The Relationship between Recast and Noticing Sensed by Basic Level EFL Learners

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Abstract

The role of corrective feedback, especially recast, has become a highly controversial issue in language learning. In this study, the researcher intended to see which kind of recast resulted in better noticing on the part of learners. In doing so, 32 EFL learners at the elementary level participated in the current research. They were divided in two different groups, one included 18 and the other 14 learners. The study aims to help teachers to better understand the effectiveness of full recast and partial recast. Chi Square and Paired-Samples t-test were run to analyze the data. The hypothesis was retained, thereby showing there is no difference between full and partial recast in improving the learners' noticing ability.

Keywords: Interaction, Corrective Feedback, Full Recast and Partial Recast, Noticing

Introduction

Background

Giving feedback during interaction is deemed to play an important role in removing errors from the learners' output. While learners are producing a language, they need a superior source to correct their mistakes or when they are in trouble for producing new language, helps them, and that would be the interactional feedback. In another word, "interactional feedback is an important source of information for learners, it provides them with information about the success of their utterances and gives them additional opportunities to focus on production or comprehension" (Gass & Selinker, 2008, p. 329).

Students receive corrective feedback when they make a mistake in producing language, but what is feedback? Iqbal Ahmed, Saeed, and Salam (2012) argue that feedback is teachers' response to students' performance. They further believe that feedback helps the teacher to know how to respond to students after they demonstrate their knowledge, reasoning, skill, or performance.

Corrective feedback can be categorized into different types, and the improvement of the output of learners in every type of corrective feedback may be different. Two important different types of corrective feedbacks are implicit and explicit corrective feedback, by which we can categorize all types of feedback (Ellis, 2011). He further argues that with regard to the implicit one, there is no overt indicator that an error has been committed, whereas in the explicit one there is an overt indicator. Implicit feedback often takes the form of recasts.

All types of corrective feedback have positive effect on second language learning. However, among all types, recast has proved more outstanding. Trofimovich, Ammar and Gatbonton (2011) assert that recasts are important, and they improve L2 development in the context of meaningful interaction.

Recast can be one of the best forms of feedback. Gass and Selinker (2008) assert that "recasts are another form of feedback; though they are less direct and more subtle than other forms

of feedback. A recast is a reformulation of an incorrect utterance that maintains the original meaning of the utterance" (p. 334).

Recast is more productive due to two main reasons. Trofimovich, Ammar and Gatbonton (2011) maintain that recast is implicit in the sense that they are conversational, not impeding the flow of the learner's communication, and second, they are learner centered.

Guided by the above considerations, recast has been regarded as one of the most effective feedbacks over the recent decade. Researchers and scholars have studied various kinds of recasts, especially full and partial recast, and their effects on second language learning development.

Purpose of the Study

Generally, the present study aims to see which kind of recast results in better noticing on the part of learners. It should be born in mind the researcher hopes to establish a relationship between recast and noticing in the current research.

Research Question

Q. Do full recast and partial recast make a statistically significant difference in noticing sensed by the basic level EFL learners?

Research Hypothesis

Ho: Full recast and partial recast do not make a statistically significant difference in noticing sensed by the basic level EFL learners.

Literature Review

Corrective feedback: Lightbown and Spada (1999) define corrective feedback as:

Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. (p. 171-172)

Recast: Susan M. Gass and Larry Selinker (2008) argue that "a recast is a reformulation of an incorrect utterance that maintains the original meaning of utterance" (p. 334). Recasts has some types, some types a learner in a sentence has an error that just by reformulating that single error, he or she can produce the correct form of sentence, so it is not necessary to repeat whole sentence for just a single error, but sometime it can make an ambiguity for learners, so full recast can be helpful.

Partial recast: According to Mackey (2006), the characteristic of partial recast is segmentation, and it is relatively explicit as shown in the following example:

Learner: ……they saw and they follow follow follow him.

Interlocutor Followed

Learners Followed him and attracted him.

