

Teachers' intentions and Learners' Cognition of Feedback

Nahid Delju

Urmia Islamic Azad University, Science & Research Branch,
Urmia, Iran. nahiddelju@yahoo.com

Abstract

Long's Interaction Hypothesis (1996) focuses on the outstanding facilitating role of feedback in accordance with the linguistic and communicative success and failure of learners' utterances. A number of SLA researchers have investigated the effectiveness of recasts, prompts, and models; however, little research has empirically tested the direct link between teachers' intentions and correctness of learners' cognition. This study aims at materializing teachers' intentions with paralinguistic devices and length of feedback on increasing learners' cognition. Thus 45 learners of English with intermediate level assigned to three groups as the participants for each of the two hypotheses while employing Chi-square as statistical means of analysis. The results proved the paralinguistic devices presumption in recasts and prompts, and models, though length of feedback showed a significance relationship in recasts and models, but not in prompts. The study carries significant implications for SLA researchers and language teachers.

Key words: *Intention, cognition, recasts, prompts, models*