Consciousness Raising-based Grammar Teaching: Empowering Learner's Metalinguistic Awareness in Second Language Acquisition

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ABSTRACT

Consciousness Raising Grammar Teaching (CRGT) is one of alternative pedagogical grammar approaches applied by teachers in ELT classroom in relation to learners' second language acquisition. It has provided a logical way to avoid the grammatical pedagogical problems arising from ELT classroom during the teaching-learning process. This paper describes the learners' second language acquisition in ELT classroom about drawing specific linguistic properties/grammatical items in narrative text instructed by CRGT approach. It derives the learners' second language acquisition from the cognitive psychological factor in pedagogical grammar instruction in three senses, consciousness as noticing, consciousness as monitoring and consciousness as control as fundamental processes to empower the learners' metalinguistic awareness in acquiring five specific grammatical tenses of narrative text: simple past tense, past continuous tense, past perfect tense, past perfect continuous tense and simple present tense in direct speech. The data were the learners' responses toward illustrating activities involved in each sense. For consciousness as noticing, the learners' activities were provided by a narrative text enhancement and interpretation used to draw their attention to those five narrative tenses. For consciousness as monitoring was illustrated by grammar explanation and monitoring activities: explanation of the five grammar rules and the learner's self-generated analysis of them. In the last sense, the learners were engaged in language output tasks for consciousness as control. The data analysed based on the procedures applied in the frame of CRGT. This approach can work best, be durable helping the learners acquiring their explicit knowledge and accuracy of grammar learning based on the PRISM tool, and several large cases are used to demonstrate the performance of it.

Keywords: Consciousness Raising, Grammar Teaching, CRGT, Metalinguistic Awareness, Second Language Acquisition

1. INTRODUCTION

How the learners acquire the language grammatical properties in classrooms has been instructed by teachers through different types of grammar teaching approaches, such as focus on forms, focus on form, explicit instruction, implicit instruction, presentation practice production, consciousness raising, interpretation, etc. These approaches are commonly called types of formal instruction which are in language pedagogy are directed at two goals; cognitive goals and metacognitive goals. In [1], the former goals focus on developing linguistic or communicative competence and the second ones focus on the use of effective learning strategies. As for cognitive goals, he proposes two types of formal instruction which is based on the instruction treated in the ELT classrooms, whether the instruction is language center or student center. Metacognitive goals

are concerned with attempts to train the learners to use effective learning strategies.

Among the different types of the formal instruction or the grammar teaching, some of them are arguable and continuously on debating, considering the effect that each instruction has on the individual learner has preferred approach to learning and to what extent it matches the learner's grammar acquisition itself. As consequence, the grammar teaching types have been being investigated by the researchers, language practitioners, applied linguists, and teachers in classrooms exploring which type does works best and gives the effect that is completely lasting and durable. In this case, it is inferred that it is not obvious which type it is, as a matter of fact, there is a considerable evidence to indicate that a certain type of instruction works to present benefits on the learners' grammar acquisition and successful learning, i.e. Consciousness Raising. "It is not

yet clear which kind of instruction works best but there is evidence to suggest that focusing learners' attention on forms, and the meanings they realize in the context of communicative activities, results in successful learning [1]. There may also be a case for consciousness raising directed at helping learners to formulate explicit knowledge." Therefore, teaching grammar with Consciousness Raising, so-called (CRGT) approach is an incredible suggestion to undertake since it shows an advantage to overcome the learners' constraints in gaining the grammar acquisition.

This approach has maintained great attention to be reinvestigated to prove and evaluate the previous related studies mainly showed their significant implications for better grammar teaching in ELT classrooms and for beneficial effects on the acquisition of the learners' grammatical features. The studies about the approach have been constructed either in university levels of English foreign language learners or in high school levels of young EFL learners, for instances, in [2], [3], [4], [5], [6], [7], [8]. The results of all of these studies indicated that CRGT approach has worked and been effective to increase the learners' grammatical acquisition.

