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**The Impact of Teacher's Recasts and Elicitation on EFL Learners'
Modified Output and Acquisition of the Present simple Tense
The Case of First Year Students of English at the University of Béjaïa**

A Dissertation Submitted in Candidacy for Linguistics Master Degree in
English Language

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Dedication

I dedicate this work to my parents and my beloved brother, in recognition of the strength and perseverance that have provided me during this research.

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Table of Content

Acknowledgement	i
Dedication	ii
Table of Content	iii
Abstract	vi
Summary in French	vii
Abbreviation List	viii
Table List	ix
Figures List	x
GENERAL INTRODUCTION.....	1
1. Statement of the Problem	3
2. Research Questions	4
3. Research Hypotheses.....	4
4. Aim of the Study	5
5. Significance of the Study.....	5
6. Research Design	6
7. Structure of the Thesis.....	7
8. Definitions of Main Terms	7
8.1 Modified output.....	7
8.2 Unmodified output.....	8
Chapter One: Literature Review	
Introduction.....	10
Section One: Corrective Feedback and Uptake in Second Language Acquisition.....	10
1. Corrective Feedback.....	10
2. Teacher's Oral Corrective Feedback	11
3. Characteristics of Teacher's Oral Corrective Feedback.....	11
4. Taxonomy of Oral Corrective Feedback Strategies	12
5. Views and Preferences about Corrective Feedback	12
6. Contributing Factors to the Efficacy of Oral Corrective Feedback.....	14
7. Timing of Corrective Feedback	15
8. Positive Evidence & Negative Evidence	15
9. Negotiation of Form VS Negotiation of Meaning	16
10. Oral Corrective Feedback Types	16
10.1 Recasts	17

10.2	Prompts	18
10.2.1	Metalinguistic Clues	18
10.2.2	Repetition	19
10.2.3	Elicitation	19
10.2.4	Clarification Requests.....	20
10.3	Explicit Correction	20
11.	Uptake	21
12.	Characteristics, Advantages and Disadvantages of Recasts and Elicitation	22
12.1	Characteristics of Recasts	22
12.2	Advantages of Recasts.....	23
12.3	Disadvantages of Recasts	23
12.4	Characteristics of Elicitation.....	24
12.5	Advantages of Elicitation	24
12.6	Disadvantages of Elicitation	25
Section Two: Hypotheses and Studies Related to Corrective Feedback in Second Language Acquisition		25
1.	Hypotheses Related to Corrective Feedback in Second Language Acquisition	25
1.1	Universal Grammar Hypothesis.....	25
1.2	The Noticing Hypothesis	26
1.3	The Output Hypothesis.....	27
1.4	The Interaction Hypothesis.....	27
1.5	The Sociocultural Theory	28
1.6	The Counterbalance Hypothesis	29
1.7	Skill Acquisition Theory	30
2.	Studies Related to Recasts and Elicitation.....	30
Conclusion		35
Chapter Two: Results & Discussion		
Introduction.....		36
Section One: Research Design and Methodology.....		36
1.	The Data Collection Instruments	36
2.	Data Collection Instruments and Their Pilot Study	37
2.1	Audio Recording	37
2.2	The Pilot Study of the Audio Recording.....	38
2.3	Pre and Post Test	39
Pre Test		40

Post Test.....	40
2.4 The Pilot Study of the Tests.....	41
3. Research Design and Methodology	41
4. Population & Sample:	42
4.1 Population.....	42
4.2 Sample.....	42
5. Sampling Procedures	42
6. The Treatment	44
6.1 The Recast Group Treatment	44
6.2 The Elicitation Group Treatment	45
7. Data Transcription and Categorization	45
8. The Classroom Instructional Task and its Implementation	48
8.1 Free Oral Production Task.....	49
8.2 Implementation.....	49
Research Plan.....	50
Section Two: Data Analyses	52
1. Results of Audio Recording for the Third Experimental Sessions.....	52
1.1 Recasts.....	53
1.2 Elicitation	55
2. Results of Audio Recording for the Fourth Experimental Sessions	56
2.1 Recasts.....	57
2.2 Elicitation	59
3. Discussion of the Findings	64
4. Results of Pre Test and Post Test	65
4.1 Results of Pre Test.....	65
4.2 Results of Post Test	66
5. Discussion of the Findings	70
6. Implications.....	71
7. Limitations of the study.....	72
8. Suggestions for Further Research.....	73
Conclusion	74
GENERAL CONCLUSION	75
References.....	77
Appendices.....	83

Abstract

This research investigated the impact of teachers' recasts and elicitation as oral corrective feedback types on students' modified output production and acquisition of the present simple tense among first year students of English at the University of Béjaïa. This research employed a quasi-experimental between groups research design and in order to achieve these objectives, it employed a quantitative approach. Forty four (n=44) participants were conveniently selected and assigned into two experimental groups: the recast group and the elicitation group, receiving recast and elicitation, respectively. During the three weeks of experiments, data were gathered using the audio recording to capture instances of students' modified output and the pre and post test to determine students' grammar accuracy before and after the instructional intervention that targets the present simple tense. A free oral production task that contains eight questions was employed to create an interactional environment in the classrooms. The outcomes indicate that there are differential impacts of the teacher's use of recasts and elicitation on students' modified output, in that the elicitation group outperformed the recast group in leading to higher amounts of students' modified output among student participants. Moreover, the findings determine that there are differential impacts of the teacher's use of recasts and elicitation on the acquisition of the present simple tense, in that the elicitation group outperformed the recast group in leading to better improvements in the acquisition of the present simple tense among student participants. Therefore, these research results suggest that elicitation is more effective in leading to students' modified output and acquisition of the present simple tense as a target form.

Key words: Recast, Elicitation, Grammar Acquisition, Corrective Feedback.

Summary in French

Cette recherche a examiné l'impact des reformulations (recasts) et des sollicitations (elicitation) en tant que types de rétroaction corrective orales des enseignants sur la production modifiée et l'acquisition du présent simple chez les étudiants de première année d'Anglais à l'Université de Béjaia. Cette recherche a suivi un plan de recherche quasi-expérimental intergroupes et, afin d'atteindre ces objectifs, a privilégié une approche quantitative. Quarante-quatre (n=44) participants ont été sélectionnés par commodité et répartis en deux groupes expérimentaux: le groupe (reformulation) et le groupe (sollicitation), recevant respectivement des reformulations et des sollicitations. Au cours des trois semaines d'expérimentation, les données ont été collectées à l'aide d'enregistrement audio pour capter les instances de production modifiée des apprenants, ainsi que par des pré-tests et post-tests pour évaluer la précision de grammaire des apprenants avant et après l'intervention pédagogique axée sur le présent simple. Une tâche de production orale libre comportant huit questions a été utilisée pour créer un environnement interactif en classe. Les résultats indiquent que, les reformulations et les sollicitations par l'enseignant ont des effets différenciés sur la production modifiée des étudiants. En effet, le groupe ayant reçu des sollicitations a dépassé celui ayant reçu des reformulations, en termes de quantité de production modifiée. De plus, les résultats indiquent que les reformulations et les sollicitations par l'enseignant ont des effets différenciés sur l'acquisition du présent simple. Le groupe ayant reçu des sollicitations a obtenu de meilleurs résultats que le groupe ayant reçu des reformulations, en termes d'amélioration dans l'acquisition du présent simple. En conséquence, ces résultats suggèrent que la sollicitation est plus efficace pour engendrer la production modifiée et acquérir le présent simple comme une forme objet.

Mots clés: Reformulation, Sollicitation, L'acquisition de la Grammaire, Rétroaction Corrective.

