



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكرو فيلم

بسم الله الرحمن الرحيم



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التوثيق الإلكتروني والميكرو فيلم



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكرو فيلم



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جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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The Role of Output in Selected Writings of Egyptian EFL Learners

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Abstract

This study aims to investigate how using a modified output (MO) as an input can affect the second language acquisition process. It looks into the role of the modified output in enhancing the metacognitive awareness of students and facilitating the language acquisition process. The study examines whether this role of MO can improve or worsen the linguistic competence of students. This investigation goes in the light of the Comprehensible Output theory developed by Merrill Swain in 1980s. The participants of the study are 16 EFL college students at the intermediate level. A series of assignments and reflection entries are used to analyze the progression or regression in students' linguistic performance in writing. Results of the study indicate that raising students' metacognitive awareness of their output abilities does have a good impact on developing the process of second language acquisition. It is also concluded that output is seen to be an essential part in the learning process and that it helps improve learners' language proficiency. Hence, this thesis focuses on how the process of the students modifying their own outputs can contribute to the language acquisition process.

Keywords modified output, metacognitive awareness, EFL learners, writing, language acquisition

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List of Abbreviations

MO: Modified Output

EFL: English as Foreign Language

SLA: Second Language Acquisition

CO: Comprehensible Output

L1: First Language

L2: Second Language

IL: Interlanguage

ESL: English as Second Language

NSs: Native Speakers

NNSs: Non-Native Speakers