The Impact of Flooding Input in Teacher Talk on the Advanced EFL Learners' Knowledge of Cleft Sentences

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Abstract
This study was designed to investigate the effectiveness of input flooding through teacher talk on the Iranian advanced EFL learners' knowledge of pseudo-cleft structure. To achieve the objective, 60 male participants in the 15-18 age range who were studying for about 25 semesters at Shokouh institute in Rasht were selected from among 85 learners based on their performance on QPT. There were two groups in this study, and each group consisted of 30 students. A pretest, involving a topic with a particular situation was administered. Then, the experimental group received a 10-session treatment that was the use of input flooding of pseudo-cleft structure through teacher talk. Meanwhile, the control group received a 10-session placebo that was applying the traditional method without utilizing excessive use of pseudo-cleft structure. A posttest was then administered to both groups. The results of this study revealed that the experimental group that utilized input flooding of pseudo-cleft structure through teacher talk achieved higher proficiency to use regarding structure in topic-based writing than the control group. Based on the findings of this study, language teachers can utilize input flooding of these structures to improve their learners' knowledge of pseudo-cleft structure in writing. The findings showed that input flooding of mentioned structure through teacher talk made an appropriate context to have incidental learning for learners that led higher proficiency in their writing. Thus, teachers can exploit it to contribute to learners' learning.

Keywords: *Cleft sentence, Input, Input Enhancement, Input Flooding, Pseudo-cleft Sentence*

Introduction

Abundant people on every side of the world are trying to learn this language because of their personal reasons but they are not as fluent as they want. This can be due to circumstances with which they live which is not like an original English community, and this matter causes some hardships for English as a foreign language (EFL) learners in their home country to learn English. On the other hand, the people who are immersed in a large quantity of English structures, lexis, expressions, and proverbs in an English speaking country can learn the language more easily.

Incidental learning may have an impressive effect on learners' motivation, exciting learners to be brave enough to use structures in the appropriate context. Through input flooding or input enhancement, a process whereby input is enhanced to contain an abundance of occurrences of the target form in the mind. Acquisition is thus controlled by external factors. Mentalist theories view input as only a 'trigger' that sets off internal language processing (Van Pattern, 2004). Wong (2005) described input flooding as follows: In input flood, the input learners receive is saturated with the form that we hope that learners will notice and possibly acquire. We don't usually highlight the form in way to draw attention to it nor do we tell learners to pay attention to the form. (p. 37). All theories of second language acquisition acknowledge a role for input. These theories differ greatly in the importance that is attached to input (VanPattern & Williams, 2006).

In this study, a kind of cleft structure has been studied, and it is considered as a way of emphasizing part of a sentence by using 'what' clause as its subject or complement, with a form of 'be' as the main verb, and it is called pseudo-cleft structure. Input flooding can be considered as form-focused instruction that has a long history in the field of SLA research, with both theoretical and practical applications. One early claim was that the goal of this kind of instruction is consciousness rising, whereby learners' attention is drawn to target linguistic forms in the input (Sharwood Smith, 1981, 1991). Once learners notice the target form, they will attend to it and eventually acquire it (Schmidt, 1993).

As a matter of fact, simplicity of learner's speech is a striking imperfection. This weakness might refer back to the dearth of input in the class. Thus, when there were not enough input over an educational course, the learners would be under-privileged speakers and writers. It is widely recognized that they do not use more difficult structures and phrases in their compositions or even in their free conversations that they had in their text book and they have been working on them.

Transferring the form without paying attention to meaning to EFL learners is not definitely a sufficient help with learning a foreign language by teacher in the class like GTM which followed a traditional method that was not a successful approach to help the learners in productive skills. Hence, the focus on form besides meaning is necessary. Ellis (2015) explains about focusing on form or form-focused instruction (FFI) that proves the above claim. He defines FFI as:

It is any planned and incidental instructional activity that is intended to induce language learners to pay attention to linguistic form. It serves, therefore, as a cover term for a variety of other

terms…"focus-on-form" and "focus-on-forms" (Long, 1991), corrective feedback/error correction. (Lyster, 2004). Thus, FFI includes both traditional approaches to teaching forms based on structural syllabi and more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused. (pp. 36-77)

Since complexity is possible to be specified some vast branches but this research demonstrates a new side of influence of input flooding on the EFL learners' capability of using pseudo-cleft sentence as an emphasizing structure that has not been noticed in recent researches in Iran so far. The target is manifesting the impact of input flooding on the ability of EFL learners to use cleft structure instead of using some ill-structured sentences. This study clarified the necessity of input flooding through teacher talk meantime teaching and significance of saturating Iranian advanced learners with language, and it intended to create a sort of artificial immersion by input flooding of pseudo-cleft sentences through teacher talk in the class to help student to convey their emphatic messages.