List of Abbreviations

CF: Corrective Feedback

ES: Experimental Session

FFI: Form Focused Instruction

ESL: English as Second Language

SLA: Second Language Acquisition

ZPD: Zone of Proximal Development

List of Tables

<i>Table 1 Taxonomy of Oral Corrective Feedback Strategies (Sheen & Ellis, 2011)</i>	<i>12</i>
<i>Table 2 Pretest and Posttest Performance of the Recast Group and the Elicitation Group</i>	<i>70</i>

List of Figures

<i>Figure 1 Error Treatment Scheme in the Transcription and Analysis of the Audio Recorded Data.</i>	<i>47</i>
<i>Figure 2 Students' Modified output in Response to Teacher's Recast during the Third Recast Session</i>	<i>53</i>
<i>Figure 3 Students' Modified output in Response to Teacher's Elicitation during the Third Elicitation Session</i>	<i>55</i>
<i>Figure 4 Students' Modified output in Response to Teacher's Recast during the Fourth Recast Session</i>	<i>58</i>
<i>Figure 5 Students' Modified output in Response to Teacher's Elicitation during the Fourth Elicitation Session</i>	<i>60</i>
<i>Figure 6 Students' Modified output in Response to Teacher's Recast during the Third and Fourth Recast Sessions.....</i>	<i>62</i>
<i>Figure 7 Students' Modified output in Response to Teacher's Elicitation during the Third and Fourth Elicitation Sessions</i>	<i>63</i>
<i>Figure 8 Pre Test Performances of the Recast and the Elicitation Groups.....</i>	<i>66</i>
<i>Figure 9 Post Test Performances of the Recast and the Elicitation Groups</i>	<i>67</i>
<i>Figure 10 Pre Test and Post Test Performances of the Recast Group</i>	<i>68</i>
<i>Figure 11 Pre Test and Post Test Performances of the Elicitation Group</i>	<i>69</i>

GENERAL INTRODUCTION

English as a second language acquisition involves learning English after acquiring the first language and this requires developing skills to ensure a linguistic development. It is widely recognized that learners must be exposed to the target language for second language acquisition, with input containing any form of language accessible to learners, whether through listening, reading, or even gestures in signed languages (Mackey, 2012). Ellis (1994) in the same context argued that many researchers regarded comprehensible input to be an important driving force in second language acquisition. Moreover, Krashen (1992) determined that augmented comprehensible input evidently leads to increased language acquisition. In contrast, Mackey (2012) indicated that despite the fact that comprehensible input is regarded an effective factor in second language learning, research has shown that input alone is not enough. According to Long (1996) even though environmental support through comprehensible input is important for language learning, it is insufficient for learning some particular aspects of second language. For this point of view, Swain (1995) proposed the Comprehensible Output Hypothesis in response to Krashen's Input Hypothesis (1992). Supporting this, Mackey (2012) indicated that the output hypothesis proposes that, beyond receiving the input, learners ought to engage in language production and use (i.e., generate output) to improve their second language development.

Moreover, Liu (2022) explained that input and output are both significant, as input is necessary for producing output, and output is an important outcome of input. To gather these two complementary hypotheses, Long (1996) proposed the Interaction Hypothesis indicating that the negotiation for meaning, particularly interactions that prompt a native speaker or more proficient interlocutor to make refinements, fosters language acquisition by gathering input, the learners' cognitive capabilities, in specific selective attention, and output using effective methods. Hence, to explain the role of interaction in second language acquisition, Ellis (2008) indicated that interaction reinforces the learners' capacity to receive input presented as a model, specifically through initial exchanges such as statements, questions and also instructions that work as exemplars of particular language patterns. Besides, Ellis (2008) determined that it reinforces the learners' capacity to generate output and obtain feedback on their production attempts, specifically feedback that indicates and revises their errors, determined as CF. According to Tsui (2001) classroom interaction indicates the teacher-

student and peer communicative exchanges within instructional contexts. Therefore, classroom interaction plays a pivotal role in teaching and learning processes, with active participation being important for the efficacy of both these processes (Hidayat et al, 2022).

Accordingly, Touchie (1986) explained that similar to other forms of human learning, language learning includes producing the errors. For this, Schmidt (1990) indicated that errors stem from insufficient knowledge of the target language rules, forgetting them, or inattentiveness. In addition, Schmidt (2001) determined that there is clear evidence that attended learning is significantly more effective, and from practical objectives, attention is important for all the components of SLA. Hence, Schmidt (1990) suggested that noticing designates a personal experience; however, it can indicate the capacity to receive verbal support, contingent upon specific conditions. To emphasize the importance of correcting errors, Elvina (2023) explained that error correction helps teachers identify the most effective teaching strategies in the classroom and improve their students' communicative competencies. Hence, different scholars in the domain of SLA investigated students' errors and emphasized the efficacy of teachers' provision of corrective feedback in improving the acquisition of target language forms. According to Sari (2016), it is necessary to provide students with corrective feedback when making errors or mistakes. In addition, Lightbown and Spada (2013) explained that corrective feedback refers to the notifications provided to a learner highlighting inaccuracies in the use of the target language. Therefore, corrective feedback contains the verbal responses provided to the learner to highlight the presence of errors in the language production (Nassaji & Kartchava, 2017a). More particularly, Li (2021) indicated that oral CF involves the remarks made by an educator or a speaker regarding mistakes in the speech production of the second language learners. Furthermore, Lyster et al. (2013) determined that their research highlights the significant role of CF in the scaffolding process, emphasizing its necessity for teachers to effectively support individual learners and foster ongoing second language development.

As part of classroom instruction, teachers employ various types of oral CF to guide the students towards the production of modified output and acquisition of accurate grammar structures. According to Sari (2016) the teacher ought to correct each student's oral error. Subsequently, Lyster and Ranta (1997) identified six major types of oral CF which are: explicit correction, metalinguistic clues, repetition, elicitation, clarification requests and

recasts. Among these, this research emphasizes the employment of two significant types of CF, namely recasts and elicitation, to correct the errors, and which differ in their degree of explicitness and the way they engage learners in the correction during classroom interactions. Brown (2007) indicated that recasts refer to the type of CF that is implicit where the teacher modifies or enriches an incorrect or unfinished utterance in an indirect manner. Furthermore, Ellis (2009) determined that the corrector takes the content words from the previous erroneous utterance and modifies or rectifies the utterance in various ways, phonologically, syntactically, morphologically, or lexically. On the other hand, Brown (2007) indicated that that elicitation is regarded as a CF technique that invites the student to correct the mistakes. Moreover, Ellis (2009) determined that the corrector restates a portion of the student's utterance, deliberately excluding the incorrect part, and employs rising intonation in order to indicate that the student must provide the completion.

1. Statement of the Problem

Different researchers are unsure which CF type is amenable to modified output and which one is amenable to grammar acquisition. For instance, Lyster and Ranta (1997) indicated that recasts are the most employed type and the least amenable to uptake. Besides, Lyster and Ranta (1997) determined that elicitation is the most amenable to uptake as every learner utterance produced after elicitation results in uptake. On the other hand, Ammar and Spada (2006) determined that the efficacy of CF must be determined depending on students' proficiency levels. Therefore, Ammar and Spada (2006) indicated that there cannot be a response to generate regarding the effectiveness of CF types.

This indicates that after many informal conversations and after presenting the different oral CF types, the teacher of grammar who contributed in this research claimed that they employ a mixture of these oral CF types during classroom interactions unintentionally. However, they do not realize that these oral CF types are categorized. Specifically, they do not pay attentions which of these are more amenable to student's modified output and the acquisition of target language forms in SLA. Hence, given the complexity of teacher's oral CF types and the ongoing debate of many researchers regarding the most effective type that aims to correct the students' linguistic errors, this study was designed using two types of oral

CF, namely recast and elicitation, to maximize students' modified output and acquisition of a specific target language form which is the present simple tense.

2. Research Questions

This research targets to answer the research questions:

Q 01. Which type of teacher's oral corrective feedback (recast/ elicitation) is amenable to more production of modified output among the student participants?

