

# The Role of Recast and Metalinguistic Feedback on Essay Writing: Pakistani Students Perspective

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## Abstract

*This study investigates the comparative study which concentrates on the impact of the two types of feedback: recast vs. metalinguistic, as an intervention in second language writing in English in Pakistan to reduce error essay writing. Written corrective feedback is a process which is introduced by educationists and psychologists which attracts the attention of the learner and stimulates him to improve his cognition by the direction given by teachers. Mixed method is used to evaluate the effect of these two types of feedback at intermediate level in Pakistan. Quasi experimental method was used to evaluate the development of the student in the destined writing by using test in the form of pre-test and post-test. The problems which are persisted in the text are exposed in the interviews that had paid little attention to the feedback comments. The collected data is analyzed through Statistical Package for Social Sciences. The finding reveals an overall effect indicating the written corrective feedback has a potential to enhance the second language writing grammatical accuracy. The results of this study highlights that metalinguistic feedback is more efficacious than its near counterpart recast.*

**Keywords:** English as Second Language, Feedback, Metalinguistic, Recast.

## Introduction

Written corrective feedback is defined as a response given by language teacher to the students to the accuracy and suitable of student's writing in second language production (Li & Vuona, 2019). The investigation of the written corrective feedback has been arranged through different lenses but scarce literature is found which can exhibit the relation between preference of learners to the explicitness of written corrective feedback and their performance in second language writing. The written corrective feedback is an important constituent in second language acquisition. This is only possible when the first language is acquired in childhood. It is consisted of immense variety of complex influence and phenomenon that is also consisted of amazing chain of possible outcome when the learning range as an additional language is consisted of variety of context. Second language acquisition is emerged in the early 1960 as the interdisciplinary enterprise that is mutually taken from the feeder field of language, psychology, teaching, child language, acquisition (Malden et al., 1998). Second language acquisition is defined as the study where the learner generates a new language system.

In the area of second language acquisition, the research is depended on how much language is learned and how much is not learned and what are the main hurdle behind the unlearned second language. This type of overview of the text would expose the same type of discussion and

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definition of the scope of SLA research (Gass & Mackey, 2003; Ortega, 2015). Some experts also differentiated foreign language learning and second language acquisition. The former is not spoken outside the classroom but refer to as language learning in context i.e. learning French in Newcastle, United Kingdom, Nebraska in United States or Greek in Omaha. English as second language is defined in those contexts in which language is spoken outside the classroom i.e. English in Pakistan, and Spanish in Spain. The first is Corder (1967) essay 'the significance of learner errors' (p. 70) suggested that like children, second language learner must be equipped internally, guided and constrained the acquisition of the formal characteristic of language. It does not essentially tally the syllabus that instructions strive to promulgate upon learners. Corder further differentiated between inputs and intake. Intake as the language that actively builds its way in the researcher's promoting competence and input as the language available for the environment.

Written corrective feedback indicates the response to error, students committed in second language L2 as English. Written corrective feedback is considered the core of the pedagogy, research and theory of second language acquisition (SLA) and its importance in obvious by the vast scale of research that has been gathered during the past two decades. Tremendous number of research has been synthesized as the number of review within the state of the art review (Ellis 2010), meta-analyses (Norris & Ortega 2000; Lyster & Satio 2010) and monographs. These all researches have discussed CF from different perspective, such as the effectiveness of CF (Revesz, 2009), the incidence of CF in the classroom (Lyster & Ranta 1997) the impact of individual differences variables on CF effectiveness. These all areas of research discussed the WCF but little attention is given to the taxonomy of WCF in the form of recasts and metalinguistic feedback however it has its theoretical and pedagogical importance whether the written corrective feedback should be given in the form of recast and metalinguistic feedback and which taxon is more beneficial than the other for learning linguistic forms (Lyster & Ranta 2013). The delivery of written corrective feedback is in explicit and implicit form, whereas recast is included in implicit form and metalinguistic feedback is included in explicit form. In this article, it is tried to fill the research gap by selecting the comparative effectiveness of recast and metalinguistic feedback in second language writing.

The second basic work is presented by Miyake and Friedman (1998) which is system between first and second language and learners was making from environmental data. Constructs like first language transfer and fossilization which have central position in second language research are presented. In 1970's was indicated mainly by the descriptive students that were held for to reject behaviorism and move toward the views of Corder and Selinker. In this era, organization of acquisition order in form of morpheme studies that replicated the methodology of finding of first language acquisition research in the second language context. The transitional stages of competence, which is further, replicated the essential finding of first language research. This also germinated error analysis, the careful examination of the learner output within specific attention to error, as suggested ways for to minimize first language influence on English as second language. In 1980, Krashen gave ideas of monitor theory, acquisition versus learning and input hypothesis, and he mainly focused that learner acquired language through interaction with language. In this domain, some other theories are also presented by Lydia White to use linguistic theory to explain learner competence and to speculate the way for to get this competence.

Pienemann (1998) investigated the use of lexical functional grammar and processing the speech mode for to elaborate the developmental nature of learner output. As this stage, the cognitive theory and other psychological approaches i.e. connectionism is also emerged. The main point here is that the English as second language researcher began to think seriously at the nature of theories and which are essentially to explain English as second language. In 1990, other hypothesis

i.e. noticing the output hypothesis and interaction hypothesis were also introduced. Scholars in this camp concentrated on the learner's internal mental representation and what constrained it. They considered that language is unique property which is encapsulated in the mind of human being from birth with a pattern of language specific constraints called universal grammar. The process ability theory is also emerged in this era and in many ways, it is compatible with linguistic theory or cognitive theory, consisted on the particulars of each theory. Social cultural theory is also emerged in 1990, which has closely linked with educational practices. It negated both cognitive theory and linguistic theory as to being mind or brain oriented and in spite of considering the learner as an active agent in learning with specific social contexts.