Based on the issues mentioned, this research sought to address the following question:

RQ: Does input flooding of pseudo-cleft structure in teacher talk have any statistically significant effects on Iranian advanced learners' knowledge of cleft sentences?
According to the above-mentioned research question, the following hypothesis was formulated:

H$_0$: Input flooding of pseudo-cleft structure in teacher talk does not have any statistically significant effects on Iranian advanced learners' knowledge of cleft sentences.

Literature Review

Early approaches to learning a second language emphasized learning grammatical systems through rote learning. In fact, methods like Grammar Translation (GT) forced students to memorize a particular rule by repetitive drills. But after the emergence of Krashen's (1981) input hypothesis, it was argued that language learning best occurs through comprehensible input, and meaningful use of language. Not surprisingly, various meaning-focused approaches such as Communicative Language Teaching (CLT) and natural approaches were introduced based on the insights provided by the input hypothesis.

A glance at the literature shows that within the recent few decades, scholars in the context of second language acquisition have focused on the contribution of input to language learning. Along the same lines, many studies have been conducted in this respect (e.g., Fahim, & Vaezi, 2011; Goudarzi & Moini, 2012; Hassani, Azarnoosh, & Naeini, 2015; Loewen, & Inceoglu, 2016; Mayen, 2013; Rashtchi & Gharanli, 2010). These investigations have mainly sought to examine the impact of input modifications on learning various language skills and components. There are many techniques which can be used to render the comprehensible input to the learners. Excessive use of an input can assist L2 learners in concentrating on various components of language including its vocabulary and grammatical morphemes as well as structures (Sharwood Smith, 1991).

There exist two major types of form-focused instruction: focus on forms (FOFs) and FOF. FOF is concerned with drawing learners' attention to grammatical form meantime they are engaged with meaning. FOFs is, in other words, a pre-planned selection of particular linguistic and grammatical forms that direct and explicit treatment of those forms in classroom. It is in layman terms, 'a pre-selection of specific features based on a linguistic syllabus and intensive and systematic treatment of those features, that is, the primary focus of attention is on the form that is being taught.' (Ellis, 2002)

Ellis (2010) states input, output, and corrective feedback arise through interaction. In the following paragraph he explains more about role for input:

Although all theories of L2 acquisition acknowledge a role for input, they differ greatly in the importance that is attached to it. (VanPattern & Williams 2006).Behaviorist theories of L2 acquisition propose a direct relationship between input and output. They emphasize the possibility of shaping L2 acquisition by manipulating the input to provide appropriate stimuli and by ensuring that adequate feedback is always available. (p. 205)

It goes without mentioning that input plays an eminent role in language acquisition. Despite the presentation of different views concerning how to expose the learners to input in the best way, they all share the assertion on the importance of input in L2 acquisition (Nassaji & Fotos, 2011). As a process, input processing (IP) is employed by L2 learners to make a bond between grammatical forms and their meanings or functions. Put it other way, IP seeks to account for how learners try to absorb grammatical forms while concentrating on meaning at the same time (Van Patten, cited in Nassaji & Fotos, 2011).

Input flooding goes without saying that input plays an important role in language acquisition. Despite the presentation of various views concerning how to expose the learners to input in the best way, they all share the assertion on the significance of input in L2 acquisition (Nassaji & Fotos, 2011). Input flooding is claimed to have a facilitative role in building comprehensible input through exposing learners to either highlighted or frequent examples of input.