In the present study, the researcher did the same thing and reformulated the segment which was erroneous.

Input and Interaction in SLA

Studies on "input" and "interaction" have recorded almost an uneven history in the second language research.

Theories of Interaction

Interaction eases acquisition. Doughty & Long (2008) have cited Long's (1996) interaction hypothesis as negotiation for meaning triggers interactional adjustments by the NS, facilitates acquisition because it connects input, internal learner capacities and output in production ways.

Interaction hypothesis emphasizes on the role of negotiated interaction in language development. During negotiation works, the learner's attention is directed to:

1) The discrepancy between what s/he knows about L2 and what the L2 really is and

2) The areas of L2 which he doesn't have information (Gass & Torrens, 2005). In this case, negotiation is the initial step to learning and it is one part of interaction. Interaction hypothesis that proposed by Long (1983), and Gass (1997), says that interaction is essential condition for SLA, through which speakers modify their speech and interaction patterns to help learners participate in a conversation (Lightbown & Spada, 2006).

Ellis (1999) refers to IH as the conversational exchanges that arise when interlocutors seek to prevent a   communicative breakdown or to remedy an actual communication stop that has arisen. He believes that acquisition is promoted when the input to which learners are exposed is made comprehensible through the interactional modifications that arise when meaning is negotiated. This definition is the co-extensive with what Long (1983, cited in Ellis 1999) has called 'interactional modification' i.e. changes to the structures of utterances to accommodate problems of understanding.

Various views of Interaction

There are different views and perspectives which consider language acquisition as social process. In the perspective of Piaget, different stages in the child development are hierarchically related to each other, so that moral reasoning presupposes role-taking skills which presupposes, in turn, logico-mathematical reasoning. In Vygotsky's perspective, context-dependent and social interaction is primary in language acquisition. He claims that meaning is socially constructed and emerges out of the learner interactions with his/her environment (Vygotsky 1978, cited in Kaufman 2004). Vygotsky (1981, cited in De Vries, 2000) refers to the key construct of socio-cultural theory as _mediation_. He believes that learning occurs when biologically determined mental functions evolve into higher-order functions through social interaction. To him, mediation is social interaction that is brought about by creating tools. According to socio-cultural theory, functions are performed in collaboration with others.

As Vygotsky puts it, any function in the child's development appears on two planes of social and psychological one, it moves from inter-psychological to intra-psychological category.

Interactionists agree with Krashen's comprehensible input, but focus on the question of how input could be made comprehensible. In interactionist view, there is more than speaker modification or modified input in the form of simplification if one looks at the interactional structure in general. They claim that modified interaction is necessary for making language comprehensible.

CF as Noticing Facilitator

Apart from Segalowitz's (2000) notion of transfer-appropriate learning, a second fundamental motivation of the focus-on-form methodology could be found in Schmidt's Noticing Hypothesis (Schmidt, 1990; 2001). The concept of noticing combines the two critical cognitive linguistic notions of attention and awareness (Svalberg, 2007). The Noticing Hypothesis asserts that subliminal SLA is impossible, and that it is only through conscious attention that input could be converted into intake. Therefore, Schmidt declared that noticing is a necessary condition for language learning.

Another critical role of attention is its ability to make learners aware of "a mismatch or gap between what they can produce and what they need to produce, as well as between what they produce and what target language speakers produce" (Schmidt, 2001, p. 6). This concept has been commonly referred to as noticing the gap (Schmidt & Frota, 1986). Ellis (1995) used the term

cognitive comparison rather than noticing the gap since he believed that learners also need to notice when their output is the same as the input.

When conscious attention to linguistic form is considered facilitative to or even a prerequisite for interlanguage development, focus-on-form interventions such as CF is expected to advocate the SLA process (Han, 2002). As Hulstijn and Schmidt (1994) argued, they could be considered as cognitive focusing devices for learner attention. In raising learners' awareness of specific linguistic qualities, CF enables learners to notice the gaps between their own interlanguage output and the target language input. Subsequently, these noticing operations can prompt restructuring of learners' developing interlanguage grammar (Long, 1996).

