8 Explicit Groups

The above table explains that the highest numbers of the students, i.e. 185, belong to the group number III, whereas the least numbers of the students, i.e. 2, are included in the group number V. 35 students fall in the group number IV and group number II includes seven students.

With the help of the classification of students in these groups, the following part reveals the Explicit Knowledge of the students in terms of their university, class and residential location.

University-wise

Table 1.9 presents the group-wise distribution of marks of the students from Shivaji and Solapur Universities.

	Score obtained %	Explicit Group					Total
		0-20	21 -40	41 - 60	61 - 80	81 - 100	
University	Shivaji University	0	5	88	23	1	117
	%	0	4	75	20	1	
	Solapur University	0	2	97	12	1	112
	%	0	2	87	11	1	
	Total	0	7	185	35	2	229

Table 1.9 Group-wise responses: University

The table 1.9 shows that, out of 229 students, 117 Students of Shivaji and 112 students of Solapur Universities are selected. Two students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) student each belongs to both Universities. Seven students obtain the lowest marks i.e. between 21 and 40 %. Of all, two (2%) students are from Solapur and five (4%) are from Shivaji Universities. 35 students receive scores between 61 and 80 %. Out of them, (23) 20 % students are from Shivaji and 12 (11%) students are from Solapur Universities. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 97 (87%) students belong to Shivaji and 88 (75%) students belong to Solapur Universities.

Undergraduate-Postgraduate

The following table 1.10 presents the group-wise distribution of marks of the students from UG and PG:

		Explicit Group					Total
Score obtained %		0-20	21 -40	41 - 60	61 - 80	81 – 100	
Class	Undergraduate	0	5	99	9	1	114
	%	0	4	87	8	1	
	Postgraduate	0	2	86	26	1	115
	%	0	2	75	23	1	
Total		0	7	185	35	2	229

Table 1.10 Group-wise responses: UG and PG

The above table shows that, out of 229 students, 114 Students are from PG and 115 students are from UG classes. 2 students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) student each belongs to both UG and PG classes. 7 students obtain the lowest marks i.e. between 21 and 40 %. Of all, five (4%) students are from UG and two (2%) students are from PG classes. 35 students receive scores between 61 and 80 %. Out of them, 26 (23%) students are PG and nine (8%) are UG students. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 86 (75%) students belong to PG and 99 (87%) students belong to UG classes.

Residential Location

The following table 1.11 presents the group-wise distribution of marks of the students from rural and urban areas.

		Explicit Group					Total
Score obtained %		0-20	21 -40	41 - 60	61 - 80	81 – 100	
Location	Rural	0	7	150	20	1	178
	%	0	4	84	11	1	
	Urban	0	0	35	15	1	51
	%	0	0	69	29	2	
Total		0	7	185	35	2	229

Table 1.11 Group-wise responses: Residential Location

The above table shows that, out of 229 students, 178 Students are from rural and 51 students are from urban areas are selected. 2 students get the highest marks i.e. between 81 and 100 %. Out of them, one (1%) each belongs to both rural and urban areas. 7 students obtain the lowest marks i.e. between 21 and 40 % and all of them i.e. seven (4%) students are from rural area. 35 students receive scores between 61 and 80 %. Of all, 15 (29%) students are from urban and 20 (11%) students are from rural areas. The highest number of students, 185, achieves marks between 41 and 60 %. Out of them, 150 (84%) students belong to rural and 35 (69%) students belong to urban areas.

Conclusions:

To conclude, after studying the analysis of the students, it can be said that Explicit Knowledge of the students of Solapur University is either equal to or greater than that of students of Shivaji University. The analysis of the UG and PG students shows that Explicit

Knowledge of the Undergraduate students is better than that of Post graduate students. Residential Location wise study of the students reveals that rural students' Explicit Knowledge is either greater or equal to than that of the urban students.

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5. Manoj completed his assignment and print it out.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

6. We will leave tomorrow, isn't it?

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

7. He plays soccer very well.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

8. Did Kiran completed her homework?

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

9. I must to brush my teeth now.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

10. If he had been richer, she will marry him.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

11. He has been living in India since three years.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

12. Prashant wanted to know what I had told Jahangir.

Grammatically Correct-	- Yes	/	No
Degree of Certainty: less than 50 %	-		
More than 50%			-
100%			-

13. They had the very good time at the party.

Grammatically Correct-	- Yes	/	No
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Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