Q 02. Which type of teacher's oral corrective feedback (recast/ elicitation) is more effective in improving the acquisition of present simple tense among the student participants?

3. Research Hypotheses

On the basis of the review of the related literature, this research aims to answer the research hypotheses:

H 01. There is a difference between recast and elicitation in leading to modified output among the first year students of English at the University of Béjaïa.

H 02. The teacher's elicitation would lead to higher amounts of modified output among the first year students of English at the University of Béjaïa.

H 03. There is a difference between recast and elicitation in leading to the acquisition of the present simple tense among the first year students of English at the University of Béjaïa.

H 04. The teacher's elicitation would lead to more acquisition of the present simple tense among the first year students of English at the University of Béjaïa.

4. Aim of the Study

The aim of the study is to explore the impact of teachers' recast and elicitation on students' production of modified output and acquisition of the present simple tense among first year students of English at the University of Béjaïa. Specifically, this study targets to indicate the amount of student' modified output in response to these CF types during oral classroom communications and practices and compare the efficacy of these two CF types on students' accuracy using the present simple tense.

Numerous investigators in the domains of SLA including Lyster and Izquierdo (2009), Nassaji (2009), Lyster and Ranta (1997) and Ellis (2009) argued that various types of oral CF are improved to have an impact on modified output and acquisition of target language forms. Therefore, this research aims to determine:

- a. The student's amount of modified output in response to the teacher's use of recast and elicitation during classroom interactions.
- b. The students' acquisition of the present simple tense during the instructional intervention.

5. Significance of the Study

CF is an important aspect in the majority of theoretical approaches in second language learning and language pedagogy (Ellis, 2009). Millán et al. (2024) indicated that CF is an important aspect of English language learning, as it plays a crucial role in error correction and improves the language skills, particularly pronunciation. According to Harvanek and Cesnik (2001) in the context of foreign language classrooms, both teachers and learners regard CF as important. Moreover, Harvanek and Cesnik (2001) determined that it is regarded as an essential aspect that draws learners' attention towards their errors.

Though the significant amount of research regarding the impact of teacher's oral CF types, namely recasts and elicitation, on students' modified output and acquisition of different target language forms, investigating similar studies within the Algerian context, specifically the students of English at the University of Béjaia, may result in different research outcomes. This provides an opportunity for the comparative analysis of CF studies in different

educational contexts. Moreover, though some studies have emphasized that elicitation outperformed recasts in leading to higher amounts of modified output and acquisition of accurate target language forms, other studies have shown that recasts can be equally important than elicitation, depending on various factors. Hence, these studies suggest that recasts and elicitation may vary depending on various factors such as the educational environment (Sheen, 2004), the proficiency levels (Ammar and Spada, 2006), the characteristics of the CF (Asari, 2012) and its explicitness (Nassaji, 2009).

Accordingly, this research emphasizes first year students of English at the University of Béjaia, Algeria, which is an educational context with its unique and precise features. This setting provides more opportunities for comparative analyses, as it permits to compare its research outcomes with equivalent studies conducted in different instructional environments and with different student participants. This research is important as it investigates the impact of teacher's recasts and elicitation on students' production of modified output and acquisition of the present simple tense. Moreover, it provides students the chances to notice their errors during classroom interactions and respond differently to the CF. When students correct their errors, they improve a growing awareness of grammar rules. Furthermore, the acquisition of the present simple tense is important as it helps to communicate and develop accurate grammar and reinforces the mastery of the target language which is necessary during classroom interactions.

Therefore, no research has been conducted on teachers oral CF types and students' modified output and acquisition of target language forms at Béjaia University. The only exception appears to be the study conducted by Ouali (2023) which investigated the teacher's recasts and prompts which include elicitation on the students' modified output.

6. Research Design

This study is a quasi-experimental research design without a control group, where the impact of two types of teacher's oral CF, namely recasts and elicitation, on students' modified output and acquisition of the present simple tense were investigated. This study is conducted with two groups of first year students of English at the University of Béjaia, Algeria. According to Lodico et al. (2010) the quasi-experimental research refers to the type of

experimental study where the researcher cannot control how participants are assigned to conditions but can randomly designate the entire groups across different treatments. Specifically, this research used a between-groups quasi-experimental research design without a control group. This means that two different CF types, namely recasts and elicitation, are experimented with and compared in terms of their effects on students' modified output and acquisition of the present simple tense, in both the recasts and the elicitation groups, respectively.

7. Structure of the Thesis

This research is structured into two main chapters: a theoretical chapter and a practical chapter, each comprising two sections. The first chapter presents the theoretical part and is devoted to the literature review. It contains two sections: the first section emphasizes teacher's oral CF, student's modified output, the types and categorization of CF, with an explanation of related issues in SLA. The second section deals with the principal theories and related studies to CF in SLA. The second chapter presents the practical part of the study and is divided into two sections. The first section provides the research design and methodology employed in this research, including the participants, the task, the instruments and the plan used for data collection. Moreover, the second section provides the analyses, the procedures, with the discussion of the main findings and the limitations encountered during the entire research process. To conclude, this research presents some necessary suggestions for further research and concludes the entire dissertation with a general conclusion.

8. Definitions of Main Terms

8.1 Modified output

Modified output which is also referred to as repair (Lyster & Ranta, 1997) is a term coined by Merrill Swain to indicate learner's revised utterances that are more accurate than the initial utterances (Swain, 1985; Swain, 2005). This research uses the term modified output to determine students' production of accurate output immediately coming after the teacher's oral CF, which in this study, is provided by recast or elicitation.

This research determines as modified output only the students' utterances that adhere to the previously mentioned criteria, and these are documented as modified output within this study database. This means that instances of modified output that are produced irrespective of the teacher's oral CF, namely recast and elicitation, are not regarded as modified output and are excluded from the analysis, as they cannot be stemmed from these CF types.

8.2 Unmodified output

Unmodified output is also referred to as needs repair (Lyster & Ranta, 1997). This term indicates the students' inaccurate utterances immediately coming after the teacher's oral CF, which in this study, is provided by recast or elicitation.

This research determines as unmodified output only the students' utterances that adhere to the previously mentioned criteria, and these are documented as unmodified output within this study database. This means that instances of unmodified output that are produced irrespective of the teacher's oral CF, namely recast and elicitation, are not regarded as unmodified output and are excluded from the analysis, as they cannot be stemmed from these CF types.

Chapter One:

Literature Review

Introduction

This chapter provides the important theoretical aspects related to CF in SLA. It examines the related issues and previous studies that offer significant understanding of CF within the educational contexts.

Section One: Corrective Feedback and Uptake in Second Language Acquisition

This section provides an overview of CF, with particular emphasis on the oral CF, characteristics, taxonomy, related views and preferences, effectiveness and adequate timing. Besides, it highlights the types of oral CF and explains uptake. Finally, it examines the characteristics, advantages and disadvantages of both recasts and elicitation.

1. Corrective Feedback

Sheen and Ellis (2011) indicated that CF is an important aspect in nearly the majority of theories in SLA. In addition, Li (2018) determined that CF has been a major focus in the theoretical, pedagogical and empirical domains of SLA with its significance indicated by the extensive body of research developed over the past two decades. CF refers to the comments that learners obtain regarding the language errors that they produce in spoken or written output in a second language (Sheen & Ellis, 2011). CF suggests that the term feedback, in the context of language acquisition, indicates the provision of input to learners that can be used to refine the interlanguage (Ellis, 2008). Besides, according to Song (2016) CF is provided to induce modified output throughout the ongoing interaction. Moreover, Song (2016) determined that CF has the potential to make learners emphasize on the form and boost their speaking performance. Therefore, CF received during negotiation or in other contexts may contribute to second language development, particularly in relation to vocabulary acquisition, morphology and syntax, and is necessary for the acquisition of some specific contrasts between first and second language (Long, 1996).

