



UNIVERSITI PUTRA MALAYSIA

***EFFECTS OF RECASTS ON ACQUISITION OF ENGLISH PLURAL AND
NON-PAST THIRD PERSON SINGULAR MORPHEMES BY YOUNG ESL
LEARNERS***

SULIANA BINTI WAN CHIK

FBMK 2021 7



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LEARNERS**

By

SULIANA BINTI WAN CHIK

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

June 2020

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

EFFECTS OF RECASTS ON ACQUISITION OF ENGLISH PLURAL AND NON-PAST THIRD PERSON SINGULAR MORPHEMES BY YOUNG ESL LEARNERS

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June 2020

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Interactions often result in learners receiving feedback from their interlocutors. The process of engaging in interaction will greatly increase negotiation for meaning. In doing this, the learners receive feedback on their production and on grammar that they have not yet mastered. The issue of the efficacy of recast as a corrective feedback on the grammar acquisition of English second-language learners remains contentious due to the implicitness of the feedback and the complexities of the target structures.

The present quasi-experimental study aims to determine the role of corrective feedback in the form of recasts on the grammar uptake of the young English as Second Language (ESL) learners. Specifically, it investigates to what extent the exposure to treatment of recasts can lead to the acquisition of the noun plural and non-past third person singular and examines whether or not recasts triggers learners' noticing of their own erroneous utterances. The study was conducted in a primary school located in the Kinta Northern District of Perak, involving young learners of lower intermediate level of English proficiency.

To test the hypothesis that recast leads to better grammar uptake, Grammaticality Judgement Task (GJT), Gap Fill Task (GFT) and Picture Description Task (PDT) were administered in the pre- and post-intervention sessions to 54 young learners. Following the intact group design, the learners were assigned to two groups: the treatment group and the control group. The treatment group received recasts in the form of teacher's reformulation to their erroneous utterances while the control group received no error correction at all. The data were tabulated and described using descriptive statistics and analysed using ANCOVA and Independent T-tests. The oral

transcription data were collected using the Recasts Episodes (RE) and the Immediate Recall (IR).

Quantitative results showed that recasts as the corrective feedback have a significant effect on developing grammar acquisition (i.e noun plurals and non-past third person singular) of young ESL learners. The significant effect is seen in the GJT and GFT tests of the Immediate post-tests. The results of the study revealed higher grammar uptake for the recast group. Qualitative data from oral transcripts of the recasts episodes and immediate recall indicated that learners in the recast group have noticed the corrective function of recasts.

The study also provided some empirical evidence to support the learners' noticing of the corrective function of recasts. These results suggest that young learners receiving recasts are more likely to have noticed their errors and do self-correction and in the end resulted in repair and need repair. The learners appeared to have accurately interpreted the teacher's intent and recasts were noticed. This study concludes that for young learners, the use of a less direct way of error correction such as recast is noticed and thus, facilitated their grammar uptake. The findings of this study shed light on the noticing of errors and self-repair by young ESL learners in their grammar uptake. This contributes insights into the SLA literature particularly on the Interaction and Noticing Hypotheses. In addition, the findings have pedagogical implications for the treatment of errors of learners in the ESL classroom.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN MAKLUM BALAS PEMBETULAN LISAN KE ATAS
PEMEROLEHAN MORFEM KATA NAMA MAJMUK DAN KATA KERJA
ORANG KETIGA OLEH PELAJAR MUDA ESL**

Oleh

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Interaksi sering kali mengakibatkan pelajar menerima maklum balas dari interlocutor mereka. Proses melibatkan diri dalam interaksi akan bertambah dengan banyak rundingan bagi maksud. Dalam melakukan ini, pelajar menerima maklum balas di pengeluaran mereka dan di tatabahasa yang belum lagi mereka kuasai. Isu keberkesanan maklum balas pembedahan ke atas penguasaan tatabahasa bagi pelajar muda ESL seringkali menjadi perbalahan kerana ketersiratan maklum balas dan kerumitan struktur-struktur sasaran.

Kajian kuasi eksperimental ini menyiasat peranan maklum balas pembedahan ke atas pemerolehan morfem kata nama majmuk dan kata kerja orang ketiga oleh pelajar-pelajar *ESL* muda. Secara spesifik, ia menyiasat setakat mana pendedahan kepada rawatan maklum balas pembedahan boleh menjurus kepada pemerolehan kata majmuk dan kata kerja orang ketiga dan meneliti sama ada maklum balas pembedahan berjaya mencetuskan kesedaran murid terhadap kesalahan tatabahasa mereka. kajian ini dijalankan di sebuah sekolah rendah terletak dalam daerah Kinta Utara, Perak yang melibatkan pelajar-pelajar muda yang berkemahiran bahasa Inggeris tahap rendah.

Bertindak menguji hipotesis tentang kesan maklum balas pembedahan ke atas pemerolehan tatabahasa, ujian *Grammaticality Judgement Task (GJT)*, *Gap Fill Task (GFT)* dan *Picture Description Task* telah ditadbir dalam sesi ujian sebelum dan selepas program intervensi dilaksanakan ke atas 54 orang pelajar muda. Mengikut reka bentuk kumpulan utuh, pelajar dibahagikan kepada dua kumpulan: kumpulan eksperimen dan kumpulan kawalan. Kumpulan eksperimen menerima maklum balas pembedahan daripada guru manakala kumpulan kawalan tidak menerima sebarang

pembetulan. Data kualitatif pula dikumpul menggunakan *Recast Episodes* dan *Immediate Recall*.

Keputusan kuantitatif menunjukkan maklum balas pembetulan mempunyai kesan signifikan terhadap pembangunan pemerolehan tatabahasa (kata nama majmuk dan kata kerja orang ketiga) pelajar *ESL* muda. Kesan signifikan dapat dilihat dalam ujian *GJT* dan *GFT*. Keputusan kajian menunjukkan tahap pemerolehan tatabahasa yang lebih tinggi dalam kalangan kumpulan eksperimen. Data kualitatif dari transkrip lisan (*Recast Episodes* dan *Immediate Recall*) menunjukkan bahawa pelajar dalam kumpulan eksperimen menyedari fungsi maklum balas pembetulan, justeru itu meningkatkan tahap penguasaan tatabahasa bagi kelompok eksperimen berbanding kelompok kawalan.