Globalization has reduced the number of school languages and number of languages as medium of instruction. For many years, state after state is introducing English as a second language from the first standard itself. It is the medium of instruction that people are carving to select for their children.

The background of English language in Pakistan is rooted in by the British invasion of subcontinent in 1857 to 1947. The penetration of English language was enhanced throughout India. At that time, English language was considered as standard to get civil services. So the people are compelled to get English language for to join civil services in India. This process was continued, at the time of India's independence 1947 English was only function lingua franca in the country. A large number of Christian schools imparting education in English language were setup by the early 1800's (Krashen, 1981). In this way, this process is also prevailed in Pakistan after independence in 1947.

Almost English language is consisted on four skills i.e. listening, reading, speaking and writing. Both writing is must important because every correspondence has taken place in writing. A student has to pass examination by writing in English language. He will be passed if he has accurate knowledge of English language that is error free.

Corrective feedback is one of the precarious issues of both theoreticians and practitioners of English as second language (Robinson, 2005). They have concern that written corrective feedback is beneficial for inter-language development of the students and which kind of feedback is more accurate for this purpose. Teachers are also reluctant in correcting the error and how the written corrective feedback is applied. Teachers are using different ways for to produce accuracy in writing but still they are facing problem in producing accuracy particularly in correct use of verb, spelling and syntactic ones. Grammatical errors which are considered as a normal mistake are even done by intermediate or at BS level in Pakistan. The main reason behind it is that the main stream second language teaching methods are mostly focused on fluency and use of language and minute attention is given to accurate writing and the strategies to focus on it if these mistakes are not corrected in time and becomes to be one of the major problems of learners in the intermediate or even at BS level. Corrective feedback can be used as a panacea to recognize for the lost identity of structure of sentence and grammar. The main purpose of this research study is to explore the function of two kinds of corrective feedback, recast and metalinguistic.

Sagarra (2007) explained this with respect to success or failure of this process for to convey information to the learner. According to Ellis (2007), feedback is defined as the information's which is, corrective feedback is considered the reaction of the teacher which is deeply transformed to student for the improvement of their utterances Horwitz (1987).

Evidence, plays a vital role in theoretical issue, as in Leiser (2007) term information about whether specific structure are allowed in the language being learned. It is depended on the technique, whether the information is directly fixed or it is bifurcated into positive or negative evidence. In

the former case, the possible information are given in the latter case the impossible information are given. Mostly the researchers are inclined toward the negative feedback in second language learning and are in the commendation of its application (Gass, 2003). In spite of this but some second language acquisition researchers have opposite opinion about this views (Schmidt, 1990). SLA researchers like Robinson (2005) have remained neutral about this issue.

### **Statement of the Problem**

Error free second language writing as English is a great problem in Pakistan which is the main hurdle to pass the intermediate exam in Pakistan. Therefore, an effective feedback is vital for improving writing skills, especially for learners of English as a second language. In Pakistan, where English is generally used in academic and professional contexts, understanding how various kinds of feedback impact students' essay writing are necessary for optimizing educational strategies.

Among various feedback methods, recast and metalinguistic feedback are prominent, each offering unique advantages for language learning. Recast feedback involves subtly correcting errors by restating them in their correct form without explicit explanation, while metalinguistic feedback provides explicit comments on language rules and encourages self-correction. In this research study, these both constituents are used in two classes at intermediate level in essay writing for to eliminate errors and providing insights that could inform more effective language teaching practices in the region.

### **Research Questions**

The vast literature above the overriding role of written corrective feedback in catalyzing the student's attention and also the variety of feedback providing method (explicit and implicit) could gather many isolated ideas to form the hypothesis. This research study is aimed (Alderson) answer these questions:

1. What is the role of recast (implicit feedback) as input enhancement in L2 writing?
2. What is the role of metalinguistic feedback as input enhancement in L2 writing?
3. Does exposure to input with recasts guide more L2 development as compared to exposure to input with metalinguistic feedback?

### **Significance of the Study**

Written corrective feedback is considered as an area which is required of further research in order to improve classroom practice. The nature of metalinguistic feedback and recast as a subset of written corrective feedback has not yet completely been recognized in the area of second language acquisition. Therefore, some research studies have been indicated in effectiveness and benefits of metalinguistic and recast feedback. But few of them have made efforts to explore this controversial issue by comparing to subsets of written corrective feedback including metalinguistic feedback and recast. According to this research study, it aims to explore the issue of metalinguistic feedback and recast and its relationship with uptake and repair occurring in accurate writing. In fact, the findings of this research study give teachers with insightful hints and clues regarding the relationship between the views of recast and metalinguistic feedback in the English as a second language classroom.

The main significance of this research study is to investigate the impacts of written corrective feedback in the writing of essay by students. In this way, the daily progress of the student will be enhanced and student will attain ability to grasp the comments of the teacher and promulgate in its essay writing without error.

## Literature Review

The role of written corrective feedback is still unsettled in enhancing the student performance (Snow, 1991; Trofimovich et al., 2007). The majority of scholars are still in the state of grappling with the question, how the modes of written corrective feedback are grafted in the best way that it diffuses through the learner, engaging them to behave on it and enabling them to detect error in their assignments and have knowledge how to go about correcting these errors. These targets are achieved through written corrective feedback then it would definitely be the ideal condition and it would go a long way in pushing forward the learning process. But, a research gap is still existed in this to find the effectiveness of the most important subset of written corrective feedback i.e. metalinguistic and recast feedback. These issues are selected in this research study for to find their effectiveness or ineffectiveness in student writing.

