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The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk
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Abstract

Purpose of the Study: The present study, building upon communication strategies research and noticing function of output hypothesis, examines the relationship between these two issues in teacher talk.

Method: Five Iranian EFL teachers along with the students in their classes participated in this study. To collect the required data for this study, two steps were taken. First, the researcher observed the classrooms as a non-participant and made audio-recordings from three lessons of each teacher. Second, a single semi-structured interview session was conducted with each teacher.

Results: The results showed that whether the teacher notices his linguistic gaps and uses communication strategies to deal with his linguistic problems but this noticing does not lead to any reaction on the part of the teacher; or the communication strategy is not noticed by the teacher that is in apparent contrast to Swain's noticing function of output hypothesis.

Keywords
Communication strategies, Output hypothesis, Noticing function, Iranian EFL teachers, Linguistic gaps

References


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