Kajian ini juga menyediakan bukti empirikal yang menyokong kesedaran pelajar terhadap fungsi maklum balas pembetulan. Keputusan kajian ini mencadangkan bahawa pelajar *ESL* muda yang menerima maklum balas pembetulan lebih berkemungkinan untuk menyedari kesalahan tatabahasa mereka dan membetulkan secara *repair* dan *need repair*. Pelajar *ESL* muda ini didapati berupaya menyedari fungsi maklum balas pembetulan dan seterusnya mentafsir niat guru. Penemuan ini menunjukkan bahawa penggunaan pembetulan secara kurang tersurat (*recasts*) disedari oleh pelajar muda yang seterusnya berupaya membantu penguasaan pemerolehan tatabahasa mereka. Dapatan kajian ini memberi pertambahan ilmu tentang kesedaran pelajar terhadap kesalahan tatabahasa mereka dan seterusnya pembetulan sendiri terhasil dalam kalangan pelajar muda. Ini menyumbang kepada ilmu pemerolehan bahasa kedua khususnya hipotesis *Interaction* dan *Noticing*. Disamping itu, dapatan kajian juga menyumbang kepada implikasi pedagogi buat para pendidik dalam menangani kesalahan tatabahasa pelajar dalam kelas bahasa Inggeris sebagai bahasa kedua.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

ESL	English as a Second Language
CF	Corrective Feedback
L1	First language
L2	Second language
SLA	Second Language Acquisition
GJT	Grammaticality Judgement Task
GFT	Gap-Fill Task
PDT	Picture Description Task
IH	Interaction Hypothesis
IL	Interlanguage
TL	Target Language
RG	Recast Group
CG	Control Group

CHAPTER 1

INTRODUCTION

This chapter presents the background to the study, the statement of the problem, research questions, theoretical perspectives adopted for the study, and definitions of key terms. The chapter also discusses the significance of the study.

1.1 Background to the Study

The process of acquiring a second language (SLA) takes place after the learners have acquired their native language (Gass & Selinker, 2008). In the Malaysian context, this deals with the process of teaching and acquiring English as the second language (ESL). In the field of SLA, scholars have been investigating the role of 'interaction' in L2 (second language) learning especially in the form of oral-aural input (e.g. Bell, 2006; Long, 1983a; Mackey, 1999; Pica, 1987). Ellis (1999) believes that interaction is the method through which data for learning is obtained. He claims that language is learned and acquired in the social interaction context between interlocutors with one modelling target language form while the other attempting to master the language. Hanum (2017) contends that interaction is needed in a classroom as effective interaction which happens in the classroom increases students' language acquisition.

A growing body of empirical evidence (e.g. Adams, 2004; Bell, 2006; Foster, 1998; Foster & Ohta, 2005; Mackey, 2006; Mohammad Amin Bassiri, 2011) supports the claim that interaction plays an important role in the learning of an L2. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown and Lee (2015) stated that interaction is the basis of L2 learning. The link between interaction and learning focuses on the three major components: i) input; ii) production; and iii) feedback (Anita Muho & Aida Kurani, 2014). Speakers during interactions exchange input and negotiate meaning. This negotiation will lead to the provision of either direct or indirect forms of feedbacks, including correction, comprehension checks, clarification requests, repetitions and recasts.

The conditions for second language acquisition (SLA) are enhanced by the presence of negotiation of meaning that allow interlocutors to ensure message comprehensibility. Negotiation of meaning is said to promote communication, facilitate noticing a 'gap' between received input and learner's output, enables learners to receive feedback and comprehend the message. The common stand theories from Corder's (1967) claims to Krashen's Input Hypothesis (1982) and Long's Interaction Hypothesis (1983) is that input must be comprehended by the learner if it is to help the acquisition process. Long's (1996) updated version of Interaction Hypothesis (IH) emphasizes two ways in which interaction can contribute to acquisition; through the stipulation of negative evidence and through opportunities for message comprehensibility.

A great deal of research based on IH emphasises the role of negotiation of meaning in L2 acquisition. Second language teachers see the contribution of negotiation in so far as it facilitates comprehension of L2 input. Farangis (2013) concluded that negotiation is helpful in improving L2 acquisition. In addition to perceiving and attending to input, negotiation allows the learner to pay attention to their output, or their interlanguage. Studies on interaction have evolved and shifted their focus from attending to the input to the role of “negative feedback” (Long, 2007, p.75) or “negative evidence” (Ellis, 1999, p.171) that learners are exposed to, such as explanations, clear grammar teachings, and corrections to incorrect sequences or ungrammatical phrases. Long (2007) defines negative feedback as “information available to the learner as to what is not possible in the L2” (p. 76). This feedback can be in many forms, such as explicit grammar rules, overt error correction and corrective recasts. White (1987) agrees that structural learning can be useful for acquisition when negative feedback or correction is present. Recent studies on interaction have investigated the availability and usability of negative feedback also known as corrective feedback (Song, 2009; Yang & Lyster, 2010) to learners in classrooms (Braidı, 2002; Ellis, Basturkmen & Loewen, 2001; Morris, 2002). These studies suggest that negative feedback such as recasts, repetition, elicitation, metalinguistic feedback and clarification requests (Lyster & Ranta, 1997) exist and are produced to correct erroneous utterances by the learners. Recasts are, by far, the most frequent form of negative feedback present in classrooms of all kinds (Braidı, 2002; Sheen, 2004).

Recast, which is the focus of this study, is defined as a reformulation of all or part of a previous erroneous learners’ production into a more target-like form (Nabei & Swain, 2002). According to Nicholas, Lightbown and Spada (2001), recasts are “utterances that repeat a learner’s incorrect utterance, making only the changes necessary to produce a correct utterance, without changing the meaning” (p. 732-733). Sakai (2011) contends recasts as providing linguistic data of both positive and negative evidence at the same time. Long and Robinson (1998) place recasts in the category of implicit negative evidence.

Long (2007) similarly defined recast as the reformulation of learner’ erroneous utterance that is replaced with target-like form but throughout the exchange the focus is emphasised on the meaning and not the language as object. He suggests that corrective recast allows learners to compare their own deviant output with grammatically correct input side by side and to observe the contrast which other form of negative feedback cannot (e.g. models). When learners produce ill-formed utterances, corrective recast given will offer opportunity for learners to compare and contrast both utterances. Unlike recast, models (target-like form) are provided prior to learner’s utterance, thus lacking the opportunity for learners to observe the difference between a target-like form and an erroneous form. Mackey and Philp (1998) interpret recasts as the interactional moves through which learners are provided with linguistically more target like reformulations of what they have just said. An example of recast can be seen in the following excerpt from Ellis and Sheen (2006):

- (1.1) Teacher: When you were in school?
Learner: *Yes. I stand in the first row. (trigger)
Teacher: You **stood** in the first row? (recast)
Learner: Yes, in the first row, and sit, ah, sat the first row. (uptake)

In the above example, the learner's utterance contains an error (line 2) which triggers the negative feedback by the teacher. The error triggers the teacher to recast (line 3), which reformulates the utterance into target like form. When the learner responds to the recast (line 4) repairing his/her original error, this is called uptake.

