

Output-fronted Writing Tasks, Noticing, and Acquisition of Text Structure by Iranian EFL Learners

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Abstract

The present research is a follow up study based on Soleimani, Ketabi, & Talebinejad (2008) to contribute to the growing body of research investigating the noticing function of output (Swain 1995; Schmidt 1994; Izumi & Bigelow 2000), and more specifically the use of output-fronted activities that might prompt FL learners to notice their linguistic problems to facilitate their gain of rhetorical structure of comparison paragraphs in English. Three groups of EFL learners participated in the study. Two groups (the experimental group and comparison group 1) were required to initially produce a paragraph (output 1), then they received a model comparison paragraph to underline, and finally they were asked to produce a comparison paragraph (output 2). For the experimental group, the topic to write was a comparison topic; whereas, the comparison group were to write on a non-comparison topic. The third group (the preemptive comparison group 2) received the teacher's deductive instruction and explanation of comparison paragraphs in English followed by an output to produce a comparison -related paragraph. The results obtained in the present study revealed no statistically significant difference between the output-first and preemptive group performance in acquisition of the rhetorical structure of comparison paragraphs. Furthermore, the results indicate that text types influence noticing and uptake of rhetorical structures. Further research is necessary to examine other text types and their effect on noticing and L2 acquisition.