In fact, those previous studies investigated CRGT to any attempt focusing the learners' attention on acquiring various grammatical items. Any research studied different aspects of English grammatical properties as the input enhancement. Therefore, this paper also provides a different point of investigation that is how CRGT approach empowers the learners' metalinguistic awareness on the acquisition of specific grammatical items in narrative text, specifically about the narrative tenses. This paper describes the learners' second language acquisition from the cognitive psychological factor in pedagogical grammar instruction. There are three senses: consciousness as noticing, consciousness as monitoring and consciousness as control as fundamental processes. To empower the learners' metalinguistic awareness in acquiring five specific this sense, this paper describes the learners' grammatical tenses of narrative text: simple past tense, past continuous tense, past perfect tense, past perfect continuous tense and simple present tense in direct speech.

2. RELATED STUDIES

Several research findings have revealed the effectiveness of CRGT approach leading the learners to acquire grammatical knowledge. Firstly in [1], explaining the Fotos' study in 1993 about 160 Japanese university EFL learners which were asked to complete three grammatical structures; dative alternation, adverb placement, and relative clauses through sequences of consciousness-raising tasks. The results showed that consciousness-raising tasks contributed a significantly greater extent on the learner acquisition about the three kinds of grammatical structures above.

In addition, [4] conducted a comparative study of the traditional approaches in grammar teaching and Consciousness - Raising (CR) tasks in high school in Sabzevar Iran. Some CR tasks were implemented in the classroom during the second semester of educational year for one session per week whose female senior high school students as the research participants. What was investigated is the effectiveness of these tasks. In comparing the results of the study, a control group were taught using the pattern drill practice as the traditional approaches. The result of the comparative analysis was very significant, indicating that applying CR tasks in grammar teaching is more effective than the traditional approaches.

Then, [8] examined the effect of consciousness-raising as an explicit method of instruction and input enhancement as implicit method as well to improve grammatical and lexical collocation knowledge of Iranian EFL learners in Gorgan, Golestan. Sixty participants at pre-intermediate level of English proficiency were the population sample. As a result, the study revealed that consciousness-raising grammar teaching gives a significant effect on the improvement of the learners' both lexical and grammatical collocation knowledge.

Furthermore, [2] studied the grammar teaching model using consciousness raising activities at the fourth semester students of English department in IAIN Bukittinggi. She concludes that the consciousness-raising activities show a concrete contribution aiding the learners establish their conscious knowledge and understanding about the working of the language systematically and grammatically. She found that Grammar Consciousness-Raising Task was effective in teaching grammar.

Next study was conducted by [7] performing an experimental study how grammar consciousness-raising activities influenced the grammatical competence of 35 vocational high school students in Malang, Indonesia. Comparing to other 35 students as the control group, the result of the study showed that those 35 students in experimental group taught by using grammar consciousness-raising activities got significant distinction on their grammatical competence rather than those in the control group. By implementing these grammar consciousness-raising activities, besides increasing their grammatical competence, the students also became very encourageous in learning the grammar. In addition, the result study of [5] that was also an experimental study came up with conclusion that the use of Consciousness Raising activities could be a very

efficient technique in improving the learners' grammatical knowledge.

Last but not least, the study was conducted by [6] investigating the application of Consciousness Raising Tasks in teaching three grammatical features; Conditional Sentences, Simple Present Tense and Simple Past Tense of 30 students of English Department of Nusa Cendana University in Kupang, East Nusa Tenggara Indonesia. The study aimed to examine whether or not Consciousness-Raising Task is more applicable and valuable in the grammar teaching and learning related to such three grammatical components above than that of the traditional method Presentation Practice Production (PPP). Analyzing the data from post-test and pre-test, the result of the study eventually revealed that the students got a better performance working on the post-test than on pre-test after learning with consciousness raising tasks. Consciousness raising approach is more effective than PPP.

The researches about CRGT would be still being established considering how it maintains longer relevant approach improving the effectiveness of formal instruction. Most recent studies have also tried to investigate the effectiveness of Consciousness Raising correlated to other language elements and skills, such as to listening, reading, writing, lexical mastery, etc.

2.1. Grammar Teaching

Grammar teaching is certainly an integrated part of the language teaching that has specific aims to be achieved through undertaking better use of the attainable methodological resources. Before the twentieth century, along the history and development of the available language teaching methodological resources, language teaching was in the condition of one single method-bound, such as manifested in the old classical one Grammar Translation Method (GTM), bound to grammatical rules and translating target language and native language. This method used grammar as the starting point for instruction. The class under this method began with explicit grammar rules presentation, followed by practices of applying those rules in sentences and then translating the sentences into and out of the learners' mother tongue, between the target language and native language. The instruction only was restricted on such repeated practices without facilitating the learners to the communicative language use. Thus, GTM had become controversial and claimed as a traditional method without giving significant contribution to the learners' language acquisition. It had been a derogatory label for a certain way on teaching languages [1]. Nevertheless, it has been apparently meaningful to the golden history of the grammar teaching implication since its essence is grammar focus.