The annual examination system is prevailed in Pakistan which is started from 9<sup>th</sup> to 12<sup>th</sup> class under the jurisdiction of Board of Intermediate and Secondary Education. The paper is consisted of both objective and subjective parts. The subjective part of the paper is also consisted of essay writing. The marking of the paper is taken place at specified marking centers which are controlled by Board of Intermediate and Secondary Education and students are awarded marks on the basis of their error, if they are committing more errors more marks will be deducted. So before appearing in annual exams the students have to go through class tests in which written corrective feedback is provided by the teacher for to eliminate errors in the essay writing. This research is mostly based on intermediate level. This is unique research which is investigated at higher secondary school level.

Second language learning is consisted of two distinct terms i.e. implicit and explicit when former is called subconscious process and latter is called conscious process. In Pakistan second term is applied because student has learned this language from childhood to puberty stage.

In 21<sup>st</sup> century the world has changed into a global village, with the advent of information technology. It is a fact that English language has become one of the languages of information technology, which makes it an international language. However, it is necessary for everyone to learn English for to make progress. In Pakistan, students can learn English from primary to bachelor level as a compulsory subject. But after passing the elementary level, students cannot reflect their achievements about English language. They are not capable to neither speak English fluently nor understand properly. Even they cannot speak and explain the meaning of the words which they have read and learnt. They remain very limited in expressing their feelings and opinions. Though, they passed the 10<sup>th</sup> class exam but remain unable to use the language.

English language is written and used in about 192 countries but in Pakistan it is used as a lingua franca.

Corrective feedback plays a crucial role in learning English as second language (ESL). They have been facing a lot of barriers or challenges in their second language accurate writing as English in which they are bound to adopt convention of style, references and layout. The novice writer is to require the developing discourse competence along with knowledge of cohesion and coherence in the test (Waters & Caplan, 1996). There is a vital need of social-cultural model including producing a supporting environment comprising of knowledgeable writers as models, advocating writing approximation as victory, providing supportive dialogue molding the learners thinking as they write, applying strategies of planning in producing test, using editing and revising strategy, sharing and publishing writing with actual environment and audiences (Wu et al., 2007).

It is a natural phenomenon to commit errors in the second language student classroom additionally it becomes the natural part of learning and are engaged in the process of academic writing consistently. The students are not properly supported with corrective feedback in the second language accurate writing as English in Punjab, so if feedback is emphasized as an action and connected to achieving a particular target for better performance, so the efficacy of students will be improved. The teaching processes is not only bound of transferring knowledge but also the understanding of the progress of students in teaching and learning process, which is only possible by corrective feedback to comprehend the student progress in second language writing as English. Correcting feedback is a recurring and dynamic activity in our daily life. The information is provided to the student for not to commit error in writing. Corrective feedback stimulates the positive habits of a student for specific purpose of writing. It is also beneficial to produce relationship between students and help to enhance the effectiveness, performance and mutual communication of the students, class or an even entire organization. Corrective feedback has a vital role in student learning and second language writing development. This device is also used for correcting grammatical errors as well as others errors in the student second language writing. In such context, different views are given about the usefulness of this device and results, such device as a corrective feedback is very beneficial to improve student grammar, spelling and sentence structure on the direction of subject specialist teacher in higher education of Punjab of Pakistan. The study may also validate the Sheen (2007) has inter-weave theoretical and cognitive stressing on the learning process through the process of corrective feedback. It is considered most general term used in information processing order. Information processing model is commonly used by teacher to students for accurate writing. Ranta (2005) explained this with respect to success or failure of this process for to convey information to the learner. According to Ellis (1994), feedback is the information which is beneficial for to convey information to the learner for to improve their inter-language. Polio (1994), corrective feedback is considered the improvement of the reaction of the teacher which is deeply transformed to the student for the improvement of their utterance (Nie, 2006).

Evidence, commonly utilized in theoretical issues, is in Leeman's (2007) term "information about whether specific structures are allowed in the language being acquired". It is depended on the technique, whether the error is directly corrected or it is bifurcated into positive or negative evidence. In the former case, possible information is given and in later case, impossible information is given in the target language. When the feedback is provided in response to an utterance, it can indicate us of the success of the process of generating that utterance. Most research in second language acquisition has concentrated on negative feedback and is in favor of its application (Gass, 2003). In fact, all researchers in Second Language Acquisition were not in the commendation of it. Some like Baddeley (2007) have remained neutral about this.

Generally, a limited literature is available about written corrective feedback to investigate the role of corrective feedback on second language writing accuracy perception of ESL students of higher education institution of Punjab. The first argument against grammar correction in second language is raised by Truscott (1996) and Ferris (1996). In this paper both researchers possessed opposite opinions about the WCF, for the elimination from the teaching classes due to the following reasons (a) persistent research represents that it has no effect and not helpful to the student in any interesting sense. (b) For both practical and theoretical reason, one can assume, it to be no effect and (c) it has detrimental effect. But Ferris has strong opinion about corrective feedback that was vital for daily work of teacher and must be used in a class, although he has not resolved the discussion of whether, it was finally beneficial to learners development due to the dearth of data

on this situation: “The issue of streamlining students to promote their writing language skill and keep up their accuracy in writing is vital to be solved on hastily”. As a teacher, we will carry on our struggle to find replies and find new avenues to fulfill more skillfully and accurately to our students and writers requirements.

When the most related literature about written corrective feedback is observed keenly with respect to different dimension, various types of views are pondered which are found to be both positive and negative in nature. Al-Bakri, S. (2015) views corrective feedback as a tool which is influenced also by the rules formed by the teacher. According to his views that empirical evidence presented by previous researchers that changed the minds of the teacher in using their instructional decision and sincere effect can improve the writing skills of the students.

