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The Impact of Full and Partial Recast on Noticing of Iranian Basic EFL Learners

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ABSTRACT

As many studies show, different corrective feedbacks have different effect on second language learning, hence this study is focused on the impact of different types of recast which are full and partial recast on noticing of the learners, in other word, the researcher intended to see which kind of recast resulted in better noticing on the part of learners. In doing so, it aims to help teachers to better understand the effectiveness of full recast and partial recast on noticing of learners. 32 EFL learners at the elementary level participated in the current research. They were divided in two different groups, one included 18 and the other 14 learners. Regarding data analysis, Paired-Samples t-test was run to analyze the data. The hypothesis of this study was retained, thereby showing there is no difference between full and partial recast in improving the learners' noticing ability.

Keywords: Corrective Feedback, Recast, Noticing

Introduction

Receiving feedback from teachers is an evitable part of class interactions. An important contribution of feedback is noticing. Receiving feedback from the teachers or a peer helps a learner to draw his/her attention to linguistic problems and notice gaps between what they have produced (ill form) and what they should produce (correct form) (Mackey, 2012). Studies on recast and its function are received a lot of attention in recent years. Corrective feedback can be categorized into different types, and the improvement of the output of learners in every type of corrective feedback may be different. Two important different types of corrective feedbacks are implicit and explicit corrective feedback, by which we can categorize all types of feedback (Ellis, 2011). He further argues that with regard to the implicit one, there is no overt indicator that an error has been committed, whereas in the explicit one there is an overt indicator. Implicit feedback often takes the form of recasts.

Lightbown and Spada (1999) define corrective feedback as:

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

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

Recast can be classified into different types. As Gass and Selinker (2008) point out, recasts are complex, because of different types. The teacher may respond to an error by using one type or more.

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Susan M. Gass and Larry Selinker (2008) argue that “a recast is a reformulation of an incorrect utterance that maintains the original meaning of utterance” (p. 334). Recasts has some types, some types a learner in a sentence has an error that just by reformulating that single error, he or she can produce the correct form of sentence, so it is not necessary to repeat whole sentence for just a single error, but sometime it can make an ambiguity for learners, so full recast can be helpful. Susan M. Gass and Larry Selinker (2010) argue that” recasts are complex, for example, it is a partial recast? A full recast? A response to a single error or to multiple errors” (p.334).

Robinson (2002, cited in Mackey, 2012, p. 20) considers “noticing to involve awareness and the rehearsal processes and suggests that the only input that receives attention and is encoded in working memory may be transferred to long-term memory”.

In the present study, the noticing of the grammatical structures was operationally defined in a test where learners were supposed to identify the incorrect forms and write the correct ones.

Objectives

In this study the researcher is going to prove which type of recast (Full or Partial) has a superior impact on noticing of EFL basic level learners.

Research Question

The research question of the present study is:

Do full recast and partial recast make a statistically significant difference in noticing sensed by the learners?

Literature Review

Learners receive well-formed and incorrect form while interacting. Doughty & Long (2003) elaborate on positive and negative evidence foster acquisition in the environment. Accordingly, they argue that learners are exposed to positive evidence in the form of well-formed sentences or models, while negative evidence is the type of information that is directly or indirectly given to the learners when they make an incorrect form of utterance in their interactional exchanges.

Gough & Hatch (1975, cited in Doughty & Long, 2003) were among the pioneers who proposed the idea that language acquisition is fostered by the conversation. Earlier in this field, it was assumed that language acquisition is fostered by the modified input in the environment; i.e., when the NS or proficient speakers adjust their language to the level of low-level learners to make it more comprehensible.

Interaction hypothesis

Interaction hypothesis, proposed by Long (1981), is an extension of Krashen’s *Input Hypothesis* (Mitchell and Myles 2004). He differs from Krashen on how input is made comprehensible. In Krashen’s view input becomes comprehensible as a result of simplification, while Long stresses the role of the international modification that occurs in negotiation of meaning when a communication problem arises. He believes that interactive input is more important than non-interactive input (Ellis, 1994).

Interactional input plays an important role in L2 acquisition. Mitchell and Myles (2004) argue that the research into the role of international input in L2 acquisition has produced mixed results. For example, in a number of studies like the one by Loschky’s (1994) which involved the administration of listening comprehension to learners of Japanese as a foreign language, the results indicated that while interactional modification led to increase comprehension, they failed to show any link between increased comprehension and

acquisition. Similar results were found in another study by Gass and Varonis (1994). The mixed results convinced Long to reformulate his interaction hypothesis recognizing the role of negative evidence in drawing learners' attention to the structure of target language.