Moving into the middle of the twentieth century, the language teaching methods were still method-bound views. The old Direct method required that all language teaching should be mediated through the target language caused generations of teachers go to through contortions to avoid translation and to forbid the students to use bilingual dictionaries. Consequently, the grammar teaching while using this method became less emphasis. This was followed by the Audiolingual method then in which it was bound to the conformity to the behaviorist principles of 'mimicry-memorization' and 'over learning' through drilling [1]. Therefore, the grammar teaching also got less emphasis. There were also fringe methods in the late twentieth century such as Suggestopedia, Counselling Learning or Silent Way that they required almost an almost religious type of observance from their devotees. As a result, these methods had no strength to teach the grammar intensely. Similarly, some versions of the communicative approach have severely discouraged specific teaching activities, not mirroring real life communication so grammar teaching went through decontextualized sentence-level drills.

In this twenty first century, as the language teaching methodologies are in the motion of post -method era. They become free from method-bound constraints. They are able to adopt a more promising approach to language teaching, including the factors linguistics, psychology, and sociology that shape the teachers' activities and that of the learners. However, in this era, the language teaching results are not as great as expected since the language teaching practices go to the centrifugal muddle with biases. Even, the grammar teaching which is crucial to help the learners to gain the grammatical linguistic factor deviates from the target. Such this post-method condition finally entails the decisions about the importance and earnestness to return to method. As a result, the grammar teaching also falls into a deep consideration by the teachers to encourage them to choose applicable grammar teaching type, more optimal type of instruction that matches the individual learners have preferred approach to language acquisition. Therefore, the primary question for the grammar instruction emerges that is to what extent the grammar teaching directed at teaching specific linguistic items or rule wok.

2.1.1 Focus on Forms versus Focus on Form

Focus on Forms and Focus on Form are two contrastive grammar-teaching approaches with several exact distinctive features. In [1], it is explained that Focus on Forms refers to instruction that seeks to isolate linguistic forms in order to teach and test them one at a time. The language teaching is based on a structural

syllabus whose instruction built around is counter-productive. It focused on accuracy with error avoiding and explicit corrective feedback in any forms. The learners' attention is drawn to language use in discrete grammar rules or other metalinguistic information since it is rule-oriented instruction. In addition, [9] states that Focus on Forms emphasizes the role of explicit knowledge in the acquisition process, including present, practice, produce (PPP) and explicit language instruction with consciousness-raising activities and input-based instruction.

In contrast, Focus on Form involves alternating in some principled way between a focus on meaning and a focus on form. Language teaching is based on a task-based syllabus with faster learning and higher levels of proficiency. It focused on integrating fluency and accuracy with implicit corrective feedback during the course of communication activities. It is a meaning-oriented instruction [9]. It assumes that acquisition occurs best when learners' attention is drawn to language items when they are needed for communication so this means that it emphasizes the role of implicit knowledge in the acquisition process including input flood, input enhancement, and corrective feedback, and involving activities that also based on consciousness raising approach.

2.1.2. Implicit Instruction versus Explicit Instruction

Another contrastive pair of grammar teaching approach is implicit and explicit instruction types. Implicit instruction is the instruction includes an implicit treatment requiring the learners to induce the rules from the input examples given to them while explicit instruction involves an explicit treatment where the learners are given rules then followed up to practice using the rules [1].

Besides, [10] defines "explicit instruction as rule explanation comprised part of instruction in which the learners are asked to attend to particular forms and to try to arrive at metalinguistic generalizations on their own." It is overt error correction, intend to first and second language contrast and metalinguistic terminology. Therefore, it can be referred to as rule- or form-based teaching Instruction, but the instruction is defined as implicit if "neither rule presentation nor directions to attend to particular forms. The instruction provides input flood (i.e., high-frequency input), interaction, and recasts (i.e., "rephrasing an erroneous learner utterance while still referring to its central meaning)."