Another study by Wun et al. (2012) explored that direct correction is better suited for grammatical errors and indirect correction is better suited for lexical errors. Corrective feedback in specific environment and its importance. She describes that one of the treatments, often given on a very narrow range of errors and ignores the learner aims and attitude to the feedback given and to development in accuracy. Benter and Chou (1987) have inter-weaved sociocultural and theoretical cognitive idea concentrating on the process of learning as compared to the editing process of corrective feedback. Some researchers have strongly focused on the classification of selective feedback that maybe depended on experience of teacher and comments given by teacher on students’ assignments for to produce error-free writing. Experience of teacher’s effect on corrective feedback and descriptive analysis of error shown some variation in their perceptions. The pragmatically view of corrective feedback as a device not only to the teacher discretion but also a significant part of the curriculum of the school. Hummel (2009) in her study stresses that corrective feedback has the potential to become main significant part of foreign language in arranging curriculum and that a writing is not a secondary language skill but rather as a repetitive , cognitively demanded problem solution of the problems (Hulstijn, 2005) on intelligent language tutoring system are computer based corrective feedback indicating that corrective feedback error such as grammar or spelling play vital role in the development of short span and long span writing accuracy. According to Han (2002), teacher active participation to promulgate change in feedback as well as their perception of the factor that may facilitate or may inhibit change should be confined in the definition of corrective feedback.

The classification of the corrective feedback is done in different kinds and categories. Ishida (2004) has indicated various kinds of corrective feedback whenever a mistake is committed in Spanish classroom teachers. The category comprises recasts, explicit correction, repetition, clarification requests, metalinguistic feedback and elicitation.

Ellis had classified the mind focusing topology of corrective feedback on the “the effects of written corrective feedback”, he introduced two distinct sets of option (1) strategy for giving feedback and (2) response of the students to the feedback. The two forms of strategies included various forms of corrective feedback. The first portion of strategy consisted of indirect corrective feedback, direct corrective feedback, metalinguistic corrective feedback, electronic feedback and reformulation.

The set of comprising student’s response to feedback in which learners are requested to study corrections or corrected text is returned to them. Sheen (2010) oral feedback is provided to students at once after the language error and oral feedback is given after few hours. Second oral feedback requires that students have ample time to learn from it, while written corrective feedback can be studied many times. Third oral feedback can be facilitated to students less as compared to written corrective feedback which has much potential content. Fourth WCF are provided in the form of codes for to enhance the thinking ability of the students. Codes are v, for verb, s for spelling, p for

punctuation, c for capitalization etc. As the negative views given by Lyster and Ranta (1997) less number of researchers has researched this topic. So the limited number of literature in this area of role of written corrective feedback in L2 writing is available to the new researcher. The major purpose of this review is to change the thinking of the researcher for to conduct study on this neglected area.

### **Types of Corrective Feedback**

The limited literature is available on the number of the types of feedback which are more or less complementary. Lyster and Ranta (1997) have distinguished six types of feedback which are given below:

*Explicit:* Feedback is in the form of suggesting the students that the answer was incorrect and offering the correct response or to the point information, assuming that the uptake is occurred, on which this information is based. It is feedback tool that implies a teacher simply offering a student with the correct answer and provides information about the incorrect utterance.

*Recast:* Recast was commonly used in L1 research to explore responses by adults to teacher's utterances. In second language acquisition recast is defined as reformulation of all or part of student's utterances, minus the error. It is further classified into simple: (a) simple recast deals and (b) complex recast with substantial addition.

### **Metalinguistic Feedback**

The metalinguistic feedback is defined as information, comment or question which is the source of evolving the awareness of learners about the erroneous utterances without providing the explicit correct form by the teacher. This means metalinguistic feedback indicated the nature of error but efforts to elicit the information from the student. The most specificity to the metalinguistic feedback is for lexical paraphrases or explanation of grammar.

*Elicitation:* It refers to the tool utilized by teacher to elicit the correct form from the students. The teachers have worked here strategically by pausing to permit students to complete the utterance or reformulate the utterance or fill in the blanks. The given part of the responses which are corrected and persistent cues in a various medium are also provided.

*Repetition:* This type of feedback is another possibility for self-correction of the student which is the use of repetition as negative feedback. The repetition of ill formed part of the student's utterance is corrected by teacher with a change in intonation (Lyster & Mori, 2006).

*Clarification:* It is a form of feedback in which clarification requests refer to efforts formulated to broaden understanding or knowledge of the target language by requesting the speaker to devise or explain a previous utterance.

*Translation:* It a kind of feedback in which detail corrective feedback is provided to the learner's. The eighth type is multiple feedbacks, which refers to accumulation of more than one type of feedback in one teacher turn. Ranta (2002) and Lyster, (1998) introduced one more kind that is cue, which is used by teachers to cue learners to repeat their utterances.

### **Focus on Form and Input Enhancement**

A seminal paper which is written by Nie (2006) differentiated two terms of focus on forms and focus on form in which instructions are mostly on linguistic forms for to teach and test them one at a time and in focus on form which is involved in a principled way between a focus on form and focus on meaning. Actually, this principle is seemed to be repeating the status of teaching grammar amid act the recent development in language instruction to grant the deserving reputation which



