The present study sought to uncover the effect of proactive intensive form focused instruction on the grammatical and lexical development of intermediate and advanced Iranian EFL learners. More specifically, the aim of the study was to discern (a) whether the grammatical and lexical knowledge of Iranian EFL learners at different proficiency levels ameliorated significantly in the wake of exposure to proactive intensive FFI (b) whether the grammatical and lexical knowledge of the learners at the two proficiency levels improved equally
or not, (c) whether there was an interaction effect between the FFI and the proficiency level, which affected the grammatical and lexical development of the learners, and (d) whether proactive intensive FFI led to more beneficial gains in lexical development or grammatical development for different proficiency levels. To meet these objectives, 119 intermediate and advanced EFL learners at Sadr Institute of Higher Education in Isfahan, Iran were asked to take part in this study. To ascertain the homogeneity of the participants, a QPT was administered to them. The learners in each proficiency level were assigned to a control group and an experimental one and they sat for a grammar and vocabulary pretest. Subsequently, the learners in the treatment groups received proactive intensive FFI (metalinguistic explanations followed by repeated form-focused tasks and explicit corrective feedback on form) in their free discussion classes, while those in the control groups participated in classes bereft of FFI. After 9 sessions of instruction, the learners took a posttest. Such statistical tools as the paired sample t test, two-way ANOVA, and one-way ANCOVA were utilized to analyze the collected data, and the following results were obtained: (a) both intermediate and advanced group learners experienced a boost in their grammatical and lexical knowledge after being exposed to proactive intensive FFI (b) the treatment in the current study was more beneficial to intermediate EFL learners’ grammatical development than it was to advanced learners’, but for vocabulary, there was no significant difference between intermediate and advanced groups, (c) intermediate learners’ knowledge of grammar improved significantly more than their vocabulary knowledge, but for advanced learners, though both their vocabulary and grammar knowledge enhanced, no significant difference was observed between their vocabulary and grammar knowledge, and (d) proactive intensive FFI, proficiency level, and the interaction between them all were instrumental in molding the grammatical knowledge of Iranian EFL learners, but proactive intensive FFI (though neither proficiency level nor the interaction between the two independent variables) had a significant impact on the vocabulary developments of EFL learners. The study bears implications for EFL practitioners as enumerated in the final chapter of the present dissertation.