Input flooding is claimed to have a facilitative role in building comprehensible input through exposing learners to either highlighted or frequent examples of input. In an investigation carried out by Biria and Sedaghat (2014), following the completion of the treatment, i.e. exposing three groups of intermediate EFL learners to enhanced forms of input in three different ways, the researchers concluded that either of these forms make important contribution to the long-term retention of grammatical structures . However, the third group outperformed the other two by far. There are three cleft sentence patterns which are generated by a single set of operations on a normal English sentence; each of the three simple clefts, WH-clefts, and IT clefts is the output of a different step of these operations. Cleft sentences like structures introduced by it and there, belong to the group of Topic-Common Redistribution transformations. These allow the speaker or writer to displace some of a sentence to various positions, in order to make those elements more important, and to make the sequence of elements in the sentence adjust more closely to the sequence of ideas in the text of which that sentence is a part (Fichtner, 2015).

A cleft sentence is a sentence that is a complex sentence (one having a main clause and a dependent clause) that has a meaning that could be expressed by a simple sentence. Clefts typically put a particular constituent into focus. In spoken language, this focusing is often accompanied by a special intonation.

According to Frascarelli (2007), it is a way of emphasizing part of a sentence by using a 'what' clause as its subject or complement, with a form of ' be' as the main verb. The sentences 'What we should do is tell the truth' and 'A holiday in the mountains is what I really need, are *Pseudo-cleft* sentences. In fact that is a kind of cleft sentence in which the subordinated clause headed by an interrogative pro-form. In English they are of the form:

● wh-relative clause + be + X

X can be a constituent of one of many varieties.

The so-called 'inverted' pseudo-cleft sentence reverses the order of the two constituents:

● X+ be + wh-relative clause

If it is supposed to introduce the term Teacher talk that is logical to start with the general term of input which might include a variety of student and teacher features, such as intelligence, sex, personality, general learning or teacher style, former experience, motivation, attitudes, and so on.

Much L2 input and output emphasizes correctness of form, having little concern for the meanings which forms can state and the uses to which they might be put. The result is often that L2 learners may appear to be more or less equally proficient at the passive recognition of correct grammatical forms but are very varied in the extent to which they are able to use the forms they emerge to know (Wang, 2010).

Incidental learning refers to any learning that is unplanned or unintended. It develops while engaging in a task or activity and may also arise as a by-product of planned learning. "Incidental learning" can imply that the acquisition of knowledge is unconscious in nature, though in contrast to implicit learning; there is no expectation that such knowledge should remain largely inaccessible to conscious awareness. However, note that some articles may refer to implicit learning tasks as incidental without making the above distinction.

Methodology

Participants

The participants were 60 EFL male learners who were studying at the Rasht branch of Shokouh Institute for about 25 semesters. A proficiency test based on a sample copy of the Oxford Quick Placement Test (QPT) was administered to two EFL classes which were then identified as advanced, one group as the experimental and another as control group. In each group there were 30 members. The participants were not randomly assigned into these two groups, therefore, this research is considered as a quasi-experimental study.

The total score that had been obtained by the qualified participants on the proficiency test was 48-55 which would correspond to the score that could be obtained by advanced learners. Furthermore, the participants of the study were between the ages of 15 to 18, and they have been

studying in high school and they have been studying English as the second language about 25 semesters in the mentioned institute.

Instruments and Procedure

To select the participants of an advanced level of language proficiency, a sample copy of QPT was administered to 85 students who were studying EFL at the Shokouh Language Institute, Rasht Branch. This test is published by Oxford University Press and University of Cambridge Local Examination Syndicate. The aim of taking this test was to find a homogenous sample for conducting the study.

The next instrument used in this research is pretest, the purpose of this test administered before the treatment was to find the possible initial differences between the English writing ability of the experimental and control groups. The writing test was topic-based, and the participants were required to write a piece of writing about the given topic in a way the topic encouraged the students imagine themselves in a sort of situation that requires them to express their thoughts and emphasize what they want to covey to trainee. To aid the candidates, they were wanted to imagine themselves as driving trainers who had to emphasize some important driving rules. Then the numbers of correct emphasis structure or pseudo-cleft sentences were counted by two raters.

After the pretest, the posttest was administered. This test conducted after the treatment sessions, was equal in all respects to pre-test except for the topic of writing. This change was done to control for the probable testing effect. The participants were again required to suppose themselves in another imaginary situation and try to express themselves and emphasize on their important opinions. The compositions were rated by the same raters of the pre-test phase. Inter-rater reliability was calculated, and the average of the scores given by the two raters was considered as the final score of each participant.

