Factors affecting input processing

- **Negotiation factors: interaction, output, feedback**

Feedback

- What is feedback?
- Is feedback necessary?

Feedback in L1 acquisition vs L2 acquisition

- Children's errors do not get corrected; even if adults try to do so, not useful

- Children acquire L1 successfully without feedback

- SLA – feedback may be necessary; particularly adults may not reach native speaker levels without explicit feedback

Types of feedback

- Explicit - stating that there is a problem
- Implicit - feedback during an interaction

- Negative evidence – information that a particular utterance is deviant vis-à-vis target language norms
- Positive evidence – providing exposure to target elements in natural contexts

- Implicit feedback: negotiation, recasts/prompts

- S: One day, the fairy, sting the magic wand to Cinderalla.
- T: Sorry?
- S: One day, the fairy sting the magic wand to Cinderalla.
- T: OK.
- S: Cinde, ah, Cinderaella changed into, the beautiful girl. (Laugh) Ah, and, the, Cin, Cinderella wen Cinderella went to the palace by coach. The, the prince fall in love at a first glance.
- T: Sorry?
- S: Ah, the prince fall in, falled falled in love Cinderella at a first glance. And they dance, they danced . . . Ah, Cin, Cinderella have, Cinderella have to go home.

(Takashima 1995, p. 77 cited in Gass & Selinker 2008: 334)

- Feedback may not bring in the change directly; but may be a catalyst
- First time the student makes no change, but as the storytelling continues, the student self-corrects

- Recasts
- "A recast is a reformulation of an incorrect utterance that maintains the original meaning of the utterance" (Gass & Selinker 2008: 334)

Example 1
- NNS: Why he want this house?
- NS: Why does he want this house?

Example 2
- NNS: What doctor say?
- NS: What is the doctor saying?

Gass & Selinker (2008: 334)

- The supporters of this type of corrective feedback argue that recasting is an effective way of providing models of academically appropriate language.

- Recasts, it is argued that, serve to maintain the flow of communication.

- Especially in content-based classroom, recasts help to keep students' attention focused on content and build discourse.

Drawbacks of recasts

- Recasts are more likely to be noticed by high-ability learners than by low-ability learners;
- Recasts of phonological errors are more noticeable than that of grammatical errors

(Lyster 2007)

Prompts

- Lyster (2004) observes that prompts are less ambiguous and more cognitively engaging type of feedback

- Prompts include four types of teacher responses: clarification requests, repetitions, metalinguistic clues, elicitation

- *Clarification requests* are phrases such as "Pardon me" and "I don't understand" used to indicate that the student's message has either been misunderstood or ill formed. For example:
    - *Pardon me*?
    - *I don't understand*
    - *I didn't get you*

- *Repetitions* replicate the student's error verbatim, usually with rising intonation and stress to highlight the error. For example:

- *He goed?*

- *Metalinguistic clues* provide comments, information, or questions related to the well-formedness of the student's utterance. For example:
    - *Do we say 'goed' in English?*
    - *We don't say that in English*

- *Elicitation* entails direct questions such as "How do we say that in English?" or pauses that allow students to complete the teacher's utterance. For example:
  - *How do we say that in English?*
  - *He what?*
  - *Try again*

- The major difference between prompts and recasts is that unlike recasts that provide learners the correct form, prompts tend to push learners to modify their non-target output by withholding correct forms and other signs of approval; they offer learners an opportunity to self-repair by generating their own modified response.