



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

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Details

Primary Language	en
Journal Section	Articles
Authors	Author: Vahid Doqaruni
Dates	Publication Date : April 1, 2013

Cite

Bibtex @ { jlls122963, journal = {Journal of Language and Linguistic Studies}, issn = {1305-578X}, address = {}, publisher = {Hacettepe University}, year = {2013}, volume = {9}, pages = {0 - 205}, doi = {}, title = {The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk}, key = {cite}, author = {Doqaruni, Vahid} }

APA	Doqaruni, V . (2013). The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk . Journal of Language and Linguistic Studies , 9 (1) , 0-205 . Retrieved from https://dergipark.org.tr/en/pub/jlls/issue/9937/122963
MLA	Doqaruni, V . "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk" . Journal of Language and Linguistic Studies 9 (2013) : 0-205 < https://dergipark.org.tr/en/pub/jlls/issue/9937/122963 >
Chicago	Doqaruni, V . "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk". Journal of Language and Linguistic Studies 9 (2013) : 0-205
RIS	TY - JOUR T1 - The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk AU - Vahid Doqaruni Y1 - 2013 PY - 2013 N1 - DO - T2 - Journal of Language and Linguistic Studies JF - Journal JO - JOR SP - 0 EP - 205 VL - 9 IS - 1 SN - 1305-578X- M3 - UR - Y2 - 2020 ER -
EndNote	%0 Dil ve Dilbilimi alıřmaları Dergisi The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk %A Vahid Doqaruni %T The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk %D 2013 %J Journal of Language and Linguistic Studies %P 1305-578X- %V 9 %N 1 %R %U
ISNAD	Doqaruni, Vahid . "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk". Journal of Language and Linguistic Studies 9 / 1 (April 2013): 0-205 .
AMA	Doqaruni V . The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk. Journal of Language and Linguistic Studies. 2013; 9(1): 0-205.
Vancouver	Doqaruni V . The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk. Journal of Language and Linguistic Studies. 2013; 9(1): 0-205.
IEEE	V. Doqaruni , "The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk", <i>Journal of Language and Linguistic Studies</i> , vol. 9, no. 1, pp. 0-205, Apr. 2013

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