Various views of Interaction

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

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

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

Simplification is not sufficient, but rather providing an opportunity to interact with other speakers makes input comprehensible. Modified interaction works better than simplification or pre-modification. During modified interaction, learners make use of the following strategies to remove the problematic areas in their interaction: comprehension checks, clarification requests or confirmation, self-repetition. So, the term interaction is different from input modifications that are the signs of foreigner talk which the adult provides some changes in the formal properties of utterances to learners. According to Doughty & Long (2003), interaction is not a forum for practice, but it forms a basis for development.

Corrective Feedback

The value of providing corrective feedback has been recognized by many researchers. Many scholars believe that for successful L2 learning (unlike L1 learning) both positive evidence (examples showing what is correct) and negative evidence (showing learners what is not correct) are required (Ellis, 2005). According to White (1991) negative evidence is essential since the positive evidence in L2 acquisition setting is inadequate. The theoretical support for negative evidence comes from Schmidt's (1990) who argues the importance of noticing and noticing-the-gap in L2 acquisition. According to this view, L2 acquisition is facilitated when the L2 learner notices the differences between what he says and what the native speakers say. Corrective feedback can help learners notice these deviant forms. Further support for corrective feedback is evident in the quotation from Hadley (2003):

“The development of accuracy should be encouraged in proficiency-oriented instruction. As learners produce language, various forms of instruction and evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use.” (p. 276)

CF as Noticing Facilitator

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

Another critical role of attention is its ability to make learners aware of "a mismatch or gap between what they can produce and what they need to produce, as well as between what they produce and what target language speakers produce" (Schmidt, 2001, p. 6). This concept has been commonly referred to as noticing the gap (Schmidt & Frota, 1986). Ellis (1995) used the term *cognitive comparison* rather than *noticing the gap* since he believed that learners also need to notice when their output is the same as the input.

When conscious attention to linguistic form is considered facilitative to or even a prerequisite for interlanguage development, focus-on-form interventions such as CF is expected to advocate the SLA process (Han, 2002). As Hulstijn and Schmidt (1994) argued, they could be considered as cognitive focusing devices for learner attention. In raising learners' awareness of specific linguistic qualities, CF enables learners to notice the gaps between their own interlanguage output and the target language input. Subsequently, these noticing operations can prompt restructuring of learners' developing interlanguage grammar (Long, 1996). Moreover, Adams (2003) pointed at the advantage of written CF over orally provided one. Although both modalities provide learners with the opportunity of noticing mismatches between their interlanguage system and the target language, learners may not be able to make the cognitive comparison in oral language use. The classic psychological conception of attentional sources is that they are limited (Schmidt, 2001). Having been presented with a large number of stimuli at any given moment, the human brain may be unable to attend to all of them due to a lack of available processing capacity (Al-Hejin, 2004). Being very demanding on learners' attentional resources, language production and orally provided CF may cause such a cognitive overload. In writing, on the other hand, learners have enough time, and thus, cognitive resources to compare their output with the CF they received, which increases the probability of learners noticing gaps in their interlanguage (Polio et al., 1998; Sheen, 2010).

Recast

In order to provide a firm rationale for the effectiveness of recasts, two theoretical foundations are illustrated below. The first one is the Noticing Hypothesis (Schmidt, 1990, 1995, 2000). In Schmidt's view, in order to acquire the linguistic items in the input, L2 learners must first notice them. Recasts are considered as some sort of immediate reaction to a learner's incorrect utterance. Thus, they draw the learner's attention to certain linguistic features when the learner compares the structures in the recast to the incorrect utterance s/he has produced.

The second theoretical frame is derived from the nativist theory (Chomsky, 1975) which claims negative evidence hardly plays any role and what makes language acquisition possible is Universal Grammar (UG), "the system of principles, conditions, and rules that are elements of properties of all human languages" (Chomsky, 1975, p. 29). In other words, what makes the acquisition of language possible is UG, and the innate linguistic mechanism which is available to all humans. Supporters of this idea argue that instruction, including negative evidence, has little impact on forms within UG, since it will temporarily change only

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language behavior and not Interlanguage (IL) grammars (Carroll, 1996; Schwartz, 1993). In their view, changes in the IL grammar are the result of positive linguistic evidence.

Accordingly, Schwartz (1993) suggests that the effectiveness of recast is not due to the negative evidence (information about what is not acceptable in the target language) it provides. Rather, it simply provides examples of acceptable or target like utterances referred to as positive evidence.

In Ellis and Sheen's (2006) words "recasts can lie at various points on a continuum of linguistic implicitness-explicitness" (p. 583). Mahnegar et al. (2013) believe that to make recasts as effective as possible in the development of EFL/ESL students, teachers should try their best to make recasts as explicit as possible.