14. Between 1990 and 2000 the population of India was increased.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

15. Leena is still living in his rich uncle house.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

16. Mahesh sold a few old coins and stamp to a shop.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

17. I have been studying English since a long time.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

18. I can to speak English very well.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

19. Sonali miss an interesting party last weekend.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

20. Kishor eats a lot of paneer.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	
More than 50%		-
100%		-

21. Sunil wanted to know where I had been.

Grammatically Correct-	- Yes	/ No
Degree of Certainty: less than 50 %	-	

More than 50% -
100% -

22. Did Sarita cook dinner last night?

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

23. Ramesh reported the crime to the police.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

24. Manisha is taller than her sisters.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

25. Heera live with his friend Kajol.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

26. Kavita wants to buy a computer this weekend.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

27. She writes very well English.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

28. If she had worked hard, she would have passed the exam.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -
100% -

29. Tushar wanted to know whether was I going.

Grammatically Correct- - Yes / No
Degree of Certainty: less than 50 % -
More than 50% -

100% -

30. I saw very funny movie last night.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

31. The teacher explained Saurabh the answer.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

32. I must finish my homework tonight.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

33. Kavita went to the school to speak to her children teacher.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

34. Ranjana has been studying in Auckland for three years.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

35. This building is more bigger than your house.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

36. That book isn't very interesting, is it?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

37. Her English vocabulary increased a lot last year.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

38. Hameed received a letter from his father yesterday.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

39. Does Savita live in India?

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

40. Leena left some pens and pencils at school.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

41. If he hadn't come to India, he will stay in Japan.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

42. My car is more faster and more powerful than your car.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

43. Pravin flew to Delhi to meet the President's advisor.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

44. Pravin wants finding a new job next month.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

45. Sapna works very hard but earns very little.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

46. India is a very interesting country.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-

100% -

47. I can cook Indian food very well.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

48. They enjoyed the party very much.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

49. The boys went to bed late last night, is it?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

50. She wanted to know why had he studied English.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

51. He reported his father the bad news.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

52. Sanjay spoke to the professor's secretary.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

53. Yuvraj stayed at home all day and finished the book.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

54. Supriya found some keys on the ground.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

55. They did not come at the right time.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

56. If he had bought a ticket, he might have won the prize.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

57. Nilesh says he wants to get married next year.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

58. An accident was happened on the motorway.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

59. Kaveri lives in Pune but work in Mumbai.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

60. She likes always watching television.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

61. Did Anand visited his father yesterday?

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

62. Something bad happened last weekend.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-
100%	-

63. Madan bought two present for her children.

Grammatically Correct-	- Yes / No
Degree of Certainty: less than 50 %	-
More than 50%	-

100% -

64. She is working very hard, isn't she?

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

65. The bird that my brother caught it has died.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

66. The boat that my father bought it has sunk.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

67. The book that Sneha wrote won the prize.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

68. The car that Vinay has rented is a Toyota.

Grammatically Correct- - Yes / No
 Degree of Certainty: less than 50 % -
 More than 50% -
 100% -

Questionnaire III

Metalinguistic Knowledge Test

Part 1

In this part of the test there are 17 sentences. All of them are ungrammatical. The part of the sentence containing the error is underlined. For each sentence, choose the statement that best explains the error.

Mark (✓) a, b, c or d to indicate your choice.

1. You must to wash your hands before eating.

- 'Must' is the wrong form of the imperative.
- Change to 'must have to wash' to express obligation.
- Modal verbs should never be followed by a preposition.
- After 'must' use the base form of the verb, not the infinitive.

2. Santosh wants visiting Mumbai this year.

- 'Visiting' should be written in the base form.
- The verb following 'want' must be an infinitive i.e. 'to visit'
- We cannot have two verbs together in a sentence.

d. It should be 'visit' because the event is in the future.

3. Mahesh work in a car factory.

- Work is a noun so it cannot have the subject 'Mahesh'.
- We must use the present simple tense after a pronoun.
- We need 's' after the verb to indicate third person plural.
- In the third person singular the present tense verb takes 's'.

4. If Sarika had asked me, I would give her some money.

- Since 'would' is conditional, it should appear in the 'if' clause.
- The first clause contains impossible condition, so no need to use 'would'.
- We must use 'would have given', because the event has already happened.
- Since it is hypothetical and unfulfilled condition, the verb in main clause should be in the past conditional, i.e. 'would have given'.

5. Learning a language is more easier when you are young.

- 'More' is an adjective so we must use 'easily' not 'easier'.
- The comparative ending of a two-syllable adjective is 'er'.
- The 'er' ending indicates comparison, so 'more' is not needed.
- You cannot have two adjectives together in the same sentence.

6. Sandhya grew some roses in her garden.

- The noun is countable, so after 'some' the plural form is inessential.
- The wrong adjective has been used before 'roses'.
- A noun must always have 'a' or 'the' before it.
- Use 'a few' not 'some' with countable nouns.