Recasts have been studied for both pedagogical and theoretical reasons (see Chapter 2). According to Ellis and Sheen (2006), two theoretical reasons for recasts to be studied are i) "the roles of positive and negative evidence in SLA, and ii) the relative impact of implicit and explicit types of negative feedback" (p.577). Schwartz (1993) claims that development of learned linguistic knowledge (explicit knowledge of the L2) is affected by negative feedback but not in the implicit knowledge of the L2. In contrast, DeKeyser (1998) argues that both types of knowledge (explicit and implicit) are interrelated and are both developed through negative feedback.

The impact of implicit and explicit negative feedback in terms of learners' uptake has also been studied (Lyster & Ranta, 1997; Sheen, 2006). Studies using uptake as a measure of learning propose that it is in fact a sign that learners have taken a step toward learning (Loewen, 2005, p.382). Lighbown (1998, p.193) says, "a reformulated utterance from the learner gives some reason to believe that the mismatch between learner utterance and target utterance has been noticed, a step at least toward acquisition." Researchers (e.g. White, 1991) agree that although uptake with repair provides evidence that learners noticed the reformulated utterances, it cannot be used as evidence of acquisition. It is also agreed that recasts do enhance salience of positive and negative evidence depending on how they are provided (Loewen & Philp, 2006; Sheen, 2006). Asari (2012) contended that recasts which are short, unstressed, in declarative mode and aimed at a single change successfully trigger uptake which can function as a catalyst in learners' immediate production and, ideally short and long term memory.

It is unfortunate however, that this area has not been widely dealt with in the local context. Ebrahim and Nooreen (2013) in their comparative study of the effect of recasts and prompts on thirty Universiti Putra Malaysia Iranian male postgraduate learners' achievement in grammar, found that although recasts were able to draw learners' attention to L2 forms and make them notice the 'gap' between their IL and target structure, it failed in effectively facilitating the uptake of the L2 form. Although their study was conducted locally, the participants were not local students, thus the results should not be generalized to Malaysian learners. There have been very few studies that have examined whether recasts do relate to uptake, subsequently facilitating acquisition of the ESL learners. In this study, it is the intention of the researcher to investigate learners' acquisition of L2 English noun plural and non-past

third person singular forms and investigate whether or not negative feedback in terms of recasts plays a role in the learners' acquisition of both target structures.

1.2 Statement of the Problem

There have been many studies that have studied whether and how corrective feedbacks contribute to the development of L2 grammar for learners of English language (e.g. Gass & Lewis, 2007; Mackey, Gass, & McDonough, 2000; Petchprasert, 2012; Sakai, 2011; Zhuo, 2010). The development of grammar for learner of ESL is typically a slow process involving multiple exposures and opportunities for use over a long period of time. Ideally, such studies require longitudinal data collected and analysed but they are time consuming and difficult to conduct. Due to the complexity of the longitudinal studies, an experimental study such as this present study is a timely one which places less demand on time.

Within the domain of SLA, whether negative feedback is essential or utilisable by L2 learners remains controversial (Long, 1996; Perdomo, 2018; Schwartz, 1993). Some theorists claim that negative feedback plays no role at all (Carroll, 1997; Lyster & Ranta, 2013; Truscott, 1996). Schwartz (1993), claims that negative feedback received and perceived by learners can only affect their performances but not their metalinguistic competence. On the contrary, a number of studies have found the effectiveness of recasts, a type of negative feedback (see Braidı, 2002; Sheen, 2004). in L2 learning (Desy Rusmawaty, 2018; Ellis, 2007; Gass & Mackey, 2007). This is further discussed in Chapter 2 (see page 35).

Studies on recasts include descriptive (Braidı, 2002; Hauser, 2005), quasi-experimental (Doughty & Varela, 1998), experimental studies of their occurrence (Ayoun, 2004; Lyster, 2004), usability (Iwashita, 2003; Leeman, 2003), use in classrooms (Ellis et al., 2001), laboratory setting (Braidı, 2002), and noninstructional conversation (Oliver, 1995).

The positive effect of recasts in interaction was reported in experimental studies (Braidı, 2002; Long et. al, 1998; Mackey & Philp, 1998). However, some classroom based studies found recasts to be ambiguous (Lyster & Ranta, 1997; Morris, 2002). For instance, Nicholas, Lightbown and Spada (2001) point out, as learners may not realize their intended purpose of error correction, recasts might be perceived as ambiguous by the learners (Allwright, 1975; Fanselow, 1977; Lyster, 1998a; Lyster & Ranta, 1997; Panova & Lyster, 2002). In other words, the corrective function of recast might be hidden in interaction and "learners may fail to see the difference between their erroneous utterances and the corrections supplied by their interlocutors in recasts" (Carpenter, Jeon, MacGregor & Mackey, 2006, p. 210).

On the other hand, Sheen (2004) compared four communicative classroom settings, French immersion, Canadian ESL, New Zealand ESL, and Korean EFL and found efficacy of recasts in the Korean EFL settings. In view of these findings, Takahashi

(2007) contended that recasts are beneficial in classroom language settings which are typologically different from English, such as Asian language. Despite the on-going debate over the efficacy of recasts in SLA, researchers take the stance that learning cannot take place without drawing learners' attention in noticing the corrective function of recasts thus promoting learner uptake.

However, almost all of the studies carried out on recasts focused on adult learners who have experienced form-focused instruction rather than children with less well-developed metalinguistic knowledge. Mackey and Oliver (2002) in their study of children aged 8-12 with different L1 backgrounds learning English found that the treatment group showed stage development as compared to children in the control group. The immediate post-test scores were significant which showed apparent stage improvement of the children as compared to adults studied by Mackey (1999). She concluded that, children acquired better development as compared to the adults found in her study. However, in Sheen's (2004) study, the results showed that children in immersion classrooms did not produce a high level of successful uptake as compared to adults after receiving recasts.

On the contrary, in their study, Lyster and Saito (2010) found that the younger the learners are, the more they benefit from negative feedback. In this regard, it is possible that younger learners are especially sensitive to the impact of negative feedback (Mackey & Oliver, 2002; Oliver, 2000) because it engages implicit learning mechanisms that are more characteristic of younger learners. Indeed, it remains a matter of interest whether younger learners are more or less aware of recast as a negative feedback due to their lack of metalinguistic awareness (see p.35).

Mackey, Gass and McDonough (2000) suggest that recast on grammatical items are less noticeable by learners as negative feedback. On the other hand, phonology and lexis are said to be more accurately perceived by learners compared to morphosyntax. Learners are believed to face difficulties in identifying recasts as they are ambiguous (Lyster, 1998), least clear seen as negative feedback (Han, 2002) and often not perceived as corrections especially with morphosyntactical reformulations (Mackey et al., 2000). Hence, the question whether recasts are an effective means of promoting acquisition specifically the linguistic competence especially with children on grammatical items remains a centre of attention.