had since been forgotten. In focus on form, learner's attention raised for particular linguistic property while participating in a communicative activity. Schmidt (2001) presented the noticing or attention raising process is considering best mode for restructuring the way of language to its better mode. Schmidt (2001), cited in Robinson, (2001, p.23) summarized it in this way, many of the L2 input are likely to be expressed in frequent, non-salient and communicating redundant, intention focused attention may be practical but no theoretical requirement for successful language learning. Schmidt (1990) further described the role of awareness in noticing and asserts that a higher level of awareness and rule for understanding while beneficial for learning is not strictly essential. Schmidt (1995) further polished his definition of noticing as being "nearly isomorphic with attention", (cited in Combs, 2004, p.3). Terrel (1991) cited in (Ellis, 2008, p.839), focused on explicit grammar instruction to use the instruction strategy to attract the student attraction to concentrate on form and structures, with instruction to enhance the salience of inflections and other ignored feature to point out and elaborating their structure and secondly by giving meaningful input that contains many instances of some grammatical meaning from relationship. Distributed attention to three functions: alertness, orientation and detection. These are not required awareness to become functional. They explain these terms like this, alertness is a complete readiness to process incoming stimulus; Orientation is a process that issues attention sources to a specific stimulus at the exclusion of others and detection is the registration of the stimulus. When the detection has proceeded according to Villa and Tomlin, further processing of input can take place contrary to Schmidt, Tomlin and Villa consider awareness to be necessary for detection and subsequently acquisition occurs (Tomin & Villa, 1994).

Focus on form is mostly appeared in communication but the input is skillfully formulated to contain the target form. Some other process gets the target form quite explicitly like conscious raising task in grammar in which learner should produce grammar rule or solve grammatical problem using target language form. It is a general perception that by raising conscious activity can improve learner's accuracy which aims to attract the learner attention to linguistic property of L2 by concentrating on the form or the grammar of L2.

Input enhancement or input salient enhancement, is the term Spada (2011) has presented to replace conscious raising. The point behind renaming is to know that some aspect of the input have been in one way or another, so it is not fair to raise affiliation of this to consciousness. Through input, reinforces the treatment i.e. highlighting, underlining or used to make physically salient. Despite of four kinds of input and other three types of input called simplified, comprehensible and modified input. It is clarified by Wan Patten that enhanced input is a way to manipulate the input in order to speed up the acquisition process. The primary aim of this process is to attract the learner attention to accurate structure of language that is helpful for acquiring language. It is not clear until now which elements are selected for intentional forces during input process and the input having long term effects. The input enhancement is further classified into learner generated enhancement and teacher generated enhancement. The learner generated enhancement is defined as taking part of the learner in task that is completely constructed to promote the noting the form or structure in the L2 where as in teacher generated means that teacher directs and control attention to form implicit and learned competence is known as acquired competence already. The quantity of (single or multiple) or a type (teacher centered versus learner centered) of exposure to the same morphological information has put positive effect on the development of the learners after completing one class. It is derived from the finding of this study that most beneficial effects were shown in both multiple and learner centered exposure. The post assessment task was based on the differential performance of the learner (Hummel, 2009).

### **Explicit and Implicit Feedback**

In many psychological researches, explicit and implicit feedback is considered the nucleus of most of the theories and many well-known studies; implicit learning is an acquisition process which takes place naturally without conscious operation. Explicit learning is an acquisition process in which individual is involved consciously and voluntarily under supervision of mechanism of feedback by a teacher.

Corrective feedback is deferred that in some cases, it is explicit and in some cases, it is implicit that there is no specific indicator that an error has been committed but in explicit feedback, it is not possible.

It is common consensus (1) the aim of second language learning is the acquisition of native or near native speaker competence in both understanding and portraying the target language (2) this type of competence is mostly gained when the learner can make a consistent, automatized, appropriate, and accurate use of the target language under online conditions in oral communicative context (Ellis, 2009; Ortega, 2009). This level of competence as acquired competence and separated it from learnt competence. This type of competence can be attained only by giving conscious attention to target language. This competence is further identified that acquired competence makes use of implicit knowledge while learnt competence drew on explicit knowledge (Ellis, 2009). Implicit knowledge can be used automatically and without conscious attention. Explicit knowledge involves the learner in a controlled, conscious consideration who constitutes target like accuracy and appropriateness and is included in type of knowledge that can be used automatically and without conscious attention. This type of knowledge can be improved by using WCF and accurate writing of the students is improved. In Anderson's adaptive control of thought model (Harley & Hart, 1997), a differentiation is made between procedural and declarative knowledge (Ellis, 2008). These both type of knowledges have different neurobiological construct. Explicit knowledge must be declarative and implicit knowledge is procedural.

McLaughlin information processing model, according to this model, particular cognitive processes and conditions are involved in processing from one stage to the next. To find insight of informative processing from cognitive psychology Krashen (1981) presented the view that learner are limited to store information consciously at one time (1) their own information capacity, (2) the complexity and nature of writer task. This is an incremental level of learning and development during which is develops form explicit, declarative knowledge to implicit procedure knowledge and a constant restructuring of the student's linguistic system germinates to more automatized response.

### **Empirical Evidence of the Interface Position**

If explicit knowledge is developed through the conscious controlled process of L2 information, as per requirement of skill acquisition model, empirical evidence is required to validate the claims. Li (2010) attempted to evaluate the interface position and investigated the effects of two kinds of form focused instruction (Fu334 prototypical rule) and (simple categorical rule) in an artificial grammar called autopactan. Dekeyser suggested those learners who are taught explicit knowledge about form of language and then used it are able to use it in more processed manner. The interface position has been reported by (1) Spada and Tomita's (2010) meta-analysis where explicit instruction led to acquisition of implicit knowledge when operationalized. It is used in oral (1) Oral Production (2) Oral Feedback. Many learning theories were reviewed to develop an underpinning theory for this research. Among the philosophical and theoretical theories of learning, Piaget's theory of language development in cognition. Cognition highlights the importance of cognitive and affective factors in language development, but it is more focused on