Types of Implicit Feedback

Lyster and Ranta (1997) defined five types of implicit feedback that differ considering how they are formed.

Recast: Recasts "involve the teacher's reformulation or paraphrasing of all or part of a student's utterance, minus the error" (p. 47). Recasts can sometimes be regarded as explicit; however, they are generally categorized as an implicit feedback type since they are not introduced by phrases such as "You mean", "Use this word", "No, not.", "You should say". Farrar (1992) considers corrective and non-corrective recasts differently. Corrective recasts, as shown below, refer to recasts that correct the error:

S: I can swimming well.

T: You can swim well?

Non-corrective recasts render a model instead of correcting the error, as you can see in the following example:

Child: The blue ball.

Mother: Yea, the blue ball is bouncing (Farrar, 1992, p. 92).

One of the most significant and widely used types of implicit negative feedback in L2 teaching is recast that is the teacher's correct restatement of a learner's incorrect response (Mahnegar, Kalanzadeh, Kianfar, & Bakhtiarivand, 2013). Long and Robinson (1998) indicate that the role recast plays is significant as it shows learners how their interlanguage differs from the target language.

To Ellis and Sheen (2006), whether recasts supply positive or negative evidence depends on their characteristics. They may provide only positive evidence (i.e. their corrective force is not recognized by the learner) or both positive and negative evidence. It has been suggested that recasts providing positive evidence can facilitate acquisition; however, a mixture of both types might seem more effective (Ellis & Sheen, 2006).

Partial recast: According to Mackey (2006), the characteristic of partial recast is segmentation, and it is relatively explicit as shown in the following example:

Learner: ……they saw and they follow follow follow him.

Interlocutor Followed

Learners Followed him and attracted him.

In the present study, the researcher did the same thing and reformulated the segment which was erroneous.

Noticing: It is found that teacher-learner overlap was more likely when explicit feedback is used than when implicit feedback is used, and it is also found that linguistic target are more accurately perceived by students when the corrective feedback is directly at the learner who made an error, but it does not mean that corrective feedback is effective only when it is made by learner or it

is directly for the learner who made the error, correction among learners may happen even when they are listening to the other learners (Alison Mackey, 2012).

Scott Thornbury (1997) claims that "Two kinds of noticing are necessary conditions for acquisition: 1. Learners must attend to linguistic features of the input that they are exposed to, without which input cannot become intake. 2. Learners must "notice the gap" as realized in their output, and the target language system, available as input" (p.326).

As Scott Thornbury (1997) points out, language teachers try to promote noticing, by attracting the attention of learners on target language input, and on differences between the target language and their present state of their interlanguage.

Bandar Al-Hejin argues that "the roll of attention has significant implications for theories of second language input, processing, development, variation, and instruction."(p. 1).

Alison Mackey (2006) studies on feedback, noticing and instructed second language learning. Corrective feedback facilitate L2 learning, hence it is better to say interactional feedbacks are connected with L2 development (Alison Mackey, 2006). In this study the researcher explores the relationships between feedback, instructed ESL learner's noticing of L2 form during classroom interactions and their subsequent L2 development. 28 ESL learners in a university-level intensive English program were used in the research, and their level was high-intermediate, they were randomly divided into two intact listening and speaking elective classes by the language program administrators. And two teachers were employed for this research for each class. The teacher provides a TV show game for the learners, first they watch part of a series such as "friends" then the learners in group are asked by the teacher some questions about the TV show, then for each error they receive corrective feedback (negotiation and recasts) and all the interactions in classes were recorded for reporting the noticing. Incidences of noticing of form were identified when learners reported that they were aware of the problematic sentence or phrase they produced. And they reported that they were aware of receiving correcting feedback.

Methodology
Participants
For this study, two intact groups were chosen. Therefore, the participants were not randomly selected. One group included 14 and the other 18 learners. Using a placement test, the school had already placed them the students in their appropriate proficiency levels. However, the researcher administered an Oxford Placement Test in order to choose only elementary learners.