2. Teacher's Oral Corrective Feedback

Teacher's oral CF has been defined by many researchers specialized in the domain of SLA. According to Wei and Cook (2009) feedback is the teacher's response to the student's answer, aimed at evaluating the response and, if necessary, correcting any inaccuracies, shortcomings, or other aspects deemed improper. Oral CF is primarily found in educational settings. Regarding this, De Florio-Hansen (2023) suggested that proper training is required for teachers and students in order to ensure that feedback procedures are comprehended and implemented correctly in instructional environments, as feedback can have various interpretations in different educational contexts. According to London (2015) feedback provides insights of progress toward a goal and suggests the modifications required to achieve it. In other words, Li (2021) indicated that oral CF involves remarks provided by a teacher or interlocutor to correct errors in the speech of second language learners. Moreover, Li (2018) determined that CF refers the responses provided in response to learner errors in production and comprehension of second language.

3. Characteristics of Teacher's Oral Corrective Feedback

This part explains the characteristics of teacher's oral corrective feedback in SLA.

1. Oral CF can be produced through both online and offline approaches: in the former feedback is delivered immediately after the learner produces an erroneous utterance to make him/her aware about the errors, whereas in the later, feedback is postponed until the interactive exchange has ended (Sheen & Ellis, 2011).
2. Oral CF can either be input-providing by offering the correct form to the learner or output-prompting by inviting the learner to correct (Sheen & Ellis, 2011).
3. Oral CF can either be implicit, such as the teacher asking for clarification in response to the learner's error, or explicit, such as the teacher directly correcting the learner and/or providing metalinguistic explanation regarding the error (Sheen & Ellis, 2011).
4. Oral CF can include two aspects: real-time efforts to notify learners about their erroneous utterances by providing feedback forthwith after making an error, as well as delayed efforts by providing feedback after the communicative activity has completed (Sheen & Ellis, 2011).

4. Taxonomy of Oral Corrective Feedback Strategies

Based on the previous categorization and on the knowledge gained from research on CF, Sheen and Ellis (2011) developed taxonomy of CF strategies which are different in terms of being implicit or explicit, and whether they are input providing or output prompting. This taxonomy determines the varied nature of CF and acknowledges its different functions.

Table1 Taxonomy of Oral Corrective Feedback Strategies (Sheen & Ellis, 2011)

	Implicit	Explicit
Input-providing	Recasts	Explicit correction
Output-prompting	Repetition Clarification request	Metalinguistic explanation Elicitation Paralinguistic signal

5. Views and Preferences about Corrective Feedback

In spite of the efficacy of oral CF, researchers in the domain of SLA provided different views about the use of CF. Ellis (2008) indicated that generally speaking, the majority of classroom learners prefer to receive CF. However, Krashen (1982) determined that error correction does not contribute to language acquisition. Besides, Truscott (1999) argued that oral correction contains significant challenges for both teachers and students, as it is inefficient to support its ongoing use in educational environments. Moreover, Krashen (1982) suggested that the input hypothesis determines that language acquisition happens when students comprehend input for the meaning it contains, rather than when they produce output and emphasize the formal linguistic aspects.

Besides, according to Kartchava (2019) behaviorists indicate that language learning is a result of imitating the provided models, with an emphasis on avoiding errors for effective acquisition, whereas in case the errors are made, the effective way is correcting them immediately and clearly, identifying and remediating the issue and offering accurate models of the target language. Therefore, this view determines that recasts and explicit correction are the favored types for correcting erroneous utterances; as recasts present the target form as a model, while explicit correction indicates the error, provides the grammar explanation, and guarantees enough repetition of the correction (Kartchava, 2019). Kartchava (2019) suggested that the innatists, otherwise, argue that comprehensible input alone is sufficient and that there is no necessity for grammar teaching or CF which do not reinforce acquisition but inhibit it by increasing the affective filter, minimizing initiative, and interfering communication.

Kartchava (2019) indicated that though comprehensible input is regarded sufficient for SLA; interactionists emphasize the importance of corrective feedback to direct learners' attention to language properties. For this view, Kartchava (2019) determined that while the psycho-cognitive theories do not particularly designate which types of CF improve more language learning, they acknowledge the efficacy of recasts and prompts at different degrees of the language learning.

Though the variety of oral CF types, teachers' preferences remain ambiguous. Yoshida (2008) for instance argued in her study that teachers preferred recasts, emphasizing students' cognitive styles and the restricted instructional time. Moreover, Yoshida (2008) suggested that teachers employed alternative types of CF such as elicitation and metalinguistic comments when the learners who produce errors had the capacity to independently identify and correct the errors.

6. Contributing Factors to the Efficacy of Oral Corrective Feedback

There are various debates regarding the efficacy of CF types in SLA. Lasagabaster and Sierra (2005) indicated that offering correction is insufficient to ensure that it leads to student's modified output. For instance, in their study investigating whether negotiated help provided within the learner's zone of proximal development is more effective than help provided randomly and irrespective of the learner's ZPD, Nassaji and Swain (2000) found that learning primarily occurs within the learner's ZPD. Thus, the researchers determined that the efficacy of CF depends on the manner of interaction and guidance provided by the expert (i.e. teacher) to the novice (i.e. student) (Nassaji & Swain, 2000).

Besides, the amount of time and the explicitness are regarded the necessary factors that impact the efficacy of CF. For instance, Nassaji and Swain (2000) indicated that some non ZPD students gained from the teacher's support, and notably more direct explicit prompts tended to be effective compared to less direct implicit ones. Hence, the efficacy of CF is based on the degree of explicitness with which it communicates the learner's error (Nassaji & Swain, 2000). Moreover, supporting this outcome, Lasagabaster and Sierra (2005) investigating the teachers' and students' perceptions regarding CF, found that effective corrections occurred when more time is devoted to CF to provide longer explanations.

Another factor that is important to indicate the efficacy of CF is the educational environment. Lyster and Mori (2006) investigating CF and instructional counterbalance, argued that recasts are effective in classroom context where the communicative orientation provides chances for production based on accuracy. However, Lyster and Mori (2006) suggested that prompts are effective in classroom contexts where the communicative orientation does not provide chances for production based on accuracy.

Finally, another factor that determines the efficacy of CF is the students' proficiency levels. Ammar and Spada (2006) investigated the significance of recasts and prompts on students' proficiency levels. Therefore, the researchers found that prompts are more effective than recasts, and that the efficacy of recasts depends on students' proficiency levels. This means that high proficiency learners benefited from both recasts and prompts, however, learners with inferior proficiency levels benefited more from prompts than recasts.

7. Timing of Corrective Feedback

Topics such as the timing of CF have received little attention but they are of extreme theoretical and pedagogical importance in SLA. For example, Li et al. (2016) investigated the efficacy of immediate and delayed CF containing corrective recasts on learners' acquisition of English past passive. Thus, the researchers suggested that the immediate feedback was superior compared to the delayed feedback due to the learners using the feedback continuously in the production of new past passive sentences. This indicates that the difference was evident in terms of the explicit knowledge, not the implicit knowledge.

Moreover, Arroyo and Yilmaz (2018) investigated the timing of CF in the acquisition of Spanish noun adjective gender agreement. The researchers indicated that immediate feedback is more effective than delayed feedback. This means that the efficacy of immediate feedback refers to the short interval between errors and feedback; indicating that the short interval makes a direct comparison between the correct and wrong forms. However, the delayed feedback which is provided after the task makes the learners forget the errors.