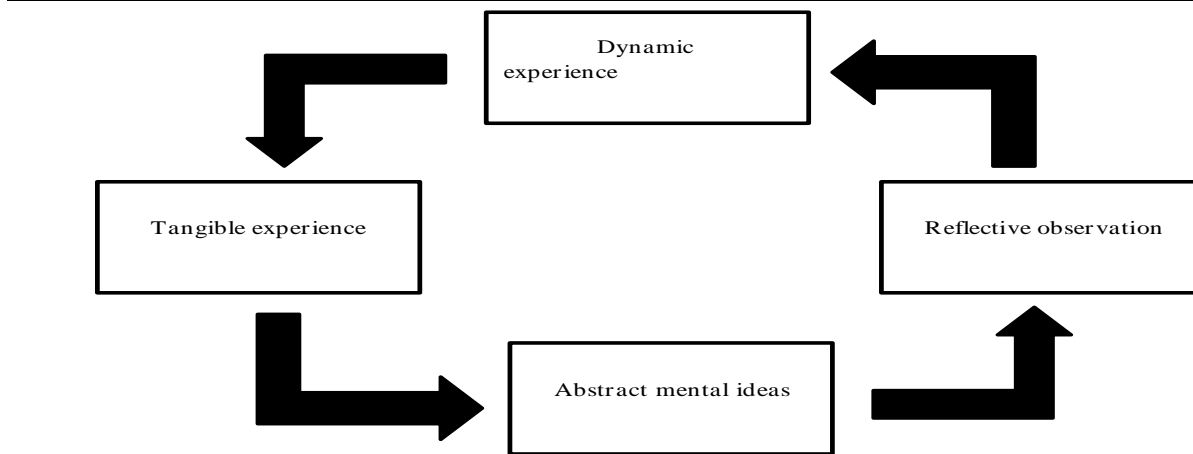
the language development of children. Cognitive learning in Piaget's theory focuses on the implementation of a cognitive processing method as a mediating strategy that works on attention and awareness, hence its similarity with the TA technique. Piaget stated that cognitive learning consists of four stages: the sensory motor stage, the pre-operational stage, the concrete-operational stage and the formal operational stage. According to Piaget (1973):

*When a child move toward the fixed order of succession to attain a next stage, the previous steps must be kept in view... thus a child attain the mental structures which are based on hierarchical structures, which are maintained for the integration of a specific order (p. 10-11).*

However, the work of Piaget fell short of providing a viable account of many human learning abilities, such as language development. Nonetheless, Cognition has attracted a lot of research in knowledge development. Language development researchers, such as Chomsky, discussed Cognition in their work, especially in grammar learning. However, I preferred not to use the theory of Cognition in this research study because of its limited application in adult L2 learning (Erbaugh, 1986).

Another learning theory is humanism, which is a philosophy and pedagogical theory that views learning as a personal act taken place to fulfill the student's abilities. The theory focuses the importance of experiments in learning, and it presents a cyclical model of learning, as shown in figure 1. As cited in Liu et al. (2009) named this model, 'the experimental learning cycle theory' and identified four levels of experimental learning: 1) dynamic experience, 2) tangible experience, 3) reflective observation and 4) abstract mental ideas. According to Kolb (1984), the learner can enter in any stage, but he has to obey the sequential order.

**Figure 1: Cyclical model of learning**



The learning cycle of Kolb (figure 1) has received a great amount of criticism from educators and trainers (e.g. Forrest, 2004). This current research studies also rejected Kolb's learning theory due to its assumption of linear and simple cause and effect mechanism. This mechanism is neither able to surround the complexity of the recent research concepts or design, nor it is best considered ascribed theory to develop the second language research.

Many scholars have explained learning theories and learning techniques from a constructivist perspective, such as Piaget (Wadsworth, 1996), Dewey (e.g. 1957) and Bruner (1966). In the recent research study, the Social Learning Theory (SLT; Bandura, 1977, 1986a, and 1997), the Situated Learning Theory (Lave, 1991, cited in Lave and Wenger, 1991) and Vygotsky's work on

sociocultural theory (SCT) (1980, 1978) are evaluated. In the next sub-section, a summary of Bandura (1973, 1997) and Lave and Wenger's (1991) research is described.

Social cultural theory is presented by Vygotsky, a Russian psychologist and his colleagues. It has gained advantage in recent year. This team has presented socio-cultural theory in unique ways by combining the role of interaction and CF in second language learning very differently from researchers of cognitive internationalist tradition. Some other keys constructs are also discussed in SCL that have resemblance to great extent to corrective feedback in second language acquisition, internalization, regulation, mediation and zone of proximal level pretext (ZPD).

In social cultural theory, learning involved is socially mediated activity that promotes learners to get higher order mental function. Wolan also say second language can be learned by involving with social interaction, which mediates our mental activity that is produced by human particularly to control and interacts with the environment in the form of tools of literacy, numeracy, language and other. It is also defined by Long et al. (1998) that human mental function is basically a mediated process that is governed by cultural artifacts, activities, and concepts.

According to Lyster (2004), the main aim for learning is to promote self-regulation. Learning process is constructed of three stages: 1) Object regulation in which mental activities is used to mediate. 2) Other regulations are teachers, parents and peers to enable to perform functions that are not performed by learner independence and 3) self-regulation activities which are accomplished without assistance. Lyster & Izquierdo, (2009) stated CF as a form of mediation that assists learner to get self-regulation. In this process, learners are assisted to self-correct and ultimately to develop learner to utilize a feature without assistance.

In SCT, the internalization of mediation is involved in the growth of language that is dialogically suggested between learner and others that is the source for enhancement of self-regulation. Internalization is expressed in the form of linkage between the individual and social environment and generally transfers in to future performance Yang & Lyster (2010). CF is constituted a type of mediation that facilitates internalization. Researches classified various levels of internalization in the context of one-on-one tutoring involving CF on learner errors.

