

## **The Output Fallacy: An Investigation into Input, Noticing, and Learners' Mechanisms**

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**Abstract :** The purpose of this research paper is to investigate the cognitive processing of learners who receive input but produce very little or no output, and who, when they do produce output, exhibit a similar language proficiency as do those learners who produced output more regularly in the language classroom. Previous studies have investigated the benefits of output (with somewhat differing results); therefore, the presentation will begin with an investigation of what may underlie gains in proficiency without output. Consequently, a pilot study was designed and conducted to gain insight into the cognitive processing of low-output language learners looking, for example, at quantity and quality of noticing. This will be carried out within the paradigm of action classroom research, observing and interviewing low-output language learners in an intensive English program at a small Midwest university. The results of the pilot study indicated that autonomy in language learning, specifically utilizing strategies such self-monitoring, self-talk, and thinking 'out-loud', were crucial in the development of language proficiency for academic-level performance. The presentation concludes with an examination of pedagogical implication for classroom use in order to aide students in their language development.

**Keywords :** cognitive processing, language learners, language proficiency, learning strategies

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