8. Positive Evidence & Negative Evidence

Positive evidence and negative evidence are important terms in SLA. Positive evidence contains examples of correct or acceptable utterances in the second language, which appeared spontaneously during communication (Ellis & Sheen, 2006). Besides, according to Carroll (2001) positive evidence is a term that refers to concrete examples of second language. Occasionally, it is used to indicate the analysis of linguistic stimuli in the same context of the term input, similar to the term the primary linguistic data. Negative evidence, on the other hand, provides information about inaccurate or intolerable utterances, which can be provided by feedback and explicit grammar instruction (Ellis & Sheen, 2006). Ellis (2008) explained that the term CF is more commonly preferred over negative feedback. Therefore, Lyster et al. (2013) indicated that regarding the types of CF, explicit correction offers negative and also positive evidence, prompts offer simply negative evidence, however, recasts convey both positive and negative evidence, provided that the learner interprets the feedback as a sign of errors. This difference between positive evidence and negative evidence has led researchers to investigate which type is effective for SLA.

9. Negotiation of Form VS Negotiation of Meaning

Negotiation in second language interaction differs in the use of different CF types. Ellis (2008) indicated that negotiation exchanges are conducted by the use of a range of strategies. Long (1996) determined that negotiation of meaning refers to the interactive process by which language learners and proficient speakers engage in communicative exchanges by providing and interpreting cues of shared understanding, hence triggering refinements in form, structure, content or the three, until an adequate degree of comprehension is reached. Besides, Long (1996) indicated that the semantic clarity resulting from interactional adjustments during negotiation of meaning is necessary, as it contributes not only to make input comprehensible but also to make intricate input comprehensible. Moreover, Long (1996) indicated that comprehensibility and also complexity are important to improve SLA. Furthermore, Ellis (2008) determined that clarification requests, confirmation checks and also recasts play a significant role in negotiating meaning as they prompt varied learner answers and provide various learning chances. In contrast, Ellis (2008) argued that the entire set of strategies can contribute to negotiating form. There are various debates among researchers regarding negotiation of form in SLA. Lyster (1998c) suggested that negotiation of meaning may not be an efficient instructional technique in reinforcing the target language correctness, though it is potentially conducive technique for subject transmission. Lyster and Ranta (1997) in their study of CF and learner uptake in four immersion classrooms concluded that communicative classrooms exhibit significant ambiguity, because students are required to determine whether teacher's intentions emphasize form or meaning. Therefore, Ellis (2008) indicated that various instances face difficulties in differentiating between negotiation of meaning and negotiation of form.

10. Oral Corrective Feedback Types

According to their research of teacher student interactions in French immersion classrooms, Lyster and Ranta (1997) identified six main types of oral CF: explicit correction, recasts, elicitation, repetition, metalinguistic feedback, and clarification requests. Eventually, Lyster and Mori (2006) categorized the CF types into recasts, explicit correction and prompts. Particularly, Lyster and Mori (2006) indicated that these four types including elicitation, repetition, metalinguistic feedback, and clarification requests were referred to by Lyster and

Ranta (1997) as negotiation of form, by Lyster (2002) as form focused negotiation, and eventually by Lyster (2004a) as prompts.

Negotiation strategies differ in being implicit or explicit (Ellis, 2008). Mackey (2007) indicated that during interactions, implicit feedback can be manifested in the forms of clarification requests, confirmation checks, repetitions and recasts. Besides, Mackey (2007) by contrast determined that, feedback may also function as explicit corrections and metalinguistic clues. Similarly, Ellis (2008) indicated that implicit strategies, including clarification requests and confirmation checks, work as covert forms of correction as they do not explicitly indicate that the learner's form is adjusted. On the other hand, Ellis (2008) determined that explicit strategies, including metalinguistic feedback and explicit correction, explicitly indicate to learners that their errors are revised. Thus, Ellis and Sheen (2006) suggested that explicit feedback is more effective compared to implicit feedback as it improves the linguistic knowledge not the true competence.

10.1 Recasts

According to Lyster and Ranta (1997) recasts are typically implicit, as they are not preceded by explicit cues. In contrast, Lyster and Ranta (1997) indicated that some recasts are more prominent than others, with some focusing on a single word, while others integrate rule and word changes within a continuous conversation. Lightbown and Spada (2013) determined that recasts indicate that the teacher reiterates the student's erroneous statement by adjusting it into a correct expression or utterance, explaining that the term recast functions as a noun, referring to corrected or adjusted version of the learner's original utterance provided by the interlocutor.

Mackey (2007) indicated that recasts are commonly referred to as revised forms of students' erroneous utterances that correspond to the target language and that preserve the original meaning. This means that recasts function as interactional techniques that provide learners with correct versions of their previous utterances that more correspond to the target language norms (Mackey, 2007). Mackey (2007) determined that a recast does not require the verbatim repetition of a student's complete response. Rather, it may be a partial reformulation

of a specific linguistic issue or may contain extra adjustments beyond the original communicative meaning (Mackey, 2007).

Example:

L: I went there two times.

T: You've been. You've been there twice as a group?

(Ellis, 2009, p.9)

10.2 Prompts

10.2.1 Metalinguistic Clues

According to Lyster and Ranta (1997) metalinguistic feedback involves comments, information, or questions about the accuracy of students' utterances, not directly offering the correct form. Particularly, Lyster and Ranta (1997) argued that metalinguistic comments indicate the presence of an error in the student's utterance. Besides, metalinguistic information provides grammar metalanguage that determines the nature of the error or, in case of lexical errors; it offers a definition of the word involved (Lyster & Ranta, 1997). Moreover, metalinguistic questions indicate the nature of the error while seeking to prompt the student to provide the correct information (Lyster & Ranta, 1997).

Thus, Brown (2007) suggested that metalinguistic clue determines that the teacher provides answers that contain remarks, hints, or questions pertaining to the linguistic form of their output or utterance. Therefore, metalinguistic clue refers to a short comment designed to prompt the learner to correct the errors (Sheen & Ellis, 2011).

Example:

Student: John buy some fruits.

Teacher: no not buy.

(Basiron et al. 2008)

10.2.2 Repetition

Repetition refers to reiterating the learner's incorrect utterance by using no intonation to emphasize the error (Sheen & Ellis, 2011). According to Lyster and Ranta (1997) repetition involves the teacher repeating the student's incorrect utterance independently and typically, teachers modify their intonation to indicate the error. Besides, Brown (2007) indicated that repetition in error treatment refers to the teacher's repeated correction of the incorrect portion of student's utterance, prompting the student to produce the correct form in response to the teacher's feedback, and sometimes integrating it in more extended expressions. Furthermore, Ellis (2009) determined that the corrector restates the learner's utterance and determines the error by the use of emphatic emphasis.

Example:

L: I will showed you.

T: I will SHOWED you.

L: I'll show you.

(Ellis, 2009, p.9)

10.2.3 Elicitation

Lyster and Ranta (1997) indicated that elicitation contains minimally three strategies that instructors employ to prompt the student for the correct form. Lyster and Ranta (1997) determined that elicitation can be used in various ways to correct the erroneous utterances including elicitation by pausing, elicitation by question and elicitation by request to reformulate the incorrect utterances. According to Siham (2020), elicitation involves techniques such as employing pauses to prompt students to complete their utterances, asking questions that prompt the use of accurate forms, and reformulating utterances by students to the correct language usage. Therefore, elicitation refers to the effort made to help the learner produce the accurate structure by verbal interaction, such as the use of prompting question (Sheen & Ellis, 2011).

Example:

L: I'll come if it will not rain.

T: I'll come if it.....?

(Ellis, 2009, p.9)

10.2.4 Clarification Requests

Brown (2007) indicated that clarification request is a request for a student to reformulate or repeat something that is obscure for the teacher. Besides, Ellis (2009) determined that the corrector conveys that the learner's statement was not understood. Thus, clarification requests refer to the speaker indicating incapacity to comprehend a problematic utterance (Sheen & Ellis, 2011).

Example:

L: What do you spend with your wife?

T: What?