This study was conducted in September 2017. Two intact classes including students at the 15-18 age range, at Shokouh English language institute were assigned as the experimental and control groups. To make sure of their homogeneity, all the participants sat for QPT. Among these participants who passed the exam, the ones who obtained a score within the range of 48-55 were selected for the study. Therefore, 60 participants remained and the scores of other students were excluded from the data analysis in the remaining phases of this study (i.e. pre-test and post-test). Two raters (i.e. the researcher herself and an expert teacher) rated the compositions. To make sure of the consistency of the scores, inter-rater reliability was calculated. The score of each participant then was the average of the scores given by the two raters. Then, the experimental group was given a 10-session treatment in which the participants receive input flooding which consisted of excessive using regarding structure orally in the class over teacher talk, in their classes. Meanwhile, the participants in the control group received a 10-session placebo in which the emphasizing structure was introduced without using input flooding in their class. At the end of these 10 sessions, a post-test of writing was administered. It was equal in all respects to pre-test except topic of composition. This change was done to control for the probable testing effect.

The compositions were rated by the same raters of pre-test phase. Inter-rater reliability was calculated again, and the average of the scores given by the two raters was considered as the final score of each participant.

Results

This study investigated the possible effects of input flooding on pseudo-cleft structures on Iranian advanced EFL learners' ability to use this structure in their writings. A total number of (N = 60) advanced EFL learners were selected based on QPT and then were non-randomly divided into one control and one experimental groups (each group including 30 participants). Next, the participants of the two groups were administered pre and posttests of writing to see the degree to which the participants of the two groups utilized pseudo-cleft structures before and after implementation of the specific treatment to the experimental group. The frequencies of occurrences for the pseudo-cleft structures were computed for both groups to provide answer to the research question.

In addition, in order to test the null hypothesis and to examine the possible differences between the two groups in terms of the use of pseudo-cleft structures, a Chi-square test was run. Moreover, prior to the main study, Test-retest method and Pearson correlation were applied to assess the reliability of the writing test. The results and findings of the statistical analyses are presented in the following sections:

To select homogeneous participants for the present study, the Quick Placement Test was administered to 85 EFL learners. The items included structure, vocabulary, and reading comprehension with a maximum possible score of 60 points. Sixty students whose scores fell within the domain 48- 55 were chosen as the main sample for the present study. Based on QPT, the scores in the area of 1-17 are considered Beginners, 18-27 Elementary, 28-36 Lower-intermediate, 37-47 Upper- intermediate, 48-55 Advanced, and 56-60 very advanced. The results of the QPT for (n = 85) students are available in Table 1.

Table 1
Descriptive Statistics for the QPT Scores

N	**Valid**	**85**
	Missing	0
Mean		51.12

Median	51.00
Mode	49.00
Std. Deviation	5.35
Variance	28.63
Skewness	-.54
Std. Error of Skewness	.26
Kurtosis	1.79
Std. Error of Kurtosis	.517
Range	31.00
Minimum	31.00
Maximum	62.00
Sum	4346.00

Table 1 presents the findings of group statistics for the QPT scores carried out for selecting homogeneous sample out of 85 EFL students. Measures of central tendency such as the mean (M = 51.12), the median (Md = 51.00), the mode (Mo = 49), and the measures of dispersion, particularly the variance (V = 28.63), and the standard deviation (SD = 5.35) together with measures of distribution such as Skewness (-.545) and Kurtosis (1.79) were calculated for the QPT.

Before administering the writing tests to the main sample, test-retest reliability was estimated for them, and the stability of the scores for the pre and posttests of writing was inspected across time. The interval time between the two administrations was seven days, and the correlations between the two administrations were calculated to determine if the writing test demonstrated statistically significant test-retest reliability. The results are presented in Table 2 below:

Table 2
Correlations between First and Second Administration of the Writing Test (Test Retest Reliability)

		second administration pretest	Second administration posttest
first administration pretest	Pearson Correlation	.728**	-
	Sig. (2-tailed)	.002	-
	N	15	-
first administration posttest	Pearson Correlation	-	.653**
	Sig. (2-tailed)	-	.008
	N	-	15

For test-retest reliability, Pearson's r correlation coefficients were calculated to investigate the strength of the association between the two series of scores for the pre and posttests of writing at time 1 and time 2. It was found that there was a positive correlation between scores with r pretest (.728) = .002, $p < .01$; r posttest (.653) = .008, $p < .01$. In other words, the quality of the participants' performance remained the same in two successive writing, samples and consequently the reliability of the writing tests was established.

