INPUT ENHANCEMENT AND CONNECTED DISCOURSE; A CASE OF EFL ACADEMIC CONTEXT

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Abstract
This study was an attempt to explore the effect of input enhancement (through interaction and explanation) on EFL university language learners’ connected discourse. Participants consisted of 54 EFL junior university language learners randomly divided into two experimental and one control group. Two input enhancement instructions, namely, input enhancement through interaction and input enhancement through explanation were administered. Then, two versions of tests (perception and production), regarding the phonology processes, were run. Each version consisted of one pretest and two posttests. Analysis of ANOVA showed that input enhancement had a significant effect on EFL academic language learners’ connected discourse. Furthermore, between-test comparisons revealed that input enhancement group through Interaction and significantly outperformed the input enhancement group through Explanation.

Keywords: input enhancement, connected discourse, EFL academic context

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