Instruments and Materials
To fulfill the purposes of this study, the researcher applied the following instruments to collect data.

Oxford placement test: The Oxford Placement Test is a placement test. The test contains two parts and there is a time limitation of 30 minutes to answer the items on the answer sheet.

Short Story: A short story based on the grammatical rule by which full and partial recasts are comparing, was given to the learners in which the grammatical rule in the story was bolded.

Picture description: The learners in all groups were given a picture to describe it. The learners were given partial and full recast throughout their descriptions and their voices were recorded. The researcher asked all the individual learners to describe the pictures. The purpose of this task was to elicit output from the learners and to give full and partial recast if an utterance was wrong.

Noticing task: Four short stories were used to measure the learners' noticing ability. Two of the short stories each included ten wrong uses of past 'ed'. The third person 's' was wrongly used in

the other two short stories. Here again, each included ten wrong uses of the third person 's. There learners were asked to identify these ungrammatical sentences and correct them.

Audio recording: The learners' output following the full recast and partial recast was recorded. It was hidden somewhere so that the learners would not notice it.

Procedure

1. All the learners in the two group took the Oxford Placement Test. Two groups of 14 and 18 participated in this study. The scores showed that they were all at the elementary level.

2. At first, a short story was given to the participants. All the participants were taught the regular past 'ed' through enhanced short stories. They read the short stories and answer the reading comprehension questions.

3. The two groups were given a picture description task. Each learner was required to describe it. The researcher asked her/him to describe in a way that she/ or he would have to use the past 'ed'.

4. The first group was given full recast and the then the partial recast. But the second group was given partial recast and full recast.

5. The learners were given a noticing task, which was a short story with ten wrong uses of the past 'ed' to be identified and corrected.

Data Analysis

To test the hypothesis, the researcher used parametric Paired Sample Test was used since the three assumptions of interval data, independence of subjects and normality were met.

Result and Discussion

The research question of this study asked whether full and partial recasts make statistically significant difference in noticing sensed by the learners. In order to test this null hypothesis, parametric Paired Sample Test was used .

The normality results which were checked through the One-Sample Kolmogorov-Smirnov Test, as appeared in Table 1, indicated that the two sets of noticing scores were normally distributed since the Sig. was .46 and .48 for the two sets of scores respectively which both exceed than .05.

Table 1: One-Sample Kolmogorov-Smirnov Test of Normality for Noticing Scores on Full and Partial Recasts

Group	N	Mean	Kolmogorov-Smirnov Z	Sig.
Full	32	15.13	.848	.468
Partial	32	14.59	.839	.482

In order to perform Paired Sample Test, first the descriptive statistics for noticing scores on full and partial recasts were computed and are set forth in Table 2 below. Table 1 depicts that the noticing mean obtained on full recast (M = 15.13, SD = 4.70) was not considerably different from the noticing mean obtained on partial recast (M = 14.59, SD = 5.18).

Table 2: Descriptive Statistics for Noticing Scores on Full and Partial Recasts

Recast type	Mean	N	Std. Deviation	Std. Error Mean
Full	15.13	32	4.702	.831
Partial	14.59	32	5.180	.916

