

عنوان مقاله:

Persian Speakers' Recognition of English Relative Clauses: The Effects of Enhanced Input vs. Explicit Feedback Types

محل انتشار:

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خلاصه مقاله:

Despite consensus in focus on form (FOF) instruction over the facilitative role of noticing, controversy has not quelled over ways of directing EFL learners' attention towards formal features via implicit techniques like input-enhancement or explicit metacognitive feedback and interactive peer-editing on the output they produce. This quasi-experimental study investigated the impact of input enhancement (IE), metalinguistic feedback (MF), and peer-editing (PE), on 73 intermediate female Iranian EFL learners' recognition of relative clauses (RCs). The participants, in three intact classes ranged in age between 18 and 30, were randomly assigned as IE (N=23), MF (N=29), and PE (N=21) groups. The 18-session treatment in all groups was based on identical teaching materials and methodology following a reading to writing orientation focused on RCs. The only difference was related to the focus on form that was through enhanced reading texts in the IE group, metalinguistic feedback on discussion of content in the MF group, and peer-editing in pair- discussion of the content in the PE group. Two parallel sets of 40-item multiple choice researcher-made validated tests focused on RCs were employed to measure the participants' recognition of RCs at the onset and the end of the study. The one- way between-groups analysis of covariance demonstrated significantly higher gains in the MF and PE groups compared to the IE group; the MF achieved higher levels of mastery. The findings highlight the effectiveness of MF and offer implications for more effective teaching of RCs to Iranian EFL learners

کلمات کلیدی:

accuracy, focus on form instruction, input enhancement, metalinguistic feedback, peer-editing, relative clauses

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