Overall, there is a need to examine the function of corrective feedback specifically recasts on acquisition. Given the fact that different routes to learning associated with different types of negative feedback are believed to be inherently different, studies are now being focused into examinations of one form of feedback or another, as opposed to comparisons of multiple forms. Researchers have found that there are factors that affect the efficacy of recasts such as; developmental readiness (Ammar & Spada, 2006; Mackey & Philp, 1998), saliency of recasts (Egi, 2007a, 2007b, 2010; Loewen & Philp, 2006; Nassaji, 2009), the type of target language feature (Ellis, 2007; Iwashita, 2003; Leeman, 2003; Spada, 2011) and the impact of age (Mackey, Oliver & Leeman, 2003; Oliver, 2003).

Recast can also provide learners with output opportunities, in addition to the fact that it serves as a trigger for noticing-the-gap comparison. Reformulation of learners' erroneous utterances by the teacher can encourage modified output and self-generated repair, enabling learners to reformulate their original incorrect utterances. It is assumed that the process of rephrasing one's original utterances in response to feedback encourages the acquisition of L2 by learners. Given the fact that the efficacy of recasts has been argued to depend on the age of the learners, there should be investigations on the extent to which recasts contribute to L2 acquisition of young ESL learners. Ultimately, whether recasts promote or facilitate acquisition must be determined empirically.

Malay learners of L2 English have been known to experience acquisition problems with English plural (Sarah Nadiyah, 2011) and non-past third person singular (Muhsin, 2016) as the learners' L1 lack obligatory plural marking and morphological variation of verbs to show tense and aspect. Although both grammatical properties may be easy for some learners (L1 Spanish speakers), it is postulated that learners whose L1 lacks both markings will experience problems in their acquisition. However, little attention has been given to the acquisition of regular and irregular plural morphemes by young learners of L1 Malay. The study of the acquisition of plural morphemes in English is, therefore, a field worthy of investigation, which is further explained in Chapter 2.

Since the role of recasts on young ESL learners, specifically, on the acquisition of grammatical properties has not been investigated in the local context, this study is timely. Findings from the study will contribute to the body of literature of second language acquisition (SLA) research, particularly, in the local context. This study is significant, in that by carrying out an investigation quasi-experimentally, it attempts to explore the role of recasts in detail within a short time span. In addition, the findings might have implications that could contribute to the theory of SLA.

1.3 Purpose of the Study

Recast, being the focus of this present study is a type of corrective feedback that has been widely investigated in interactionist research. According to Sheen (2006, p.365) recast is implicit in nature as it is a "reformulation of all or part of a student's utterance that contains at least one error within the context of communicative activity in the classroom". Recasts provide input in the form of target like structure to L2 learners. Recast and its role as negative evidence or perhaps as negative feedback has remained an interesting research area because of the pedagogical implications stemming from it in second language learning. Among the studies that have probed into this aspect are those that have only described the kind of feedback between native speakers and non-native speakers (Richardson, 1995; Farrar, 1992). Studying and analysing the efficacy of negative feedback received by learners during interactions in classroom setting in the local context will add and contribute to the SLA literature.

This study intends to investigate to what extent recasts affect and promote noticing for learners' uptake to happen in L2 acquisition. In line with the aim, the objectives of this study are (i) to investigate whether the exposure to treatment of recasts can lead to acquisition of the L2; (ii) to examine whether or not recasts triggers learners' noticing of their own erroneous utterances; and (iii) to study whether or not learners respond positively towards teachers' recast. Specifically, this study determines the role of recasts in young Malaysian ESL learners' acquisition of two grammatical properties; i) the noun plural *-s* morpheme and ii) non-past third person singular *-s* morpheme (see section 2.4). Perhaps the most important incentive for this particular study is the lack of empirical data collected of young ESL learners on the role of recasts. In particular, there is a scarcity, if not an absence, of information on the role of recasts on the acquisition of the English noun plural and non-past third person singular *-s* morphemes by young ESL learners, particularly in the local context.

Based on the above aims, this study employs both quantitative and qualitative approaches and it is hoped that the findings help to provide a more in-depth understanding of the role of recasts in L2 acquisition.

1.3.1 Research Questions

To shed light on the debates over the efficacy of recasts and noticing and their relation to uptake, the present study attempts to address four research questions advanced in this section.

The first research question investigates the young ESL learners' grammar uptake (score of the tests) between recasts and no recasts in triggering learners' uptake. The results were drawn based on the immediate and delayed learner uptake following the provision/no provision of recasts (Grammaticality Judgement Tasks and Gap-Fill Tasks).

- RQ1. To what degree do recasts affect young ESL learners' test scores in the following:
- a. Immediate Posttest
 - b. Delayed Posttest

Null Hypothesis 1: The treatment of recasts has no significant effect on the test scores of the immediate and the delayed posttests.

The second research question focuses on the extent to which the treatment has facilitated the learners in acquiring the English noun plural and the non-past third person singular morphemes. The results were drawn based on the posttests (GJTs and GFTs)

RQ2a. To what extent does recast lead to the acquisition of English plural morpheme by the young learners as shown in the immediate and delayed posttest with respect to the following:

- i. Plural –s morpheme for the regular plurals
- ii. Plural –s morpheme for the irregular plurals

RQ2b. To what extent does recast lead to the acquisition of English non-past third person singular morpheme (-s) by the young learners as shown in the immediate and delayed posttest with respect to the following:

- i. Non-past third person singular morpheme (-s) for the regular verbs
- ii. Non-past third person singular morpheme (-s) for the irregular verbs

The third research question centres on the learners' processing of their own errors and the feedback given by the teacher/researcher. The results were extracted from learners' responses in the oral task (Picture Description Tasks and Recasts Episodes Transcripts).

RQ3. To what extent do learners' responses during oral interaction indicate that they have noticed recasts?

The fourth research question focuses on the efficacy of recasts on the learners' successful, less successful or not successful uptake following the provision of recasts. The results were narratively drawn from learners' oral responses. (Recast Episodes and Immediate Recall Transcripts)

RQ4. What role does recast play in L2 acquisition?