The most important key construct is the zone of proximal development (ZPD) defined as the psychological distance in which learners can perform a language scale with help from others when they are not able to perform independently. The main aim of technique is to provide assistance as per requirement of the individual in the form of instructional mediation of too little or too max assistance is to provide to individual and no ZPD is constructed and self-regulation is not promoted. According to this perception, CF requires to be tailored to the developmental needs of individual learners. So CF is specific for every individual due to the individual differences. Thus one type of CF is not suitable for other learner. It is the view of the SCT researcher that is a falsified attempt to identify a particular type of CF. It may be direct vs. indirect, implicit versus explicit, recast vs. prompts as the ideal type. It is not a good decision to be to consider one type most beneficial for promoting learning.

SLT was presented by Albert Bandura. This theory mentions that learning has been taken place between the people by modeling, observation and imitation. SLT bridges the gap between behaviorism and cognitive theories of learning's because it encompasses attention, affiliation and motivation. Bandura (1977, 1986a, 1989, 1997) argues that people learn by observing others' behavior and attitudes, as well as the outcomes of those behaviors. He elaborated "an individual can form his ideas by observing the other people, but afterwards this information can lead him as an agent for performing some directions" (Bandura, 1977, p.22).

SLT analyses human behavior by mutual relationship or chain of adverse reaction between environmental, cognitive and behavioral effectiveness. Bandura opines that for learning to happen, learners must possess specific qualities: attention, retention and reproduction. To germinate, these qualities require motivation, which is considered as a strong emotional factor in SLT studies (Ellis et al., 2016; Li, 2014).

## Methodology

As this study is Quasi experimental in nature so the data is obtained by pre-test and post-test of essay writing at intermediate level in Govt. Christian Higher Secondary School, Sialkot Cantt. This study was held between two groups of intermediate classes. This study involved the investigation of error-free essay writing in second language as English in Pakistan. Research was designed in Quasi experimental and mixed method of research. The mixed method of research is more suitable to seek accurate result due to its distinct nature, the research design and the research question. The advantage of applying mixed method research is covering the essential aspect that is used for highlighting and analyzing. Then two classes are selected for this preparation that is Intermediate in Computer Science and Intermediate in Commerce for writing. A mixed method research design along with Quasi experimental research is adopted without control group for to save the time of the students and for the proper delivery of the education to students in the stipulated time. The topic that was given to the students is 'My aim in life'. In the pretest, no correct feedback is provided to them. They have written this essay. The number of errors in every student is from 19 to 23. The average words written by students are 250. Then their tests are checked and provided to them feedback in the form of codes in different type of errors. Then the students are asked to prepare in the light of these errors. After scaffolding, the post-test was held. When the tests were checked, it is calculated. They have improved and the rest of the errors related and is about 7 to 9 errors. The average number of words written by students has increased and reached up to 300 words. Then again, the feedback was provided to them in the form of code. When their delayed posttest was held after 12 weeks, they improved so much that their error rate reduced up to one error, and some students have written this essay error free. The average number of words written by students has enhanced up to 350 words and their vocabulary is also improved which are exhibited by their written words in the essay. This shows that their writing fluency has increased. Only two students are left behind, and remained in the state of committing errors (7 to 9) which are not grasped by written corrective feedback learners and showed anxiety by taking feedback. The last assignment was given to them for to check the tenure of feedback remained in the minds of the participants. Further, the interviews of those teachers are held who have taught these two classes and were asked about their preferred method of error correction in feedback and efficacy of these methods.

## Participants

The selection of the students was carried out at the Government Christian Higher Secondary School, Sialkot Cantt. These students are studying in Intermediate level. In this institute, students are divided by choice of their subject. It is very convenient for the researcher. The students are already divided into two groups. The first group of Intermediate in Computer Science is consisted of 40 students and second group of Intermediate in commerce is consisted of 40 students. Their ages are ranging from 17 to 19 years. The students of both the groups have already passed the matriculate exam from Board of Intermediate and Secondary Education, Gujranwala in High School. All are them are provided the facility of placement test according to their most accurate

method and these students now are studying in Higher Secondary School and are learning English as a compulsory subject.

### Instruments

The structure knowledge of the student for the commencement of the treatment was homogenized by placement test concerned to the structure and written expression which is consisted of about 40 items was included as a pre-test and a post-test. The test-retest method was used to calculate the liability index of the subtest which was 0.81. The types of corrective feedback given by Lyster and Ranta (1997) and Panova and Lyster (2002), two were used; recast and metalinguistic feedback because these both types are beneficial for improving implicit and explicit knowledge. The former is used for promoting explicit knowledge and latter is used for promoting implicit knowledge which is the requirement of this study.

Two grammatical features are selected that is correction of verbs and spelling in essay writing. As English is second language in Pakistan, so the students make mistakes in use of correct verbs in the sentence. The different forms of verbs are used with respect to tense which is completely different from the first language Urdu. In English verbs are also inflicted and alphabets are completely different and method of writing is also differed which left to right in English and right to left in Urdu. When the sentences are used in passive voice in English language subjects is changed into objects and third form of verb is used in all tenses where as in their mother tongue there is no concept of such changes. In their mother tongue in passive voice, subjects are often dropped in passive voice sentences.

### Results

When all the collected data analyzed through statistical package for social sciences software, it is highlighted that written corrective feedback has prominent role in the error free writing of the student which is indicated in the results of pre, post and delayed posttest in which ratio of committing error of the student have reduced gradually. Therefore, the researcher has calculated that metalinguistic feedback is more beneficial as compared to recast because it promotes the cognition of the students and it compels the student to think deeply about committing their errors and abstain himself for to commit errors again.

Hence, it is also observed that students' knowledge of the corporate structure have changed into the uptake. When the mean score of both the groups were compared, it is found homogenous in term of their structure and knowledge. Five outliers were deleted as they could completely distort the statistical results. The similarity is found in the mean score of both the groups which showed that they were consistent in term of their structure knowledge. After deleting the outlier the results are presented in the box plot in appendix table no 1.