(Ellis, 2009, p.9)

10.3 Explicit Correction

Lyster and Ranta (1997) indicated that explicit correction is a direct presentation of an accurate form, where the teacher explicitly indicates that the student's previous response was erroneous. Moreover, according to Brown (2007) explicit correction refers to the teacher's notification to a student about an incorrect form, along with the correct version being provided.

Example:

L: On May.

T: Not on May, In May.

We say, "It will start in May."

(Ellis, 2009, p.9)

11.Uptake

One important aspect used to evaluate the efficacy of CF is uptake. Lyster and Ranta (1997) explained that uptake is the student's response and reaction that are provided in response to the teacher's feedback and attempt to highlight an aspect of the student's original utterance, and this means that the student understands the general aim of feedback though the teacher's specific linguistic focus is possibly not evident.

Besides, Lyster and Ranta (1997) categorized uptake into two broad types: uptake that leads to repair of the error highlighted by the feedback, and uptake that produces an utterance that still requires correction, referred to as needs repair. Moreover, Lightbown and Spada (2013) indicated that this term is occasionally used in a broader context to mean what a learner observes and/or stores in second language input or instruction. Similarly and in the same context, Ellis and Sheen (2006) determined that repair signifies learner's noticing.

Lyster and Ranta (1997) suggested that repair contains four main types of utterances including:

1. **Repetition** indicates that the student reiterates the teacher's feedback that contains the accurate utterance.
2. **Incorporation** determines that the student repeats the correct form produced by the teacher and develops it into an elaborated utterance.
3. **Self-repair** indicates that the student, who produced the error, corrects in response to the teacher's feedback when the later has not provided the accurate utterance.
4. **Peer-repair** determines that a student, different from the one who made the original error, rectifies the errors after the teacher's feedback.

Besides, Lyster and Ranta (1997) suggested that needs repair contains six types of utterances including:

1. **Acknowledgment** indicates that the student responds to the teacher's feedback with a direct confirmation.
2. **Same error** determines that the student reiterates the original error.

3. **Different error** indicates that the student's uptake in response to the teacher's feedback neither refines nor reiterates the original error but results in a new error.
4. **Off target** determines that the student's uptake responds to the teacher's feedback, but avoids the intended linguistic focus, and does not introduce new errors.
5. **Hesitation** means that the student hesitates to answer the teacher's feedback.
6. **Partial repair** suggests that the uptake contains rectifying some of the original error.

12.Characteristics, Advantages and Disadvantages of Recasts and Elicitation

This part explains the characteristics, the advantages and the disadvantages of recasts and elicitation in SLA.

12.1 Characteristics of Recasts

1. Recasts have different forms. Recasts are varied strategies as they manifest in various forms (Ellis, 2008). Based on Sheen's scheme that contains the characteristics of recasts, Ellis (2008) indicated that a multiple move recast is categorized into corrective recast, repeated recast, or combination recast. However, Ellis (2008) determined that a single move recast is interpreted based on seven aspects which are: mode, scope, reduction, length, modification number, type of change, and linguistic focus.
2. Recasts are regarded implicit. The most accepted perspective on recasts highlights that recasts work as an implicit type of negative feedback (Ellis, 2008).
3. Recasts contain modifications of the erroneous part. Astia (2018) indicated that recasts refer to the teacher's modification of a student's entire utterance, omitting the error and retaining the correct components. Besides, Braid (2002) determined that a response was referred to as a recast if it included the main words from the previous incorrect utterance spoken by the non native speakers and made some kind of refinement and correction, such as in pronunciation, grammar, word form, or vocabulary.
4. Recasts preserve the meaning. According to Nabei and Swain (2002) a recast refers to the modification of an incorrect prior utterance into a target like version, by maintaining the original meaning.

12.2 Advantages of Recasts

1. Recasts improve the understanding of communication to convey the content. Mackey (2007) indicated that recasts refer to the type of CF that has become a productive area of research in the ongoing efforts to improve the comprehension of interactional processes in SLA. Moreover, Lyster and Mori (2006) determined that recasts are regarded effective in supporting to convey complex instructional content, as they offer supportive guidance that boosts lessons to progress, in particular when the grammar patterns are higher than the students' proficiency levels.
2. Recasts are regarded contingent. Mackey (2007) indicated that a recast is semantically contingent on the students' response and is typically provided in temporal juxtaposition to it.
3. Recasts provide both positive and negative evidence. Leeman (2003) determined that recasts offer both positive and negative evidence and also improve the prominence of the target language forms that could boost their efficacy.
4. Recasts shape learners' attention to notice the gaps. Ammar and Spada (2006) indicated that recasts are significant as learners' attention is restricted, prioritized, and partially based on voluntary control. Besides, Ammar and Spada (2006) determined that recasts orient learners to notice the difference between the erroneous output and the accurate utterance.

12.3 Disadvantages of Recasts

1. Recasts are regarded ambiguous. Lyster and Ranta (1997) explained that in the recasts' context, classroom learners, irrespective of being provided the opportunity to repeat, exhibit minimized degrees of active engagement, as there is limited evidence that they can detect the difference between their erroneous utterances and the teacher's corrections.
2. Recasts result in the repetition of utterances. Lyster (1998c) indicated that recasts and non corrective repetitions were used to confirm or obtain further information pertaining to the intended utterances of students. Thus, Gass (2003) determined that modified output in response to recasts might indicate rote repetition of utterances.
3. Inferior rates of uptake. In their study of CF and learner uptake in French immersion classrooms, Lyster and Ranta (1997) found that though recasts are the most used type of CF in the classroom, they are regarded the least amenable to students' repair.
4. Knowing that recasts contain both positive and negative evidence provided in one move, it is not necessary that students provide responses. Therefore, Lyster and Ranta (2013) suggested

that recasts impose limited participatory demands on learners, and thus, result in inferior production of students' repair.

12.4 Characteristics of Elicitation

1. Elicitation is regarded explicit. Sheen and Ellis (2011) indicated that elicitation is regarded as an explicit type of oral CF.
2. Elicitation is output prompting. Sheen and Ellis (2011) determined that elicitation is regarded as an output prompting type of oral CF.
3. Elicitation is characterized by error exclusion and rising intonation. Ellis (2009) in other words explained that the corrector repeats some of the student's utterance, deliberately excludes the incorrect aspect, and employs rising intonation to indicate that the student ought to provide the completion.
4. Elicitation makes students correct their erroneous utterances. According to Soe (2022) in this feedback type, teachers prompt students to correct errors by repeating the erroneous phrase and making an interval at the point of the error and students are anticipated to complete the gap with the appropriate correct form.

12.5 Advantages of Elicitation

1. Elicitation helps the students to notice the gaps. Nassaji (2007) indicated that elicitation may give learners the chances to notice gaps in their linguistic knowledge.
2. Elicitation leads to students' repair. According to their study of CF and learner uptake in French immersion classrooms, Lyster and Ranta (1997) determined that elicitation is the most effective type of CF that is amenable to uptake and students' repair.
3. Elicitation leads to correction. Thus, Panova and Lyster (2002) indicated that elicitation is a type of CF that aims to make the learners generate the correct linguistic utterances.
4. Elicitation gives opportunities for pushed output. Nassaji (2009) determined that elicitation offers learners the opportunities to engage in pushed output, a mechanism whose significance has been highlighted by various researchers.

12.6 Disadvantages of Elicitation

1. Though prompts are explicit, they do not identify the errors, and thus they are time consuming during the classroom instruction. Ellis (2009) indicated that this approach is regarded time consuming, thus it is better to provide explicit correction that is more efficient.
2. Prompts provide the prior and existing content. Ellis and Sheen (2006) determined that prompts do not provide novel linguistic knowledge to learners, but trigger and apply the language structures that have been previously and partly acquired.

To conclude, this section provides comprehensive aspects related to oral CF and students' modified output to improve the SLA. More particularly, it offers significant explanations of the related issues in SLA that are important to properly comprehend the main topic of this research.