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

Noticing

It is found that teacher-learner overlap was more likely when explicit feedback is used than when implicit feedback is used, and it is also found that linguistic target are more accurately perceived by students when the corrective feedback is directly at the learner who made an error, but it does not mean that corrective feedback is effective only when it is made by learner or it is directly for the learner who made the error, correction among learners may happen even when they are listening to the other learners (Alison Mackey, 2012).

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

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

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

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

There are two questions in this research that is 1. does interactional feedback promotes noticing of L2 form in an L2 classroom context? 2. Is there a relationship between learners' report of noticing L2 forms and their L2 learning outcomes?

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Alison Mackey (2006) proves that “Noticing and interactional feedback were related. There was also a positive relationship between reports about noticing and L2 development for one of the forms on which learners received feedback” (p.422).

The research was successful as it was able to prove that noticing and interaction are related for L2 development, but first of all the number of participants is not adequate, and the second matter is that the researcher did not work on a particular type of recast, such as full or partial, and finally this research may have different results in different grammatical structures.

Do recasts promote noticing the gap in L2 learning? Is a topic for a study by Hideki Sakai that in this paper the researcher aims to show the effect of implicit negative feedback in the form of recast on noticing, in this study the participants were 20 Japanese-speaking learners, that were randomly divided to two equal groups, that one group received recasts and the other group received no corrective feedback as a control group, and the grammatical structure was irregular past tense. Three tasks were used in this study, task one was a pretest, task two was treatment task which means learners in recasts group for the erroneous productions in their speaking received recasts or non-corrective repetition, and the control group received nothing, in task three in which the learners were asked about what they had thought during task two.

Recasts in second language learning are effective in noticing the gap, so learners can notice their errors between their output and the reformulated sentence that is given to them by the teacher. Hideki Sakai proves that “recasts was shown to be effective in promoting L2 learners’ noticing, in particular, of overgeneralization errors, also, they showed that the activity of production led to a certain degree of noticing of errors or linguistic problems irrespective of the provision of recast” (p.375).

In this study the participants are not adequate and they are less than 30, also the type of recast is not identified by the researcher that which type of recast is used, and finally, the researcher studies on one grammatical structure, which is irregular past tense, the study may have another result in different grammatical structures.

Classroom study on noticing and recast features: capturing learner noticing with uptake and stimulated recall by Mingzhen Bao, Takako Egi and Ye Han (2011) is a study that 25 adult high-intermediate level learners between the age of 19 and 25 are used. In this research the researcher uses both types of recast which are full and partial.

Mingzhen Bao, Takako Egi and Ye Han (2011) argue that “the rate of noticing was substantially higher when it was measured by stimulated recall than when it was measured by uptake. When noticing was measured by stimulated recall, recasts with raising intonation were the only significant predictor of learners’ noticing” (p. 215).

In this research the participants were not adequate and the researcher did not focus on a specific grammatical structure and also the researchers used both type of recast (full and partial) randomly, hence the result does not show that which type of recast is more effective than the other type.

Methodology

Design

According to Gass and Mackey (2005), when a group is involved in a research study and it receives a treatment, the study would be called experimental. It should bear in mind that the two groups participating in the present study are not in fact considered two separate groups. Indeed, only one group of learners participated in the study. Having two groups, the researcher intended to counterbalance the effect of recast types. Therefore, they were chosen from intact groups. It can be concluded that the present research is quasi-experimental. It

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should be born in mind that this study did not include a long treatment. The independent variable in this study was full vs. partial recast, but the dependent variable was noticing.

Participants

This study was conducted in two private language institutes in Tehran. Two intact groups were chosen. Therefore, the participants were not randomly selected. One group included 14 and the other 18 learners. Indeed, it should be kept in mind that only one group participated in the present study. The above 14 and 18 learners are considered one group, but for the sake of counterbalancing the effect of recast types, full and partial, they were divided into two groups. Using a placement test, the school had already placed them the students in their appropriate proficiency levels. However, to guarantee their homogeneity, the researcher administered an Oxford Placement Test in order to choose only elementary learners. On the basis of the scale recommended by the test bulletin, those whose scores fall between 0 to 14 are considered elementary learners. Therefore, the learners whose scores fell in this range were chosen as the participants of the current research. The characteristics of the participants can be outlined as follows:

- They were adults between 20 and 40.
- They had either bachelor or master in a field of study.
- Five of them were male and the rest, that is 28, were female.

