How Written Recasts Influence the Processing of Corrective Feedback: A Case of Noticeability and Explicitness

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The present study explores whether written recasts influence the processing of corrective feedback. Following an experimental design, lower-intermediate level ESL learners (N=32, Asian and Arabic) studying at an American university were randomly put into three groups. Group A (aural recasts) received recasts only through an aural channel, Group V (visual recasts) received recasts only through a visual channel, and Group AV (aural and visual recast) received feedback through both channels in the treatment sessions. The statistical data gathered from pre-test and post-test scores were submitted to a series of ANOVA and ANCOVA tests, and interpretations were drawn from the findings. The study tested the hypothesis that learners receiving recasts through both modalities outperform the other groups in relation to their post-test performance. The results indicated that Group AV outperformed V and A groups regarding their performance in the written and oral measures, suggesting a significant contribution of the modality in which recasts are provided. In order to increase the explicitness of corrective feedback, recasts should be given in aural and visual modalities to be easily noticeable, unambiguous, and efficient, considering classroom time limitations.

Introduction

One of the key topics in second language acquisition (SLA) research is corrective feedback and how learners benefit from this process. The findings of empirical studies in the past decade suggest that learners