1.3.2 Hypotheses

In accordance with research that has revealed the efficacy of recast as negative evidence or corrective feedback on the L2 or foreign language learners' development, the hypotheses constructed are:

- | | |
|-----------------|---|
| H ₀₁ | The treatment of recasts has no significant effect on the test scores of the immediate and the delayed posttests. |
| H ₀₂ | There is no statistically significant effect of the type of treatment in the form of recast and no recast on the acquisition of English plural. |
| H ₀₃ | There is no statistically significant effect of the type of treatment in the form of recast and no recast on the acquisition of non-past third person singular. |

1.4 Theoretical Perspectives

This section discusses the theoretical framework that was culled from the review of literature to address the six research questions above. In this study, the key concepts that need to be developed and explained are the input, the process (recasts) and the output (acquisition of the English noun plural and non-past third person singular -s morpheme). The importance of understanding the acquisition process of L2 as well as the importance of the process of acquisition is very much related to, and supported by, the Input hypothesis (Krashen, 1982), the Interaction hypothesis (Long, 1983) and the Noticing Hypothesis (Schmidt, 1993). These three are interconnected and influential hypotheses associated with the process of acquiring an L2.

1.4.1 Input Hypothesis

Input is understood as the language to which the learners are exposed. For example, the target language used by the teacher or peers in the classroom, or the language used by native speakers in the target language community. From a nativist point of view, input functions as a mere trigger of the learner's innate principles. On the other hand, from an empiricist perspective, the study of input is essential, in both cognitive and interactional models.

Firstly, this study is based on the Input hypothesis which proposed that learners move along the developmental continuum of L2 acquisition by receiving comprehensible input. This input is defined as L2 input just beyond the learner's current second language competence ($i + 1$). Learners are believed to move along the developmental continuum of L2 acquisition by understanding and receiving comprehensible input (Krashen, 1985). The process of acquisition takes place in three stages; Stage One, Stage Two and Stage Three. In Stage One, learners begin understanding an L2 ($i + 1$ form) which links the input to meaning. In Stage Two, learners start to notice a gap between the target language (TL) or ($i + 1$ form) and their Interlanguage¹ (IL) system. In the final stage, the reappearance of the ($i + 1$ form) starts to emerge though with minimal frequency. According to Ortega (2009), when L2 learners receive and process the input for meaning, and the content is personally relevant, and provided that they can reasonably understand them, grammar learning will naturally occur. According to the Input hypothesis (Krashen, 1982), conscious learning only acts as a monitor that edits the output. He viewed second language acquisition as a result of the provision of comprehensible input, and conversely, L2 acquisition as evidence that comprehensible input was provided. In other words, when learners process input that they can reasonably understand for meaning, they acquire L2 grammar automatically. From this point of view, neither interaction nor corrective feedback is necessary for L2 acquisition.

¹ IL as proposed by Selinker (1972)

In relation to this study, the learners should be able to comprehend the input as they notice a gap between the TL and their IL. Once they have comprehended the the input provided, their linguistic competence will be acquired.

1.4.2 Interaction Hypothesis

Krashen's (1985) concept of comprehensible input was extended by Long (1980) in his initial version of Interactional Hypothesis. However, it did not take long for Krashen's theory to be questioned. Findings from other L2 communicative and immersion classroom studies (see Schmidt, 1983; Swain, 1985) revealed in the mid-1980s that while learners often achieved high level of fluency and comprehension capacity, grammatical accuracy was still difficult, suggesting that comprehensible input although required, is far from adequate in L2 acquisition. This led to the consideration of the role of interaction and corrective feedback in L2 classrooms.

Long (1996) agrees with Krashen (1985) that learning happens through comprehension. As suggested by Long (1983), linguistic modification or interactional modification of input is needed to make the input comprehensible by the learners. The more learners comprehend the more one learns. Long (1996) found the efficacy of interaction in making input comprehensible. He proposed that L2 learning is facilitated through interactional processes because of the role of interaction in connecting "input, internal learner capacities, particularly selective attention, and output in productive ways" (Long, 1996: pp 451-452). Attention to input is necessary for input to become intake which is utilized for further mental processing (Schmidt, 1995).

According to Ellis (2006), learning form-meaning connections such as grammatical elements requires mental effort. However, learners have to be selective in which aspects of the input to process due to the limited cognitive resources. Not only that attention is required but instructional intervention is needed in order to increase learner's ability of attending to morphological and syntactic elements of the L2. Thus, interactions which accommodate negotiation of meaning, prompts and the provision of recasts are of high importance as they often supply negative feedback directing a learner's selective attention to problematic aspects of his production of the L2. Schmidt (2001) viewed the efficacy of interactional negotiation as limited and may not really have an impact on SLA. He emphasises that learners need to pay attention to (notice) detailed regularities and mismatches between their IL and TL which possibly leads the learners' attention to notice the gap in order for L2 learning to occur. Thus, learners should be able to comprehend the input which has been interactionally modified to notice the gap between the TL and their ILs.

1.4.3 Noticing Hypothesis

Long (1996) suggested, in his interaction hypothesis, that important factors such as input, output, learner processing ability and remedial feedback should be put together during interaction to promote acquisition. It is vital to remember that corrective feedback is the reaction to ill-formed output. Corrective feedback has emerged as a facilitative tool for acquisition since it attracts attention from learners to mismatches between input and output, leading learners to acquire the intended structure. In other words, noticing the gap is crucial for learning (Gass, 1997; Long, 1996; Schmidt, 2001).

Schmidt (1990) highlights the importance of 'noticing' and 'paying attention' that facilitates acquisition. Noticing refers to private experience which is brought by drawing learners' selective attention to a certain linguistic form. Schmidt (1995) claimed that, in order to learn any aspect of the L2 (from sounds, to words, to grammar, to pragmatics); learners need to notice the relevant material in the linguistic data. He added that for learners to be able to internalise input in order to affect the acquisition process, they must not only comprehend this input, but also be conscious of the mismatch between the input and their own IL system. In other words, learners may not be able to change the input into intake (i) for language learning unless it is noticed.

Schmidt (1994) identifies four dimensions to the concept of consciousness. The first is intention, which refers to deliberateness on the part of the learners to attend to the stimulus. The second dimension of consciousness is attention, which basically refers to the detection of a stimulus. The third dimension is awareness, which refers to the learner's knowledge that he/she is detecting a stimulus. The fourth dimension of consciousness is control, which refers to the extent to which the language learner's output is controlled or spontaneous.

Corrective feedbacks such as recasts, act as the stimulus which may assist in triggering learners to notice the mismatch or gap. The conscious noticing of a mismatch between the language production and the target language is necessary. Once the mismatch is noticed, learners are able to alter their utterances in accordance to the stimulus received. Rassaei, Ahmad and Manijeh (2011) asserted that learner's responses to corrective feedback are reminiscent of learners' noticing of negative feedback which is necessary for learners to benefit from negative feedback.

The constant focus behind the facilitative role of interaction in making the feedback understandable and the features of L2 production such as recasts, prompts and models were set in motion by these three theories to help learners note the mismatch between their target language and IL. In short, Long's (1996) interactional negotiation is the platform for learners to make the input comprehensible (Krashen, 1985) thus, providing increased opportunities for noticing (Schmidt, 2001) and opening windows of opportunity in terms of possible L2 acquisition (Mackey & Gass, 2006; Mackey, Gass, & McDonough, 2000).