To provide answer to the research question, the distributions of pseudo-cleft structure in students' writings were examined for both the control and experimental group. The results are presented in Table 3.

Table 3
Frequencies for the Pseudo-Cleft Structure

Groups			Frequency of cleft sentences(pretest)	Frequency of cleft sentences(posttest)
Control	N	Valid	30	30
		Missing	0	0
		Mean	.9667	1.0667
		Sum	29.00	32.00
Experimental	N	Valid	30	30
		Missing	0	0
		Mean	.8333	2.2333
		Sum	25.00	67.00

As it was shown in Table 3, both the control and experimental groups employed pseudo-cleft structures with low frequency in pretest of writing (f $_{control\ group\ (pretest)}$ = 29, mean = .966; f $_{experimental\ group\ (pretest)}$ = 25, mean = .833). The following figure illustrates the distribution of pseudo-cleft structures in pretest of writing for the control and experimental groups.
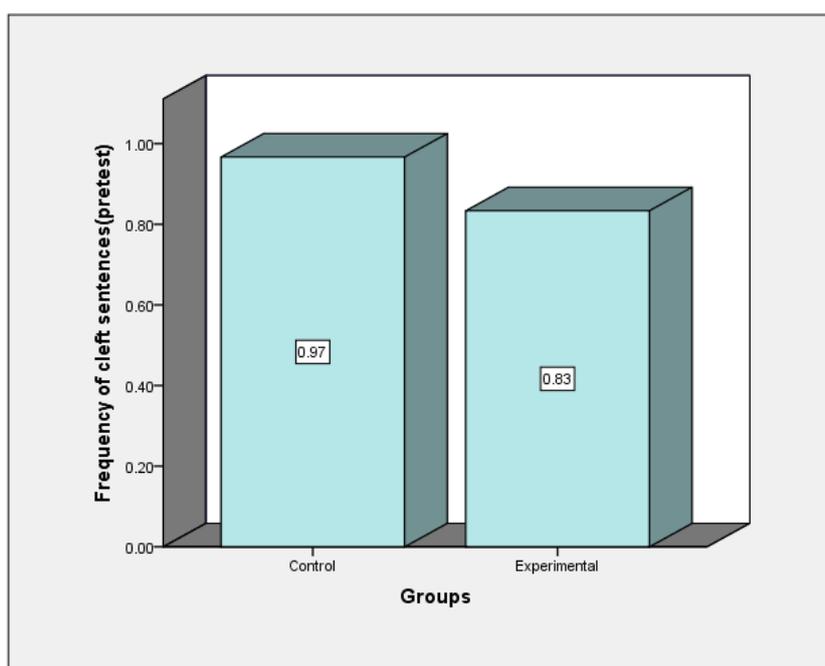

Fig. 1. The distribution of pseudo-cleft structures in control and experimental groups (pretest)

As it was shown in Figure 1, for the pretest the distribution of pseudo-cleft structures in both experimental group and the control group were not the same.

However, the results of the descriptive statistics revealed that, in general, the experimental group had higher use of pseudo-cleft structures than the control group in posttest of writing (f control group (posttest) = 32, average = 1.06; f experimental group (posttest) = 67, average= 2.23). Figure 2 illustrates the distribution of pseudo-cleft structures in post-test of writing for the control and experimental groups.
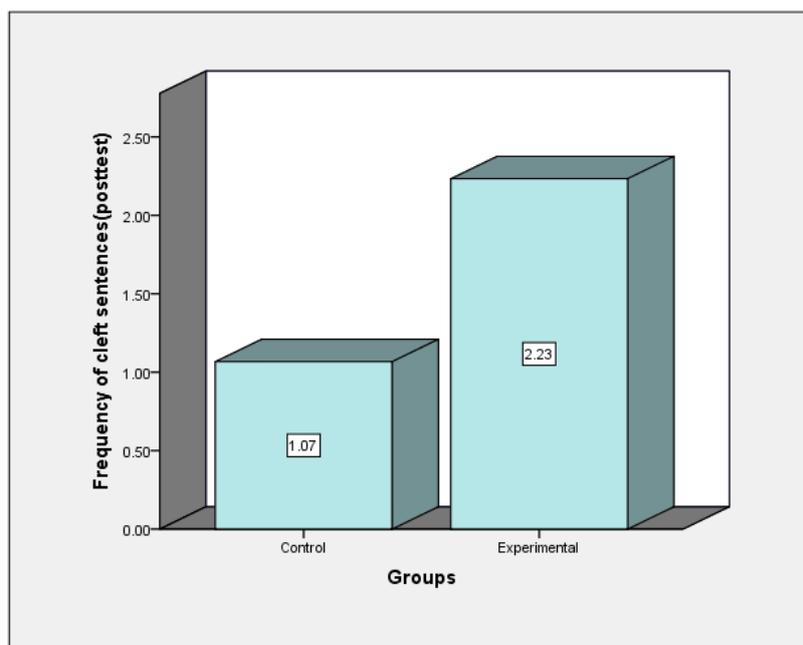

