EXPLORING THE EFFECTS OF GRAMMATICAL AWARENESS/CONSCIOUSNESS-RAISING ON EFL LEARNERS' PERFORMANCE ON GRAMMAR AND WRITING TESTS

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The purpose of the present study was to investigate the influence of metalinguistic knowledge and grammatical awareness on EFL learners' performance in grammar and writing tests. The participants were 60 EFL intermediate learners (both males and females) at Azad Dezul University. A pretest of English grammatical judgment test was administered to assess their knowledge of L2 structures and grammatical knowledge then, they were taught 6 English target structures: Articles, Conjunction, Relative clause, Preposition, Agreement, and Infinitive, but with different methodologies: the students received a treatment of grammatical judgment and consciousness-raising tasks. A posttest of English grammatical judgment test was then administered. The elicitation instruments used for data collection were; a proficiency test (cloze-test) used to measure the learners' proficiency level, a metalinguistic test (GJT) to measure their metalinguistic knowledge. The data of the study were analyzed using the t-test to indicate difference between the grammar mean of the two tests, and the degree of progress from the pretest to the posttest in grammar and writing sections. The results revealed that first, the participants had a better performance on the posttest as compared with the performance on the pre-test including Grammar and Writing sections; second, using consciousness-raising tasks in grammar teaching was significantly more effective than traditional approaches; third, there was
significant relationship between metalinguistic knowledge and EFL learners' performance on writing and grammar tests. Key terms: Metalinguistic Knowledge, Grammatical Awareness, Consciousness-Raising Tasks, Proficiency Level, Grammar Teachin