Section Two: Hypotheses and Studies Related to Corrective Feedback in Second Language Acquisition

This section explains the major hypotheses related to CF in SLA, and provides theoretical evidence into how CF improves acquisition. Moreover, it includes a review of previous studies that examine recasts and elicitation, and determines which CF is more amenable to modified output and grammar acquisition.

1. Hypotheses Related to Corrective Feedback in Second Language Acquisition

1.1 Universal Grammar Hypothesis

This idea started with Noam Chomsky (1957) who indicated that universal grammar theorizes that human beings are endowed with a Language Acquisition Device (LAD), an innate mechanism that improves language acquisition. Chomsky (2007) determined that the theory which suggests an innate biological basis for language acquisition is typically termed as universal grammar (UG). This means that UG refers to the instinctive theorized grammar knowledge that comprises a range of standards universally shared across all languages, and is closely linked to Chomsky's theory of language acquisition (Lightbown & Spada, 2013).

Particularly, the LAD is mandated to be exposed to correct linguistic forms, referred to as positive evidence. Thus, it is argued that the learning process does not require negative evidence such as CF, but based primarily on positive evidence such as the positive exemplars.

From this perspective which suggests that positive evidence is significant in the process of acquisition and learning languages, recasts are important as they offer correct reformulations of inaccurate utterances, and thus contain positive evidence (Long, 1996). Therefore, Long (1996) suggested that recasts are effective as they provide positive evidence, and compared to modals, recasts are comprehended by learners as they keep the original meaning of an utterance.

1.2 The Noticing Hypothesis

Ellis (2008) indicated that Schmidt's noticing hypothesis has been widely referenced by theorists including Long and Swain. Lightbown and Spada (2013) determined that the noticing hypothesis is proposed by Richard Schmidt suggesting that language learners acquire the specific features of language input that they have consciously noticed or comprehended. Nižegorodcew (2007) argued that the noticing hypothesis means that input is more noticed when it is sufficiently prominent and occurs with adequate frequency, and in the context of second language instruction, educators can boost these conditions by improving the significance of input to make it more noticeable to learners, and providing more frequent exposure to such input. Besides, Truscott (1998) suggested that this refers to how input becomes intake, which refers to some input that is employed for language acquisition. Moreover, the noticing hypothesis suggests that SLA is improved as learners deliberately emphasize specific linguistic patterns in the input they receive (Sheen & Ellis, 2011). For this, Schmidt in his works (1990, 1994, and 2001) explained that paying attention to input is regarded as an aware process.

Accordingly, Pawlak (2014) indicated that CF is an important aspect of instructional practice, as it is the major instrument that stimulates and regulates noticing microprocesses, selective attention and also cognitive comparison. Therefore, Shirazi and Sadighi (2012) determined that from this aspect CF reinforces the noticing process.

1.3 The Output Hypothesis

During the 1980s, the term output was used to refer to the linguistic outcomes or products generated by the language acquisition device (Swain, 2005). The output hypothesis means that language production, by speaking or writing and under some conditions, plays a role in second language learning (Swain, 2005). Besides, Ellis (2008) argued that the comprehensible output hypothesis indicates that the output refers to the language communicated by the learner and which can be comprehensible or incomprehensible. Moreover, Sheen and Ellis (2011) indicated that the output hypothesis determines that learners boost their knowledge by their own output demanding them to, as Swain (1995) suggested, expand their interlanguage to achieve communication objectives. Therefore, Ellis (2008) determined that Swain's comprehensible output hypothesis highlights the significance of consciousness by emphasizing two aspects: the learners noticing gaps in their interlanguage and improving their metalinguistic awareness.

Accordingly, the generation of comprehensible output improves the language acquisition, as learners continue to adjust and restructure the utterances they produce in response to the teacher's oral CF. This makes their utterances more precise and more conformed to the target language norms.

1.4 The Interaction Hypothesis

The foundation of Long's interaction hypothesis (IH) is somewhat impacted by Hatch's research on discourse analysis and SLA, as well as by Krashen's input hypothesis (Ellis, 2008). Long (1996) indicated that the negotiation for meaning, particularly interactions that prompt a native speaker or more proficient interlocutor to make adjustments, improves language acquisition by gathering input, the learners' internal capacities, particularly the selective attention, and output in productive ways. This means that the Interaction Hypothesis suggests that the negotiation of meaning, which happens in response to interaction issues, leads to communication adjustments that provide learners the input required for SLA (Sheen & Ellis, 2011). In other words, the interaction hypothesis emphasizes the purpose of interaction in SLA by two important claims: first it asserts that comprehensible input is a significant requirement for SLA and second, it indicates that refinements make the structure

of conversations during the negotiation of communication difficulties play an important role in making input understandable for second language learners (Ellis, 1991). Ellis (2008) determined that Long's interaction hypothesis, particularly the revised form, suggests that learners ought to consciously focus on form to gain outcomes from negotiated communication.

Given the significance of input, the learners' internal capacities, selective attention and output, Long (1996) indicated that learners receive CF that plays an important role in negotiation of meaning. Thus, Long (1996) determined that semantically contingent speech such as recasts that are provided after the learner utterances, make learners notice the difference between their incorrect utterances and their correct forms once made by recasts.

1.5 The Sociocultural Theory

The Sociocultural theory (SCT) regards learning, including language acquisition, as fundamentally communicative, and emphasizes that acquisition happens within the context of interaction than as an outcome of it (Ellis, 2009). Thus, from this viewpoint, SLA cannot be regarded as an entirely autonomous process, as is the case in cognitive and interactionist approaches to SLA, but as a cooperative process that gathers the person and others (Ellis, 2009).

An important aspect in Sociocultural Theory that provides an explanation for CF is the zone of proximal development (ZPD) (Ellis, 2009). For this, Vygotsky (1980) indicated that the ZPD is the gap between the current developmental level that is evaluated by independent problem solving, and the potential developmental level that is proved by problem solving with adult guidance or in cooperation with more competent peers. Besides, Lightbown and Spada (2013) determined that the ZPD refers to the metaphorical space that makes a learner achieve an increased rate of performance by the support provided by communication with an interlocutor, and as proposed by Vygotsky's theory, learning happens by and during the communication process in the learner's ZPD. Moreover, Consolo (2006) argued that language learning is a socio interactive process, stemmed from the idea that cognitive development happens during interactive methods within the ZPD that arises from the interaction of two respondents, with one typically having more linguistic competence than the other. For this,

the objective of interaction, comprising the CF, is to help the learner progress from other regulation within the ZPD to self regulation, enabling the learner to correctly and independently employ a linguistic feature (Sheen & Ellis, 2011). Thus, Lyster and Mori (2006) suggested that recasts are effective in reinforcing the instruction of intricate content, as they provide scaffolded assistance that helps in advancing lessons in case the target forms are more advanced compared to the students' proficiency levels.

1.6 The Counterbalance Hypothesis

Lyster and Mori (2006) proposed the Counterbalance Hypothesis and targeted to clarify the outcomes of their comparative study of feedback patterns observed in French Immersion and Japanese Immersion classrooms. Lyster and Mori (2006) explained that the counterbalance hypothesis emphasizes the importance of attention in SLA, and indicates that interlanguage development is improved when learners participate in instructional tasks or receive CF that necessitate a redirection of their attention. Besides, Lyster and Mori (2006) indicated that the cognitive effort required to redirect attention from linguistic form to communicative meaning in form focused settings, and from communicative meaning to linguistic form in meaning focused settings, improves the association between long term memory adjustments and the practical language employment. Thus, Lyster and Mori (2006) determined that interactional feedback which directs learners' attention in a manner contrary to the orientation of their instructional environments is important to adjust their interlanguage.