7. His school grades were improved last year.

- The verb 'improve' can never be used in the passive form.
- We should insert 'by him' after the verb to indicate the agent.
- Use 'improved' as the sentence refers to a specific event last year.
- The verb should be in active form even though the subject is not the agent.

8. Mahesh lost his friend book.

- We need possessive "'s'" to show that the friend owns the book.
- You cannot have two nouns next to one another in a sentence.
- The verb refers to a personal object, so must have an apostrophe.
- Insert 'of' before book to show that it belongs to the friend.

9. Sneha happen to meet an old friend yesterday.

- It took place yesterday, so use a past tense verb ending.
- Third person singular verbs always have an 's' ending.
- We don't use a preposition after the verb 'happen'.
- 'Happen' never follows the subject of a sentence.

10. Because he was late, he called for taxi.

- Insert 'a' before taxi because it is not a specific one.
- Use 'some taxis' because taxi cannot be singular.
- We must always use 'the' before countable nouns.
- Use the definite article because the taxi is unique.

11. They were interested in what was I doing.

- In embedded questions the word order is the same as that in statements.
- Change the word order, because 'what' is always followed by a pronoun.
- Interrogative clause cannot be embedded.
- The clause 'What was I doing' should be followed by a question mark.

12. Does Laxman owns a Chinese car?

- No need to use auxiliary verb 'does'.

- b. We must use the base form of verb after 'do/does'.
- c. Use 'have' or 'has' instead of 'does'.
- d. The word order changes when we use the question form.

13. Savita likes very much her new job.

- a. Adverbial phrases should occur before verbs.
- b. An adverb should not come between a verb and its object.
- c. The phrase 'very much' is incorrect.
- d. The adverbial phrase must always precede the verb.

14. They have already finished, isn't it?

- a. We cannot use 'it' because the main verb 'finish' does not have an object.
- b. 'have' should be used instead of 'is' in all question tags referring to past time.
- c. The tag question should be positive because the main verb is in the affirmative.
- d. The form of the question tag must relate to the subject and verb in the main clause.

15. He has been saving money since 10 years.

- a. The wrong conjunction has been used in the time clause.
- b. We cannot use 'since' because the exact date is not specified.
- c. It should be 'year' not 'years'.
- d. Use definite article before '10 years'.

16. I explained my friend the rules of the game.

- a. The indirect object must never precede the direct object of a verb.
- b. The verb 'explain' can have only one object, i.e. direct object, and the indirect object 'my friend' should precede a preposition.
- c. 'Explain' is an intransitive verb.
- d. Use present tense 'explain', not the past.

17. The cake that you baked it tastes very nice.

- a. Omit 'that' when the relative pronoun is subject of the clause.
- b. We should use 'which' instead of 'that' when referring to things.
- c. Omit 'it' in the relative clause because it refers to same thing as 'that'.
- d. Omit 'that' when using 'it' in the relative clause to avoid having two.

Part 2

Adapted from Alderson et al. (1997)

1. Read the passage below. Find ONE example in the passage for each of the grammatical features listed in the table. Write the examples in the table in the spaces provided. The first one is done for you.
Note: it may be possible to choose the same example to illustrate more than one grammatical feature.

The materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts. We would normally expect the materials to arrive within three days, but this time it has taken longer.

Grammatical feature Example

definite article	
Verb	
Noun	
Preposition	
passive verb	
conditional verb	
Adjective	
Adverb	
countable noun	
indefinite article	
relative pronoun	
auxiliary verb	
modal verb	

past participle	
conjunction	
finite verb	
infinitive verb	
Agent	
comparative form	
Pronoun	

2. In the following sentences, underline the item requested in brackets:

1. Poor little Samadhan stood out in the snow. (SUBJECT)
2. The woman gave him some money. (INDIRECT OBJECT)
3. Hunting tigers is dangerous. (GERUND)
4. The policeman chased Joe down the street. (DIRECT OBJECT)
5. I bought a new pair of running shoes. (GERUND)
6. The boy plays cricket. (SUBJECT)
7. He is the boss. (COMPLEMENT)
8. Rohan puts a lot of garlic in his food. (SUBJECT)
9. Nancy is the winner. (COMPLEMENT)
10. Rahul and Saurabh study in the same school. (SUBJECT)
11. She kicked him.(OBJECT)
12. She is good at painting. (GERUND)
13. I prefer my coffee black. (COMPLEMENT)
14. One of life's pleasures is having breakfast in bed. (GERUND)
15. She named the baby Bruce. (COMPLEMENT)
16. I learned to play football (OBJECT)