**The Effect of Reading Awareness on EFL learners’ Performance on Achievement Test**

 The major aim of this study was to test the effect of reading awareness on students’ performance on achievement test. In addition the study also attempted to answer the question; can reading awareness be a useful vehicle to provide comprehensible input necessary to improve the students’ level in a foreign language reading comprehension?

 The subjects of this study were sixty male and female sophomore BA students studying at Sabzevar Teacher Training University. The subjects were divided into two equal groups i.e. experimental and control groups. Then a pretest was administered. The pretest showed the subjects’ proficiency level, and their homogeneity. The treatment of reading awareness was administrated for the experimental group. The treatment lasted for two months. Then a post test was administered. The post test was an achievement test. During the treatment subjects of the experimental group were supplied with a number of short stories at a suitable level of difficulty. The material consists of short stories at four levels of difficulty. To ensure that the subjects had covered the materials through techniques of language awareness reading, they were required to report the summary of the story. Also the subjects were asked to write their overall feelings about the story. The results obtained from this stage were recorded to be compared with the performance of the control group.

Different statistical analysis such as calculating means, variances and SD were performed. In addition the significance of the difference between the means was calculated through the t-test, pulse Pearson test was calculated.

 The results showed that reading awareness at a suitable level of difficulty has a considerable and statistically meaningful effect on the subjects’ performance on the achievement test.

Key words: Achievement test, Language awareness, proficiency level

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