Based on the theoretical perspectives discussed, Figure 1 shows the theoretical framework of L2 acquisition which integrates the three prominent hypotheses from Krashen (1982, 1985), Long (1983, 1985, 1996) and Schmidt (1995) which have been adopted and used in order to suit this study as well to answer the proposed research questions above (see 1.3.1).

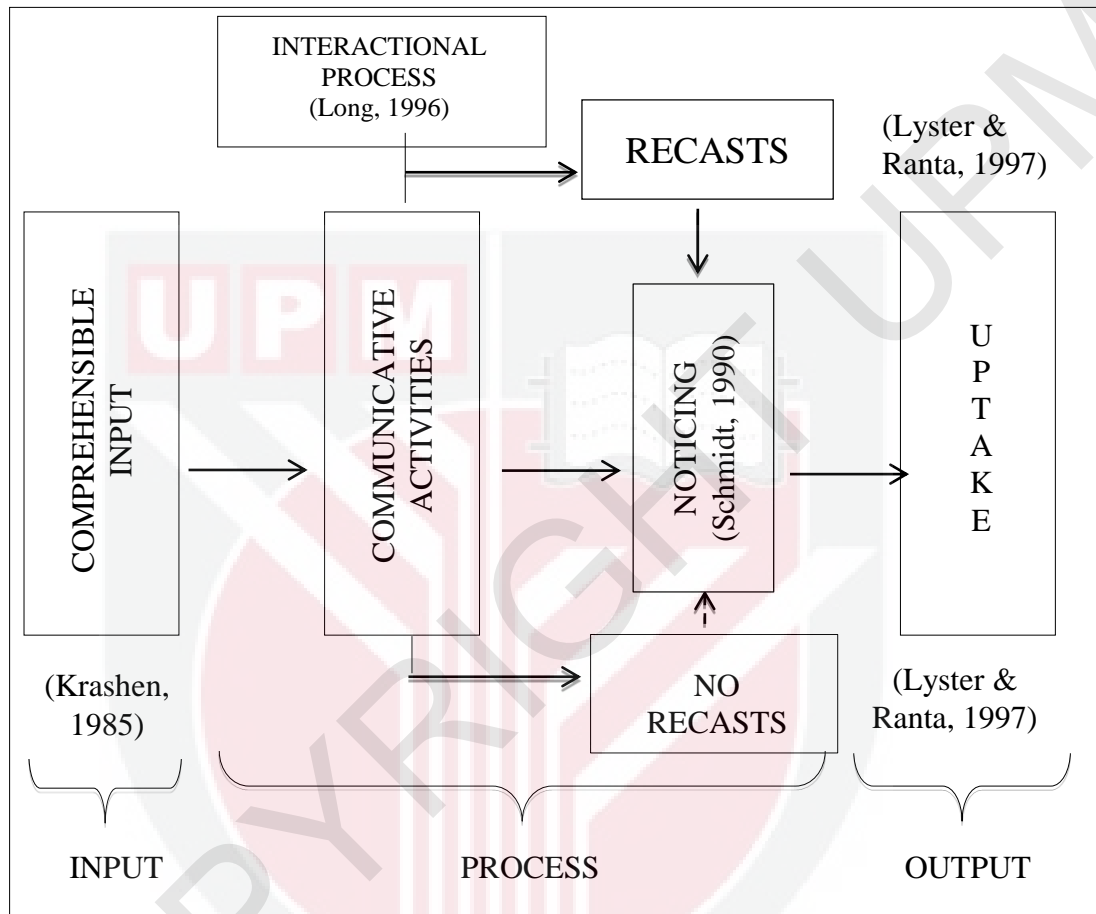


Figure 1.1 : Conceptual Framework

Both Long's (1996) Interaction Hypothesis and Schmidt's (1990) Noticing Hypothesis assume that L2 learners' notice the gap between their interlanguage and the input. Based on this framework, acquisition of an L2 can be achieved when the input received is comprehensible in interactions that promote negotiation of meaning. The negotiation of meaning may consist of corrective feedback received by learners which promotes the noticing of the gaps between their IL and TL. In such a case, the learners are presumed to decipher the input received from interlocutors during interactions in the classroom. Among various interaction characteristics, corrective feedback (CF) has been found to be very efficient in drawing the attention of learners during interaction to L2 linguistic characteristics in which the saliency of certain linguistic feature combined with learners' sensitivity to the CF received can account for success and failure in acquiring the structure. (Loewen & Sato, 2019). Input-providing feedback provides the correct linguistic form for the learners. If the learners manage

to notice the input provided by the CF, they will be able to use the information in the development of their ILs which will result in uptake.

In this study, two groups of intermediate young ESL learners of L1 Malay which is lacking in noun plural and non-past third person singular morphemes were investigated for their grammar uptake upon receiving recast and no recast. To examine the effect of recasts during classroom interaction, a treatment package containing communication activities was implemented. The treatment package consists of 9 sessions with 540 minutes of oral production tasks provided opportunities for learners in the recast group to receive reformulation of ill-formed utterances. Grammaticality Judgement Tasks, Gap Fill Tasks and Picture Description Tasks were administered to examine the acquisition of English noun plural and non-past third person singular morphemes by the learners. These instruments were administered to substantiate the hypotheses that learners who received feedback will have better grammar uptake. Oral responses in Recasts Episodes and Immediate Recall Interview was collected to confirm the claims that learners who received feedback during communicative activities noticed the corrective function of recasts and the gaps between their IL and TL.

According to the Input Hypothesis (IH) (Krashen, 1985, in Mitchell and Myles, 2004, p.165), if there is input and it is understood, and if there is sufficient input received, the necessary grammar is automatically provided. Comprehensible input is the language directed to the learner that contains linguistic items that are slightly beyond the learner's present linguistic competence. This is done with the help of context or extra-linguistic information. Furthermore, for comprehensible input to be usable, it must be within a reasonably close developmental distance from the learner's current proficiency level (Meisel, Clahsen & Pienemann, 1981). It is stipulated that learners can make a great deal of progress through exposure to comprehensible input without direct instruction. Studies have also shown, however, that learners may reach a point from which they fail to make further progress on some features of the L2 unless they also have access to guided instruction. Hence, the suggestive claim that input alone is necessary and sufficient for L2 learning proved to be untenable in of findings gathered by Long (1996) and Schmidt (1983).

As noted earlier, input received by the learners will somewhat influence the learners' L2 development (Gass, 2003). This present study is designed to investigate the L2 development of two groups of young ESL learners having different types of classroom instruction. With regard to input, both groups received similar input in relation to noun plural morpheme and non-past third person singular morpheme. If the input does not provide the sufficient information necessary for the learners to comprehend, the learning will not take place.