Fig. 2. The distribution of pseudo-cleft structures in control and experimental groups (posttest)

As it was depicted in Figure 2, for the post-test the distribution of pseudo-cleft structures in experimental group was higher than the frequency of pseudo-cleft structures in writings produced by the control group. In order to see if there was any statistically significant difference in the distribution of pseudo-cleft structures across experimental and control groups and to examine the possible difference between the writings of the two groups with respect to the use of pseudo-cleft structures, a chi-square test was run.

It was hypothesized that the proportions of pseudo-cleft structures in each corpus was equal in pre and posttests of writing. Furthermore, it was tested whether or not the treatment had any positive effect on the distribution of pseudo-cleft structures. The results of the test are presented in Table 4.

Table 4
Chi- Square Test for the Total Pseudo-Cleft structures Used by Experimental and control groups

	Observed N	Expected N	Residual
Control pretest	29	27	2
Experimental pretest	25	27	-2
Total	54		
Control posttest	32	49.5	-17.5
Experimental posttest	67	49.5	17.5
Total	99		

Table 4 provided the observed frequencies for the pseudo-cleft structures used in the writings of the two groups, as well as the expected frequencies, which were the frequencies expected if the null hypothesis was true. The difference between the observed and expected frequencies was provided in the residual column (See Table 4).

Table 5
Test Statistics for the Total Pseudo-Cleft Structures Used by Experimental and Control Groups

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square (pretest)	1.982	2	.371
Pearson Chi-Square (posttest)	31.826	3	.000
N of Valid Cases	60		

Table 5 provided the results of the chi-square test for the pseudo-cleft structures used in experimental and control groups. The results showed that the test statistic was not statistically significant for the pretest of writing: $\chi^2 (2) = 1.982$, $p > .01$. This meant that the two groups were homogenous in terms of their use of pseudo-cleft structures at the beginning of the study.

RQ: Does input flooding on pseudo-cleft structure in teacher talk have any statistically significant effects on Iranian advanced learners' knowledge of cleft sentences?

The following null hypothesis was suggested:

H$_0$: Input flooding on pseudo-cleft structure in teacher talk does not have any statistically significant effects on Iranian learners' knowledge of cleft sentences.

The results showed that the test statistic was statistically significant for the posttest of writing: $\chi^2 (3) = 31.826$, $p < .01$. Therefore, the null hypothesis was rejected and it was concluded that there were statistically significant difference in the frequency of pseudo-cleft structures used by the Iranian advanced EFL learners in experimental and control groups at the end of the study, with less rate of occurrences for the Control group ($N = 32$) compared to the experimental group($N = 67$).

The non-parametric Chi-square was run to check if these differences in using pseudo-cleft structures were statistically significant. The selected corpuses were analyzed through running item statistics and chi- square tests. The results revealed that the pseudo-cleft structures were employed differently in the two groups. The results also rejected the null hypothesis and it was

concluded that there were statistically significant difference in the frequency of pseudo-cleft structures used by the Iranian advanced EFL learners in experimental and control groups, with higher rate of occurrences for the experimental group ($N = 67$) who received input flooding compared to the control group ($N = 32$).