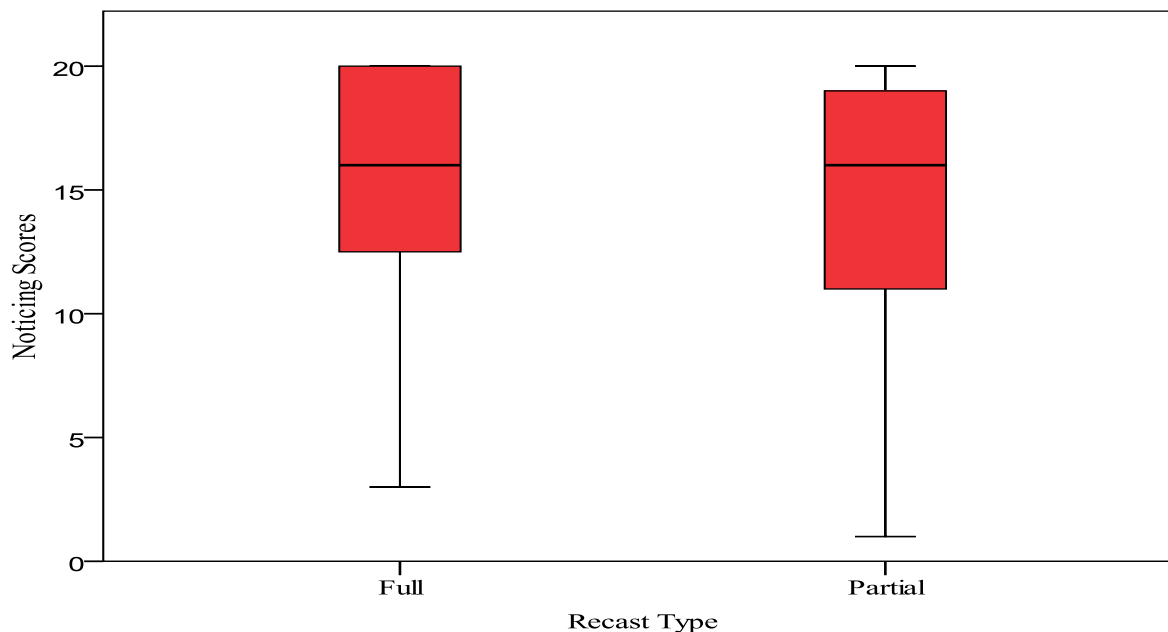Figure 1 below is a box plot that graphically demonstrates the results as represented in Table 2.

Figure 1: Noticing scores on full and partial recasts

Table 3 represents the results of paired samples test that was conducted to compare noticing means on full and partial recasts.

Table 3: Paired Samples Test to Compare Noticing Means on Full and Partial Recasts

Mean	SD	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
-.531	2.30	-1.307	31	.201	-.298	1.360

Paired-Samples t-test (see Table 3) indicated that there was not any statistically significant difference in noticing scores from partial recast (M = 14.59, SD = 5.18) to full recast (M = 15.13, SD = 4.70), with ($t_{(31)}$ = 1.30, p = .20, p > .05 (two-tailed)), in which the t-observed (1.30) was less than the t-critical (2.04), and also the p value, .20 was more than .05. The mean increase in noticing scores was .53, which is small, with a .95% confidence interval ranging from -.298 to 1.360; consequently the second null hypothesis of this study that reads 'Full recast and partial recast do not make a statistically significant difference in noticing sensed by the learners' was retained. In fact full and partial recast did not affect noticing sensed by the learners differently.

Discussion and Conclusion

Receiving feedback from teachers is an evitable part of class interactions. An important contribution of feedback is noticing. Receiving feedback from the teachers or a peer helps a learner to draw his/her attention to linguistic problems and notice gaps between what they have produced (ill form) and what they should produce (correct form) (Mackey, 2012). Data collected through the noticing tasks was analyzed through Paired-Samples t-test which showed that there was not any statistically significant difference in noticing scores from partial recast (M = 14.59, SD = 5.18) to full recast (M = 15.13, SD = 4.70), with (t(31) = 1.30, p = .20, p > .05 (two-tailed)), in which the t-observed (1.30) was less than the t-critical (2.04), and also the p value, .20 was more than .05. The mean increase in noticing scores was .53, which is small, with a .95% confidence interval ranging from -.298 to 1.360; consequently the null hypothesis of this study that reads 'Full recast and partial recast do not make a statistically significant difference in noticing sensed by the learners' was

retained. In fact full and partial recast did not affect noticing sensed by the learners differently. Therefore, it can be concluded that there is no difference between full and partial recast in improving the learners' noticing ability.

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