In order to ensure input received by learners is comprehensible, Long (1996) contended that the input must be interactionally negotiated. In other words, the input must be adjusted after receiving some signal that the learner needs some help in order to fully understand the message. The second influential hypothesis integrated in this

study is the Interaction hypothesis proposed by Long (1983, 1985, 1996) which is an extension of Krashen's original Input hypothesis. Long agreed with Krashen that learning happens through comprehension, and that the more one comprehends, the more one learns. Negotiated interactions often result in learners receiving feedback from their interlocutors. For learners to comprehend the input better, interactional modification in terms of recasts should be provided. The process of engaging in interaction will greatly increase negotiation for meaning. In doing this, the learners can receive feedback on their production and on grammar that they have not yet mastered.

In addition, interaction may serve as a way of providing negative feedback in focusing learners' attention on a difference between their knowledge of the L2 and the actual rules of the L2. As suggested by Long (1983), helpful interactional processes include negotiation of meaning, prompts and the provision of recasts, all of which can supply negative feedback letting the learners know that their production were problematic. Nevertheless, it may convey to the learners as an indication, implicitly or explicitly that some ungrammaticality is present.

In negotiated interaction, learners have plenty of opportunities to notice mismatches between the input and their IL's, that is "noticing gaps" (Izumi, 2013, Schmidt and Frota, 1986), or "noticing holes" (Swain, 1998) when the learners must abandon or modify a message due to limitations in his/her available linguistic resources. Many language teachers and learners believe the provision of negative feedback is a staple of good classroom instruction. Negative feedback provides input to the learners which indicates that his or her output has been unsuccessful in some ways. Furthermore, provision of negative feedback during interaction may help the learners to focus his/her attention on the unlearned forms, and accelerate their acquisition.

To Long (1996), input needs to be interactionally processed which includes providing negative feedback to indicate ungrammaticality of the learners' utterances. Krashen (1985) on the other hand, contended that making the input comprehensible is vital in L2 learning. However, is it safe to state that comprehensible input and negotiated interaction are the ingredients needed for L2 acquisition? Perhaps, not quite. Noticing or perception (for which attention is a prerequisite) is necessary for converting negotiated input to intake, which is the input that is actually incorporated by the learners (Schmidt, 1995). If the learners notice linguistic forms in input, the noticed forms are likely to receive further processing for comprehension, and as a result, desirable IL development can be expected. It should be noted that noticing is necessary for the acquisition of metalinguistic knowledge (Truscott, 1998), which represents the ability to talk about language. Metalinguistic knowledge helps learners: (i) pay selective attention to linguistic forms in input, (ii) establish clear relationship between form, meaning, and function, (iii) accelerate the development of IL system and (iv) be more sensitive to their grammatical mistakes (Doughty & Williams, 1998; Ellis, 1997; Norris & Ortega, 2000). In addition, noticing can be measured via uptake or the incorporation of the interlocutor's correction in the learner's utterance. Related to this, various studies (Mackey et.al, 2000; Philp, 2003; Sheen, 2004 and Carpenter et. al,

2006) have shown that learners experienced difficulties in interpreting recast as corrective feedback. However, when recast was made explicitly, it was easy for the learners to interpret them accurately.

With regard to the effectiveness of corrective feedback, Krashen (1982) argues fervently that correcting the mistakes of learners was a serious mistake because it would place pressure on learners and could only promote the production of learned knowledge, not acquired knowledge. From an interactionist point of view, Long (1996) noted that if corrective feedback was given as an opportunity for meaning negotiation, it could assist acquisition by allowing learners to recognise their mistakes and generate form-meaning. In this regard, Lyster and Saito (2010) also expressed the opinion that children derived more benefits from implicit corrective feedback in comparison with adults, as it aided them in their implicit learning, in that it was more compatible with their learning processes.

It is interesting to see whether recast as corrective feedback given to the learners during interlocutor-learner interaction will affect the learners' L2 acquisition. For the purpose of this study, only the use of recasts in interactions, to what extent it helps in L2 acquisition, and whether the corrective function of recasts is noticed by the learners would be studied. This study attempts to analyse some of these features.

1.5 Significance of the Study

This section will discuss the importance of investigating negative evidence or corrective feedback in the ESL context. The reason why this study is significant can be explained from two aspects; pedagogically and theoretically. This study investigates the role of recasts on L2 acquisition. Hence, theoretically, this study might offer some empirical evidence of negative evidence in terms of recast on learners' awareness of corrective feedback. Pedagogically, the study of the exposure of recasts on young learners' acquisition of L2 will inspire interlocutors or teachers in particular to provide appropriate negative evidence to their students to accommodate the acquisition process. It will also help the students to be more aware of corrective feedback made by teachers. Finally, it is also hoped that this study may contribute to the richness of the literature on SLA.

1.6 Scope of the Study

This study focuses on the effects of recasts on the acquisition of English noun plural and non-past third person singular morphemes by young ESL learners. It specifically investigates whether the provision of recasts during the treatment sessions have facilitated the learners in the treatment group in their grammar uptake of both abovementioned grammar properties. Moreover, this study is restricted to the production of the English noun plural and non-past third person singular by young ESL learners of L1 Malay who were 10 years of age and of low proficiency level. Data were gathered using the Grammaticality Judgement Task (GJT), Gap Fill Task (GFT)

and Picture Description Task (PDT). In addition, oral production data were elicited using Recasts episodes and Immediate Recall.

1.7 Definition of Key Terms

Defining constructs or operations is a major concern for researchers. According to Ary et al. (2002, p. 33) a constitutive definition is a formal definition which is defined using other terms which conveys the general meaning of a construct. In other words it is the dictionary type of definition. Operational definition on the other hand, is a definition that specifies the procedure or operation to be followed in producing or measuring a concept. In this study, the researcher defined the key terms using the operational definition. The definitions of key terms used in this study are as follows:

1.7.1 Recasts

Defining recasts has always been a difficult task with SLA researchers. Recast has generally been regarded as a form of implicit negative feedback. For the purpose of this study, the definition by Sheen (2006, p.365), “a recast consists of the teacher’s reformulation of all or part of a student utterance”, will be adopted as it includes teacher’s reformulation of learner’s deviant forms which happens in the classroom.

1.7.2 English as a Second Language

ESL is an acronym that is used primarily in educational settings and stands for *English as a Second Language*. It refers to teaching English to a person whose native or primary language is one other than English. People usually use the word *ESL* to talk about teaching English to people who do not speak English. Usually, ESL teaching happens in an English-speaking country. Often, ESL students are people who came to live in an English-speaking country, and do not speak English very well.