Furthermore, the effects of both instructions can be understood from studies [1]. There were no overall differences between the two approaches but explicit instruction seemed to work better for adult and female adolescent learners of above average intelligence. They

retained knowledge of a rule better after they had got grammatical lesson explicitly. Some grammatical structures were more amenable to a deductive approach, while other were better suited to an inductive method. In conclusion, both of these approaches have advantages and disadvantages so the teachers can combine them to make a flexible learning for the learners' language acquisition.

2.1.3. Practice versus Consciousness Raising

Practice grammar instruction has similar characteristic with focus on forms approach. The learners are required to produce sentences containing the target structure. They must do such activities repetitively and are expected to do so correctly, which is aimed at developing explicit knowledge of the rule of language production. Meanwhile, consciousness-raising approach does not expect the learners to produce the target structure but try to understand the target structure by formulating some kinds of cognitive representation how it works. It is directed only at explicit knowledge without expecting the learners to use the rule in communicative language comprehension [1]. This consciousness raising approach will be the central discussion topic of this paper.

2.1.4. Interpretation Versus Practice

Practice grammar instruction approach is also contrasted to interpretation grammar teaching approach. Practice much concerns with the learners' output to cause them change in developing interlanguage systems and production tasks. Interpretation approach emphasizes the learners' ability to identify the meanings realized by a particular grammatical structure. It brings the learners to notice the presence of specific feature in the input and comprehend the meaning of the feature. Interpretation correspond the learners to the stage of input processing (intake) and require them to display their comprehension of input. It constitutes the comprehension-based approach to grammar teaching to lead the learners to the way perceiving and processing the input.

2.1.5. Deductive Versus Inductive Instruction

Deductive approach to grammar teaching, which is commonly called rule-driven learning [11] starts with presentation of rules, practicing the rules and producing sentences based on the rules. This is the approach like Grammar Translation Method where teaching begins with presentation of grammar rules and proceeds to practice of the rules involving the translation of L1/L2, native and target languages. It puts too heavy emphasis on written language and practically almost no oral language so it receives less support than inductive

approach. However, it is in line with explicit instruction and practice and focus on forms approaches.

Inductive approach is data driven learning [11] adopting implicit instruction, inducing the rules from the input examples given to them. The learners are exposed to comprehensible language input and they will acquire the system of the rules subconsciously through peripheral attention to language forms.

2. 2. Consciousness Raising Grammar Teaching

Consciousness Raising Grammar teaching is the grammar teaching based on consciousness raising approach. Thus, it is namesd here in this paper Consciousness Raising-based Grammar Teaching (CRGT). It is something uncountable since much studies has put consciousness raising into their different variable items such as tasks, strategy, method, techniques, and activities. Hence, consciousness raising are found under the terms; grammar consciousness raising task, consciousness raising strategy, consciousness raising method, and consciousness raising activities. What is consciousness raising? It was first introduced by Rutherford and Sharwood Smith (1985) and it refers to increasing learners' awareness through interactive components and opportunities to engage in meaningful interaction and to negotiate meaning with the idea that interaction is essential to language acquisition [12] [13].

In addition, CRGT allows the consciousness raising activities for the learners with advantages such as allowing the learners; to understand the examples of the language properties that are provided in different forms before they construct their own sentences and to obtain the grammatical items in context, established by the learners themselves [6]. CRGT is significant to apply in teaching grammar to increase the learners' grammatical competence.

Furthermore, the latest theoretical concept about consciousness raising in grammar teaching is stated to present particular emphasis on three senses; consciousness as noticing, consciousness as monitoring, and consciousness as control. This is based on [14] who called for considerably using consciousness raising approach to grammar teaching rather than traditional drills in teaching activities since it is done under three sequential senses of consciousness; noticing, monitoring, and control. Consciousness as noticing is stressed on drawing students' attention to specific grammar items that is normally called as text enhancement and interpretation task. In consciousness as monitoring, there is an interactive teaching learning activity between the learners and teachers since it provides grammar explanation and monitoring activities in which the former one focuses on teachers' explanation of grammar rules explicitly and the latter is the learners'

self-generated analysis of the grammar rules. In consciousness as control, eventually there are ongoing monitoring activities toward the learners' engagement in language output tasks.

