

Investigating Noticing in Narrative Writing Tasks and its Effect on EFL Learners' Writing Performance

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Abstract: The practice of 'writing to learn' has been propounded as fast-tracking the dynamic process of noticing problems in L2 writing. However, a marked melioration in learners' attempted output requires a form of corrective feedback, among which modeling has proven to bear vigorous input enhancement effects. The present study attempted to inspect what EFL learners notice throughout their own output and exposure to model texts and how this noticing acts upon their short-term and long-term writing performance. In a repeated measure quasi-experimental design, the performance of 43 Iranian EFL learners on narrative writing tasks was collected upon pre-test, post-test, and delayed post-test. The participants indicated their noticing of linguistic problems through note-taking during the writing task followed by the exposure to two model texts and two revisions of the original writing, immediately, and two months later. The type of linguistic features noticed was studied through qualitative analysis. Paired-samples t-tests were conducted to compare students' accuracy performance before and after noticing. The results indicated that learners' grammatical accuracy was improved by noticing. As to the nature of incorporated features, learners' noticing played a prompting role in the effectiveness of models since learners retained those lexical and grammatical features compatible with their own noticing. It is argued that the participants' engagement in output activity has increased their awareness of the required linguistic features, facilitating their noticing of those features through exposure to positive feedback. The findings provide further evidence for the constructive role of output in language learning.

Keywords: Modeling, Narrative Writing Task, Noticing, Writing Performance.

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