When a person teaches or learns English in a country where English is not spoken, the word English as foreign language (EFL) is used in many occasions, but ESL is sometimes used, too (Graddol, 2006). Mitchell & Myles (2012) in their book defined the term ESL as the language acquired other than the learner’s native language or mother tongue. And in this case, it is English.

In the Malaysian context, ESL can best be defined as the second language acquired by learners, and it plays an important role in the education system. English is taught as a second language in all Malaysian primary and secondary schools. The mastery of English is essential for learners to gain access to information and knowledge written in English. In line with the government’s policy on strengthening English, the curriculum has been designed to produce learners who will be proficient in the language. The goal of the English language curriculum is to help learners acquire the

language in order to help them use it in their daily lives, to further their studies, and for work purposes.

1.7.3 Young ESL learners

The term ‘young learner’ is often used in the English Language Teaching (ELT) profession to refer to any learner under the age of 18. Adopting Ellis (2014) classification, young learners is defined as primary school pupils aged six to eleven years. Table 1.1 below illustrates the description in terms of ELT profession.

Table 1.1 : Terms used to describe children in the ELT profession

Life stage	Age range	Terms commonly used in the ELT profession	Proposed terms aligned to those commonly used in educational systems
Pre-schooler (also referred to as pre-primary, early years, nursery, kindergarten)	2–5 years	Kids; little ones/people/learners; very young learners; early starters; young learners	Early years/ pre-primary
Primary school pupil	6–10/11 years (often further broken down into blocks of years or stages)	Kids; young learners; primary; juniors; tweens*	Primary
Secondary school pupil	11–14 years	Kids; young learners; secondary; tweens; teens; early teens; teenagers; juniors	Lower secondary
Secondary school pupil	15–17 years	Young learners; young adults; seniors; teens; late teens; teenagers	Upper secondary
University/vocational student	18–25 years	Adults; young adults	University/further education

1.7.4 Uptake

Uptake refers to students' immediate response to feedback (Shima Ghahari & Mina Piruznejad, 2016). According to Lyster and Ranta (1997, p.49) uptake is defined as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance." They further classified uptake into two categories: i) uptake that constitute *repair* (i.e., the uptake move corrects the initial error) or ii) uptake that *needs repair*² (i.e., the uptake move does not correct the initial error). In other words, uptake encompasses learner's response from a simple acknowledgement of the feedback (e.g., "OK," "I see") to corrective reformulations of their errors. Uptake might result in learners' modified output which is often considered as evidence for the efficacy of corrective feedback (Egi, 2010).

However, it must be understood that the absence of uptake does not necessarily mean the lack of effect from the corrective feedback (Braid, 2002; Gass, 1997; Mackey & Philp, 1998; Oliver, 1995, 2000; Ammar & Spada, 2006), as it is possible that learners have processed and learned from the feedback in their inner thought, but did not overtly respond to it (Ohta, 2000; Nassaji, 2009). Although the valid role of uptake in evaluating the effects of recasts has been questioned, it should be noted that uptake is still an 'important and observable source for understanding the impact of the feedback' (Nabei & Swain, 2002, p. 45), for it demonstrates how learners react or respond to feedback moves.

For the purpose of this study, uptake would be operationalized similar Asari (2012) as learners' immediate utterance following teachers or peer's recasts that constitute "repair" or "needs repair". Table 1.2 illustrates descriptions of uptake adopted from Asari (2012).

² According to Lyster and Ranta (1997), *needs repair* is the learner's repetition of his/her initial error or uptake that neither corrects nor repeats the initial error or uptake that circumvents the teacher's linguistic focus or uptake that corrects only part of the initial error.

Table 1.2 : Uptake types and definitions

Uptake type	Definition
Repair	Cases where learners successfully corrected the original error that had triggered a recast by either: a) repeating all parts or part of the recast or b) incorporating the recast in to a longer statement.
Modified	Cases when the participants modified the problematic form incorrectly or only partially correctly.
Needs repair	Unmodified Cases when participants repeated the original error with no modifications, expressed difficulty responding to the problematic form altogether even though the response was clearly a reaction to some aspect of the recast.
Acknowledgement	Cases when learner simply acknowledged the recast (e.g., by saying “yes”, “no”, “I see”).
No uptake	Cases when there was no response or reaction following recasts

1.7.5 Noticing

Noticing is related to learners’ awareness and ability to give attention to notice a gap between the received input and their current Interlanguage (IL). In study, noticing is defined as i) noticing that error has been made and, ii) noticing of the discrepancies between their current IL and the input.

1.7.6 Acquisition of English plural and non-past third person singular morphemes

In English, there are two kinds of plural morphemes, namely the periodic plural morpheme and the irregular plural morpheme (Lieber, 2015). In most nouns, the former is suffixed to the end. In normal cases, by adding a -s or -es to the end of the noun stem, e.g. rabbit vs. rabbits, the plural form can be realised (Aarts, Chalker, and Weiner, 2014). There are some exceptions, however, where the plural is not realised simply by adding a s to the stem, but by altering the stem: foot vs. feet. The latter is a case of an irregular plural morpheme. In this study, the acquisition of noun plural is defined as the correct use of [-s] morpheme that marks the quantity ‘two or more’ for count nouns. The acquisition of English plural marker is measured using the GJT, GFT and PDT (see Chapter 3).

The morphological marker[-s], usually referred to as a verbal agreement or number marker, is typically inflected in English verbs marked with non-past third person singular subjects. In this study, the acquisition of non-past third person singular is defined as the correct use of [-s] morpheme that marks the singular third person of a verbal form which indicate both the number and the person and does not mark any other subject. The acquisition is measured using GJT, GFT and PDT (see Chapter 3).

1.8 Organisation of the Thesis

Apart from this chapter, this thesis will consist of five chapters presented in the following order so that this study is thoroughly explicated. Chapter 2 presents the historical overview of negative feedback which focuses on the findings from the previous research on various types of corrective feedback. First, the definition, types and the roles of negative feedbacks will be discussed. Second, the chapter will deal with classification of recasts and its role to language acquisition. Upon presenting the contribution of recasts to language acquisition, an overview of studies on recasts in the classroom setting will be presented. Third, the effectiveness of recasts will be discussed in terms of facilitating learners to notice the 'gaps' between their TL and IL. Chapter 3 describes the research methodology to answer the research questions. The subjects and the rationale for studying both target structures for this study is explained. Then, the data collection method and the intervention will be discussed. Finally, data analysis procedures in order to answer the research questions of this study is discussed. Chapter 4 outlines the results of the statistical and descriptive analyses of the data. In addition, the transcription of the qualitative data is displayed. The research findings will also be discussed. Chapter 5 explains the results and discusses the theoretical and pedagogical implication as well as direction for future study and concludes this work.

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