2.3. CRGT Approach: An Implication to Empower Learner's Metalinguistic Awareness in Second Language Acquisition

One important factor involved in learners' Second Language Acquisition (SLA) is metalinguistic awareness. It relates to explicit or conscious knowledge about language. Metalinguistic awareness means "the consciousness or awareness of the linguistic aspects of a language" [16]. Meanwhile, the concept of consciousness includes attention, awareness, intentionality and control [17]. To conclude, metalinguistic awareness is a crucial factor for learners' SLA because it bridges them to obtain the ability to be aware of the language and understand the language. What is the CRGT's implication to empower the learners' metalinguistic awareness then? Language acquisition reflects one's gaining of the ability to be aware of language and understand the language. In fact, CRGT provides the learning stages make the learners immersed in the language with the whole processes empowering their metalinguistic awareness, such as drawing attention, monitoring, and control consciously. Therefore, consciousness raising in CRGT circumstantially empowers the learners' metalinguistic awareness.

3. RESEARCH METHODS

The study was descriptive study. The data were obtained from the 32 ninth graders of UPT SMPN 1 Lengayang responses toward illustrating activities involved in the three senses of CRGT. In the sense of consciousness as noticing, the learners' activities were provided by a narrative text enhancement and interpretation used to draw their attention to the five major narrative tenses. Meanwhile, in the sense of the consciousness as monitoring, it focused on grammar explanation and monitoring activities, explanation of five grammar rules, and the learner's self-generated analysis of them. Moreover, in the sense of consciousness as control, they were engaged in language output tasks. The data were analysed inductively based on the concrete facts of the procedures applied in the three senses of CRGT.

4. FINDINGS AND DISCUSSION
4.1. Findings

In the first sense, the percentage of the learners' attention and comprehension about the five major narrative tenses when they were provided by narrative text enhancement and interpretation was only 6.2 % of

the 32 learners. After The learners having explanation and monitoring activities while empowering their metalinguistic awareness, they became aware of increasing their comprehension about the five tenses with significant increase in the output tasks that was 62.5 %. This means that CRGT is significantly contributive to the learners' acquisition of the five narrative tenses. The learners learn and work best under their awareness in the whole stages of CRGT approach.

The 32 ninth graders of UPT SMPN 1 Lengayang were acquiring the grammatical items concerning the narrative tenses through the implementation of CRGT approach based on these following illustrating activities lasting around the three senses of the consciousness raising activities; noticing, monitoring, and control.

4.2. Consciousness as Noticing

In this sense, the learners were provided a narrative text as the input enhancement and interpretation. The narrative text conveyed entitled "The Golden Star Fruit Tree" The learners were asked to notice and drawn their attention on the five major narrative tenses. They identified them and filled in the table. In this case, two learners were able to notice and interpret sentence construction belong to each tense. The two students submitted the table completion before stepping forward to the second sense.

4.3. Consciousness as Monitoring

In this sense, the learners got the explanation about the tenses as triggering their self-generated analysis of them. They learned and referred the summary of the tenses. They actively and consciously focused on learning the grammar lesson of the five tenses.

4.4. Consciousness as Control

The sense of consciousness as control engaged the learners in language output tasks. They were tested with the five narrative tenses as the control awareness of their attempts to induce the grammatical rules of the five tenses. Then they were asked to refill the table in noticing activity as well. Twenty learners were finally able to complete the table.

5. CONCLUSION

This paper presents the effectiveness of CRGT approach used for teaching some grammatical items in secondary schools or for high school students. Several research findings before showed that CRGT mostly had been applied in university or college level for grammar teaching with significant contribution in helping learners build their consciousness

Consciousness Raising Grammar Teaching (CRGT) approach can work best helping the learners consciously acquiring their explicit knowledge, accuracy, and comprehension of the narrative tenses. CRGT has provided a logical way to avoid the

grammatical pedagogical problems about the narrative tenses faced by the ninth graders of UPT SMPN 1 Lengayang in Narrative Text Comprehension. CRGT is considered effective to be applied in teaching grammatical items in ELT classrooms since it can encourage the learners to be aware of what grammatical features exactly they are learning about and what activities they are involved in. CRGT approach enables the learners to empower their metalinguistic awareness as its three senses are awareness-based processes.

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