Discussion and Conclusion

This study was set out with the aim of assessing the impact of input flooding through teacher talk on the Iranian advanced EFL learners' knowledge of pseudo-cleft sentence. At first, one research question was proposed asking whether input flooding of pseudo-cleft structure by teacher have any statistically significant effects on Iranian advanced learners' ability to use this item. Furthermore, on the basis of this research question, a null hypothesis was also proposed assuming that input flooding of pseudo-cleft structure by teacher does not have any statistically significant effects on Iranian learners' ability to use this structure.

As it was mentioned in Chapter Four, based on the results of pretest, there were no significant differences in number of using pseudo-cleft structure between the groups. There were crucial differences among them at posttest, though. Therefore, the differences may be attributed to the use of applying excessive use of input for experimental group not control group. Apparently, exposing EFL learners to pseudo-cleft structure, make them understand current use of this structure in the suitable context, in order to convey their intention.

In the present study, the progress was observed from pretest to posttest in both groups. Nonetheless, the participants in the experimental group who received input flooding of pseudo-cleft sentences over teacher talk were able to use pseudo-cleft structure more easily and correctly compared to the control group who received instruction based on placebo. Hence, the results of the current study have revealed that implementing the way in which input flooding used is more fruitful compared to traditional way with no excessive exposure during class time.

The findings in this study are in line with that of other researchers like Balcom and Bouffard (2015) who examined the effects of input flooding on the learning of adverb placement in French by learners whose first language is Emirati Arabic and their results showed that the input flooding and instruction were beneficial. With positive adverbs, the treatment group produced and accepted significantly more adverbs in the target position.

Regarding the effect of input flooding on language skills, it would be worth pointing to one study with noticeable results which is conducted by Mirzapour (2016) that provided a critical perspective toward the role of input flooding as defined by Sharwood Smith (1991). It claims that the mere relying on input is not enough for succeeding in a complex task of language teaching; however, there is a need for taking account of internationally produced output as well. But in the current study input flooding of one structure is focused without pointing to significance of output.

Another study is done by Rashtchi and Gharanli (2010) that investigated the effects of reading input flooding techniques on Iranian EFL learners' grammar knowledge. The results of the study indicated that the reading input flooding group significantly outperformed the listening input

flooding group. The effect of input flooding on two different skills is compared but in this research the impact of input flooding through teacher talk on writing skill is investigated. The common point of these two studies is the use of effective essence of input flooding in both studies.

Moreover, the beneficial effect of the input flood on the acquisition of general structure of language besides the effect of input enhancement on intake and L2 acquisition is investigated by Reinders and Ellis (2015). They have focused on enriched input that they have meant it as 'input flood' and the other concentrated item is 'noticing instruction'. The used technique in this study is artificially increasing the saliency of the target structure, it is thought that learners will notice and thus acquire the structure more easily. The reason for choosing this type of enriched input was because it is one of the least obstructive of the available options. Whereas typographical enhancement and glossing direct participants" attention to the target structure, increasing the frequency of the target feature simply makes it more likely that the learners will notice it. The result of this study has shown that enhanced input in the form of enriched input or input flood resulted in intake and assisted the acquisition of implicit knowledge.

It has also shown that asking students to pay attention to the target structure conferred no additional advantage for either intake or acquisition. The study is supportive of the claims that have been advanced on behalf of focus-on-form instruction (Doughty & Williams, 1998) and it shows that even a very unobtrusive focus-on-form strategy can be effective.

In general, the studies mentioned above are supportive of current research indicating that input flooding is a very efficient technique to contribute the EFL learners to exquisite English and it provides learners with a sort of contexts that is appropriate for incidental learning.

This study attempted to examine the impact of input flooding through teacher talk on the knowledge of pseudo- cleft structure in improving practical using of this structure of advanced EFL learners. The findings of the study showed that input flooding has positive effects on the learners' knowledge of pseudo-cleft sentence in writing skill. In the other words, the use of input flooding in teaching English language leads to more proficiency in practical using of a kind of cleft sentence in writing skill among Iranian elementary EFL learners.

Hence, the null hypothesis proposed at the beginning of the study was rejected. All in all, this study recommends applying input flooding in the EFL contexts where there are limited opportunities for learners to express themselves in the target language and, withal the efficiency of particular feature of focus on form technique in the form of drawing learners' attention over teacher talk with density of sentences containing pseudo-cleft structure becomes more obvious. Furthermore, the study suggests using input flooding through teacher talk for advanced-level learners that helps them to acquire more proficiency in writing skill.

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