**Table 1: Mean score of the students of both groups in the pre-test**

		N	Mean	S.D
PRE TEST	Group 1	40	10.2	2.12
	Group 2	40	10.3	1.98

The data was collected from the pretest and the posttest in both the classes was analyzed by statistical tool to see and gain score in each class as a result of specific type of written corrective feedback. These scores were analyzed through statistical package for social sciences. This is calculated by comparing the mean score of the student in each class from pretest to posttest. For this purpose, a paired sample t-test was utilized in each class. A comparison between the pretest

and the posttest showed the result of ICS and ICOM classes. The former is received recast and the latter received metalinguistic feedback.

**Table 2: Pre-test-posttest comparative data for group 1**

	N	Mean	S.D
Pre test	40	10.12	2.12
Post test	40	12.46	1.90

**Table 3: Paired sample test for group 1**

	Paired differences				
	mean	Std. deviation	t	df	Sig.(2 tailed)
Pretest-posttest	-2.35	1.86	-7.82	38	.000

As per this table, it is indicated that difference between pretest and posttest in the first class is significant at 0.01. Hence, this explains the difference between the mean score in the pretest and the posttest in the ICOM which received metalinguistic feedback.

**Table 4: Pre-test-posttest comparative data for group 2**

	N	Mean	S.D
Pre test	40	10.3	1.98
Post test	40	14.90	1.92

**Table 5: Paired sample test for group 2**

	Paired differences				
	mean	Std. deviation	t	df	Sig.(2 tailed)
Pretest-posttest	-4.69	1.37	-21.28	38	.000

The difference between the pretest and posttest is also indicated in these tables which is significant at 0.01 for the ICOM class. The mean score of pretest and posttest is explained. Third in order to calculate the difference between the two classes as a result of particular type of feedback (recast in ICS and metalinguistic in ICOM) whether it is significant or not, an independent t-test was used.

**Table 6: The comparative data on posttests in both groups**

	N	Mean	S.D
Recast	40	12.46	1.92
Metalinguistic	40	14.99	1.91

The difference between mean scores in both classes is suggestive but it must be proved through the application of the t-test.

**Table 7: Independent samples T-Test for both groups**

	Levene's test for equality of variance		t-test for equality of means		
	F	Sig	t	df	Sig.92 tailed)
Posttest-posttest	.171	.682	-6.04	75	.000

According to the finding of above table, the difference between the mean at 0.01 level of significance is the proof that mean score between the two classes is significant it is not by chance score.

## **Conclusion**

When all the data was calculated, it is observed that this research study has resemblance with the studies proved Gardner et al. (1965) and DeKeyser and Koeth (2011) in that all have views that metalinguistic cues are effective in response to the student erroneous language. Furthermore, regarding the effectiveness of the recast this research study has been confirmed by the research studies of Long et al. 1998, Lyster (1998a, 1998b) and Lyster and Ranta (1998). The results were given by Carrool and Swains (1993) research focuses that both the explicit and implicit type of feedback were found to be beneficial and both lead to learning. This is conversed to this research study which considers most beneficial to explicit feedback as compared to implicit feedback. Corrective feedback is an accurate source to remove fossilization because simple mistakes often changed into permanent mistake. This mechanism is only eliminated by written corrective feedback. The crux of this research study is that a teacher must give his comments in the form of written corrective feedback which is an explicit phenomenon.

In this research study, the frequency of all the episodes or error treatment in the form of recast and metalinguistic feedback in two classrooms was calculated. Since it intends to indicate the comparisons between these two classrooms designates that metalinguistic feedbacks have good impacts than to the recasts in the accurate writing of the students. The reason behind this is might be due to the cognitive improvement of learner in metalinguistic feedbacks that are ready to grasp the abstract grammatical rules and language explanation.

The findings of the table two and three indicate that the recast is an implicit feedback acting effectively enhancing students' structural knowledge.

The findings of table four and five are comprehensively indicating that significant efficacy of metalinguistic feedback as an explicit type of presentation which further promote the ability of student to enhance error free writing.

Findings of the table six and seven show that student who received metalinguistic feedback performed in best way as compared to the student who received recast. It can be explained in twofold. They probably feel free with metalinguistic feedback when they received codes to correct the error. When they thought more, their cognitive scale is improved.

It is proved by this study that written corrective feedback played a key role in the development of language learning in the learner which provide a highlighted input, Field (2005) called input enhancement because, it promotes a selective attention to the input on the side of the learners and their physical saliency can work to the betterment of the language learning. By adopting this research design it is possible to explore the effects of recasts and metalinguistic feedback in facilitating acquisition of new declarative and procedural knowledge. The learning of the students is enriched by this physical saliency in the form of written corrective feedback which further enhances their reservoir of knowledge in the form of language. It can establish encouragement, trust, develop a positive self-confidence and self-concept and finally prompt the learner to reflect constructively on areas that require improvement Benter and Chou (1987) used. Constructive feedback empowers the learner and facilitates him with the tools for becoming autonomous. It is derived from the result that instructional strategy must be adapted by teacher to attract the attention of the student to form and/or structure.

## **Recommendation**

It is suggested to teachers that they remain confident with form focused instructions. After numerous studies, the effects of recast and metalinguistic feedback on promoting learning of new knowledge and influence of these feedback strategies on learners' responses and perceptions have



remained untouched. Future studies on the effect of recasts and metalinguistic feedback shall be directed to address these two research gaps. More variables are required to investigate these concepts, Ammar and Spada (2006) said that while the lots of researchers who explore the concept of recast and metalinguistic feedback are blinking, “controversial findings have been focused various instructional patterns, inviting more evidence from future research”.

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