

# FORM-FOCUSED INSTRUCTION: EFFECTIVENESS OF CONSCIOUSNESS-RAISING TASKS AND DIRECT GRAMMAR INSTRUCTION IN EFL LEARNING

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## Abstract

Research has already made a strong case for the undisputable role of grammar knowledge and grammar instruction in EFL teaching and learning. The ongoing debate now is when and how to utilize grammar knowledge and most of the controversy is over the extent to which form-focused instruction contributes to L2 acquisition and its explicit knowledge. Dependent on variables such as learners' level of L2 knowledge, age, L1 literacy, cultural background and many others, research findings have reached both favorable and unfavorable conclusions regarding the efficacy of explicit knowledge in L2 proficiency.

This study aims to compare the effectiveness of direct grammar instruction and indirect consciousness-raising activities in the development of the learners' explicit knowledge of L2, based on Ellis' conceptualization of form-focused instruction in terms of concrete instructional activities. A brief overview of literature on form-focused instruction and its various types will be given in the introduction, which will be followed by research findings and suggestions that have been made on the topic. Three groups of 20 high school learners each (aged 14-16), 2 experimental and one control, will participate in the study. Results of the pre-test, immediate post-test and delayed post-test will be discussed and suggestions on the (in) effectiveness of the above-mentioned activities in EFL learners' explicit knowledge development of L2 will be made.

**Keywords:** Form-focused instruction, consciousness-raising tasks, grammar instruction, explicit/implicit knowledge, EFL learning