Data Collection Tool

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

Oxford placement test. The Oxford Placement Test is a placement test that is constructed by Oxford University Press and the University of Cambridge Local Examinations Syndicate. The test contains two parts and there is a time limitation of 30 minutes to answer the items on the answer sheet. There are two parts in this test: the first part (question 1 to 40) includes 40 items, all the students in the two groups were asked to answer the questions.

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

Noticing task. Two short stories were used to measure the learners' noticing ability. The short stories each included ten wrong uses of past 'ed'. The learners were asked to identify these ungrammatical sentences and correct them (see Appendix two).

Procedure

In this study the researcher selected the regular simple past tense, the procedure of this study is:

1. All the learners in the two group took the Oxford Placement Test. Two groups of 14 and 18 participated in this study. The scores showed that they were all at the elementary level.
2. All the participants were taught the regular past 'ed' through enhanced short stories in which the regular past tense was underlined. They read the short stories.
3. The two groups were given a picture description task. Each learner was required to describe it. The researcher asked her/him to describe in a way that s/he would have to use the past 'ed'.
4. The first group was given full recast and the then the partial recast. But the second group was given partial recast and full recast.

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

Table 5.1

Order of Partial and Full Recast Received by the Groups.

	<i>Group one</i>	<i>Group two</i>
<i>Homogeneity test</i>	<i>OPT</i>	<i>OPT</i>
<i>Type of recast received</i>	<i>Partial recast</i>	<i>Full recast</i>
<i>Type of recast received</i>	<i>Full recast</i>	<i>Partial recast</i>
<i>Data collection procedure</i>	<i>Voice recording</i>	<i>Voice recording</i>
<i>Noticing</i>	<i>Noticing task</i>	<i>Noticing task</i>

Findings

The research question of this study asked whether full and partial recasts make statistically significant difference in noticing sensed by the learners. In order to test this null hypothesis, parametric Paired Sample Test was used since the three assumptions of interval data, independence of subjects and normality were met before we decided to run parametric tests if not Wilcoxon Signed Rank Test, which is a nonparametric test, could be used (Field, 2009).

The normality results which were checked through the One-Sample Kolmogorov-Smirnov Test, as appeared in Table 6.1, indicated that the two sets of noticing scores were normally distributed since the *Sig.* was .46 and .48 for the two sets of scores respectively which both exceed than .05.

Table 6.1

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

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

In order to perform Paired Sample Test, first the descriptive statistics for noticing scores on full and partial recasts were computed and are set forth in Table 6.2 below. Table 6.1 depicts that the noticing mean obtained on full recast ($M = 15.13$, $SD = 4.70$) was not considerably different from the noticing mean obtained on partial recast ($M = 14.59$, $SD = 5.18$).

Table 6.2

Descriptive Statistics for Noticing Scores on Full and Partial Recasts

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

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Figure 6.3 below is a box plot that graphically demonstrates the results as represented in Table 6.2.

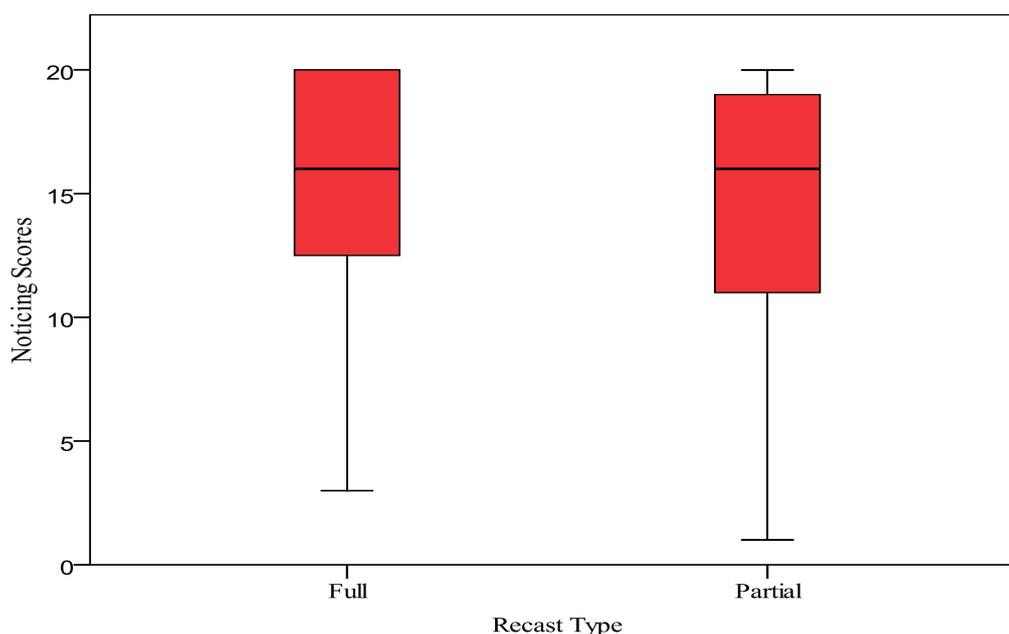


Figure 6.3. Noticing scores on full and partial recasts

Table 6.4 represents the results of paired samples test that was conducted to compare noticing means on full and partial recasts.

