



METALANGUAGE AWARENESS AND ITS IMPACT ON TEACHERS' WRITTEN OUTPUT

Morteza Abdi
Department of English language
Islamic Azad University
Tabriz Branch
Tabriz- IRAN
Mortaza.abdii@yahoo.com

Yagoub Zahedi
Department of English language
Islamic Azad University
Shahindej Branch
Shahindej- IRAN
Yagoub_zahedi@yahoo.com

Abstract

The present study sought to examine the impact of teacher metalanguage awareness on their writing performance with respect to two dimensions of syntactic accuracy and complexity. All 40 pre-service teacher participants were randomly divided into either experimental or control group. A pre-test was administered to gain the necessary background knowledge on teacher participants' subject-matter knowledge in writing skill. To measure the two groups' performance on their written output, a post-test followed the ten-session explicit instruction on the established areas. Using a range of measures, the obtained findings revealed significant differences between the two groups in terms of syntactic accuracy and complexity. The findings suggest that teacher metalanguage awareness can be developed through various strategies, and its incorporation in teacher language education programs should be considered as a principle goal.

Key Words: Teacher Metalanguage Awareness, Accuracy, Complexity.