

# **The Effect of Autonomous Noticing Activities on Iranian Intermediate EFL Learners' Grammatical Accuracy**

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**Improving communicative interactions, while simultaneously drawing students' attention to language form, is considered as a potentially significant area of research in second language acquisition. Research on the effect of autonomous noticing activities for improving grammatical accuracy is rare. To fill the gap, the purpose of this thesis was to examine the effectiveness of focus on form instruction through autonomous noticing activities on Iranian EFL learners' acquisition of grammatical items. To conduct the study, the total sample which participated in the experimental study was 60 participants who were in two intact classes of 30 students. After laying the ground for the study, they were pretested on the writing test to check their grammatical accuracy. Then, various modes of grammar instruction were carried out the control group received grammar instruction through skill-based learning activities, and the experimental group received grammar instruction using autonomous noticing activities. Afterwards, both groups were posttested on the same measures of writing. Upon reviewing the results of the t-test data analysis procedure concerning grammatical accuracy of two groups, it was revealed that the experimental group statistically significantly outperformed the control group after the intervention indicating that. the peer-reviewing instruction was quite successful in enhancing the students grammatical accuracy;  $t(58) = 42.11, p = .000$ , two-tailed. Therefore, the hypothesis of the study was rejected at the significance level of .05. Finally, the study presented some implications for teachers, teacher trainers, material developers, and policy makers.**

**Keywords :** Learner-consulting services

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