Table 6.4

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

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

Paired-Samples t-test (see Table 4.7) indicated that there was not any statistically significant difference in noticing scores from partial recast ($M = 14.59$, $SD = 5.18$) to full recast ($M = 15.13$, $SD = 4.70$), with ($t_{(31)} = 1.30$, $p = .20$, $p > .05$ (two-tailed)), in which the t -observed (1.30) was less than the t -critical (2.04), and also the p value, .20 was more than .05. The mean increase in noticing scores was .53, which is small, with a .95% confidence interval ranging from -.298 to 1.360; consequently the second null hypothesis of this study that reads 'Full recast and partial recast do not make a statistically significant difference in noticing sensed by the learners' was retained. In fact full and partial recast did not affect noticing sensed by the learners differently.

Discussion

The finding of this study is full recast and partial recast did not made any substantial difference in noticing as sensed by the learners and the learning of grammar point (simple past tense).

The difference in this study was that the students were divided randomly into two groups, and the grammar points were the right use of the auxiliary verb "to have", and the use

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of past participles in the present perfect tense. Each group was randomly assigned to one of the two experimental conditions: recast versus explicit negative feedback. Positive feedback was provided for both groups. Pictures were used to elicit conversation and an oral test was administered to collect the data.

Limitations of the study

Like many studies in the realm of applied linguistics, the current study was not without following limitations:

1. The researcher did the study only in one session because the institute supervisor did not allow him to do it in more sessions.

2. The participants were only 32 EFL learners (9 males and 24 females) who had enrolled in English classes. According to the rules and regulations of one of the English institutes where the researcher conducted his research, just female learners are allowed to enroll, so most of the participants of this study were female.

3. The researcher could not randomly select the participants in this study. They were given to him for the research. Therefore, the research had no authority in selecting the participants himself.

Conclusion

The researcher designed the present study to investigate to see which one, full recast or partial recast, is more productive in enabling learners to notice grammar point. Given the purpose of the current research, the following hypothesis was proposed:

HO: Full recast and partial recast do not make a statistically significant difference in noticing sensed by the learners.

To address these hypotheses, the researcher selected two groups of learners. One group included 14 learners and the other group 18 ones. They were selected from intact groups in Aryanpour Language Institute in Tehran. Having been homogenized by the Oxford Placement Test, the first group received partial recast and the other one full recast. Then, the first group received full recast and the second group partial recast.

Finally, the noticing task was administered to tap the learners' noticing ability. The order of recast type each group received is shown as follows:

Group one: OPT + Partial recast + Full recast + Noticing task

Group two: OPT + Full recast + Partial recast + Noticing task

Data collected through the noticing tasks was analyzed through Paired-Samples t-test which showed that there was not any statistically significant difference in noticing scores from partial recast ($M = 14.59$, $SD = 5.18$) to full recast ($M = 15.13$, $SD = 4.70$), with ($t_{(31)} = 1.30$, $p = .20$, $p > .05$ (two-tailed)), in which the t -observed (1.30) was less than the t -critical (2.04), and also the p value, .20 was more than .05. The mean increase in noticing scores was .53, which is small, with a .95% confidence interval ranging from -.298 to 1.360; consequently the second null hypothesis of this study that reads 'Full recast and partial recast do not make a statistically significant difference in noticing sensed by the learners' was retained. In fact full and partial recast did not affect noticing sensed by the learners differently. Therefore, it can be concluded that there is no difference between full and partial recast in improving the learners' noticing ability.

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Appendices

Appendix 1

What did they do?



Appendix 2

Name: Noticing task (simple past no 1)

My father clean the house last night and my mother cook dinner, I play piano and my sister listen to music. After dinner my father and my mother watch TV and I and my sister wash the dishes, then I listen to music and my sister called her friend and they talk together. My father and my mother talk together and then they look at me.

Name: Noticing task (simple past no 2)

Kate and Jack play football yesterday, after that they watch TV, Kate help her mother yesterday and Jake Play piano with his father. Kate and Jack listen to music last night and they danced and then they clean the home. Kate wash the dishes and jack call his friend, then at 10 pm Jack study and Kate wash the dishes.