The Effects of Empowerment on Iranian EFL Learners' Grammar knowledge

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Empowerment has been used in educational literature since 1980. The present study aimed at investigating the effect of empowering Iranian EFL learners on their knowledge of English grammar. Iranian EFL learners' difficulty in performance on grammar test was the main problem addressed in the present study. The participants of the study were 35 Iranian EFL learners at elementary level selected from Nosrat Foreign Language Institute in Kermanshah, Iran, 1392. In order to achieve this aim, participants were divided into two homogeneous groups, including experimental group and control group. The control group followed traditional methods of teaching grammar, while experimental group was taught based on eclectic methods of participatory teaching like Collaborative Learning and Task-Based Instruction. In contrast to control group, experimental group took active and responsible role in the classroom. The design of this study was pretest-treatment-posttest. The result of pretests showed no significant difference between control and experimental groups, while the result of posttest and t test, showed significant difference between control and experimental groups. The findings of the study showed that (a) empowering learners improved their knowledge of grammar, (b) Collaborative Learning led to empowered education, and (c) empowering students put them at the center of pedagogical environment.