Accordingly, Pawlak (2014) argued that the counterbalance hypothesis determines that the efficacy of CF can depend on the instructional contexts and that CF, which prompts responses such as uptake and repair in certain contexts, cannot reach this outcome in other contexts. This means that if the teacher's oral CF types correspond with the instructional orientations of second language classrooms (recasts which focus on meaning and elicitation which focuses on form), the efficacy of CF types and learners' attention are reduced and eroded.

1.7 Skill Acquisition Theory

Skill Acquisition/ Learning Theory indicates that second language learning is similar to skill learning, as both have equal learning processes. According to this perspective, language learning parallels the development of other types of skills, and is regarded as a development from declarative knowledge that contains deliberate processing to procedural knowledge that is spontaneous (Ellis, 2008). Particularly, Lyster (2004) indicated that in the language context, declarative knowledge pertains to understanding the linguistic system, including vocabulary meanings and grammar rules; however, procedural knowledge determines the capacity to implement internal processes, involving language understanding and generation. This means that skill acquisition is based on shifting declarative knowledge into procedural knowledge by practice (Lyster, 2004). To support this idea, Ellis (2008) determined that skill acquisition theorists argue that second language learners develop proceduralization by repeated practice in the use of second language.

Skill acquisition theory is connected to CF as it highlights that CF is significant in the progress of students' declarative knowledge into procedural knowledge by practice. Thus, Lyster (2004) suggested that prompts that trigger repair improve control over forms that have already been internalized and therefore improve the shift from declarative knowledge to procedural knowledge.

2. Studies Related to Recasts and Elicitation

Lyster and Ranta (1997) conducted a study using an observational scheme that contains different types of teacher's CF and learner's uptake. This study aims to indicate how the error correction improves learners' engagement in negotiation of form. The researchers gathered data from four primary level immersion classrooms, and used classroom observation and audio recording transcripts of classroom interactions to be analyzed quantitatively employing model based analysis. The findings determine that recast is the most used type in the classrooms. Besides, the outcomes determine that elicitation leads to uptake compared to recasts. Thus, the type of CF has an impact on repair, and that recasts and explicit correction do not lead to repair but the other four types of CF do.

Lyster (2004) investigated the impact of recast, elicitation and zero feedback with FFI on immersion students' capacity to accurately assign gender in French. This research aims to find which type of CF is more effective in FFI. The researchers gathered data from 4 teachers and 179 students using the pretest, posttest and immediate posttest. Moreover, the researchers used the oral and written tasks. The findings indicate that both the recast and prompt groups outperformed the control group, and that the prompt group outperformed the recast group and the control group. Therefore, the findings determine that prompts were more effective compared to recasts in the gender acquisition.

Ammar and Spada (2006) conducted a study regarding the impacts of prompts and recasts on the acquisition of the possessive determiners his and her. This study aims to find which CF type leads to linguistic development among the student respondents. The researchers gathered data from 64 students of grades 6 classes in the Montreal area. The researchers obtained data by classroom observations, using different tasks and tests by different instructional interventions. The findings suggest that the prompt group and the recast group outperformed the control group, and that the prompt group outperformed the recast group. Thus, the significance of CF types depends on the learners' proficiency levels.

Ellis and Sheen (2006) investigated the significance of recasts in the language acquisition from a theoretical perspective. This research aims to determine the difficulties in investigating recasts. The outcomes suggest that recasts are not homogeneous; they are functionally different, implicit and differ in positive and negative evidence according to learners' orientation in communication. Besides, recasts are extensive and different in the corrective force, and learners respond according to communicative and learner oriented factors. Moreover, variables such as learner factors, linguistic target of recasts and characteristics of recasts impact the fact that recasts lead to repair and improve acquisition. Therefore, the efficacy of recasts is restricted for the acquisition.

Carpenter et al. (2006) examined the learners' interpretations of recasts during second language learning. The study aims to indicate whether the learners regard recasts as recasts or repetitions to make the difference. The researchers gathered data from two groups containing 26 and 34 students. Besides, the researchers used the videotape as an instrument to collect data to be analyzed quantitatively. The outcomes determine that the differences between the

groups are significant in terms of correct identification of recasts indicating that the utterance response group correctly identified recasts at a higher rate than the response only group due to hearing the original utterances from (utterance response group). Besides, the number of recasts identified as repetitions by each of the groups suggest no significant differences between the groups, but though recasts are more identified as repetitions than recasts by both groups, both groups are equally to identify them in this manner.

Ammar (2008) investigated prompts, recasts and zero CF on second language morphosyntax. This study aims to indicate the effects of prompts versus recasts and zero CF on possessive determiners his and her. The researchers gathered data from three teachers in three different primary schools in Montreal area and a number of 64 students from intact classes. This study used pre test, immediate post test and delayed post test design, focusing on a computerized fill in the blank test and an oral picture description task as data collection instruments. The outcomes determined that the prompts and recasts are effective than zero feedback and that the prompts outperformed the recasts and reinforce students' acquisition of possessive determiners in a faster manner. Therefore, the researchers suggested that the efficiency of CF types depends on students' language proficiency.

Nassaji (2009) investigated the effects of recast and elicitation, in dyadic interaction focusing on rates of explicitness. 42 adult English as second language from English as second language program in a university of Canada, and 2 native speakers English language teachers participated in this study. The researcher used the learner specific pre interaction scenario descriptions and immediate and delayed post interaction error identification/correction tasks to evaluate the effects of both CF types on students' acquisition of the linguistic aspects. The outcomes indicate that recast and elicitation share the same effects, but explicit forms of each CF result in superior rates than implicit forms. Moreover, the researcher argued that being explicit may not indicate the success of the entire CF types and thus, each of CF types contains a factor that improves efficacy. Furthermore, knowledge of forms determines the efficacy of CF types and thus, all the CF types are amenable to acquisition but in different manners.

Lyster and Izquierdo (2009) investigated two types of CF in dyadic interaction. This study aims to indicate the efficacy of prompts and recasts on the acquisition of gender by

adult second language learners of French. The researchers gathered data in classroom and laboratory contexts from 25 students at an English speaking University in Quebec. The findings determine that prompts and recasts make significant and equal progress with repair after prompts, but not after recasts. Thus, both types of CF make improvements in accuracy and reaction times.

Ellis (2009) investigated the role of CF in shaping language learning and its implications for teacher development in educational contexts from a theoretical perspective. This study aims to highlight different controversies of CF and proposes effective guidelines for conducting CF according to the sociocultural view of SLA. The findings indicate that CF is complex and appears in controversies including efficacy of CF, the choice of errors to correct, the choice of corrector, the choice of CF strategy, and the timing of CF, with interactionist cognitive theories focusing on its role in internal acquisition and sociocultural theory emphasizing its function as social mediation. In addition, the outcomes determine effective guidelines for teachers' development using CF in education.

Asari (2012) investigated different features of recasts and learner uptake/ repair. The study aims to indicate the main characteristics of recasts that are found in adult second language classrooms and the most effective characteristics that are related to uptake/repair. The researcher gathered data from 22 teachers and 22 students in a private language school in Tokyo, Japan. During data collection phases, the researcher used the audio recordings and transcriptions that were obtained from twenty two 40 minute lessons to capture the recast episodes during interactions. The outcomes determine that regarding teachers' preferences, the recasts provided by instructors are short, unstressed, declarative in mode and with a single change. Therefore, these features make recasts effective in triggering uptake, and provide opportunities for production and practice.

Yin (2021) investigated the efficacy of recasts by analyzing recent perspectives. This study aims to indicate whether explicit recasts are effective than implicit recasts in second language grammar teaching and learning. The researchers gathered and analyzed data from reviewing four empirical studies that have investigated explicit and implicit recasts: two classroom based and two laboratory based to be compared to answer the research question. The outcomes from the four empirical studies determine that explicit recasts might be a better

choice than implicit recasts in second language classrooms. In addition, the efficacy of recasts is not proved by its being explicit or implicit, but also by other external factors.

Ayouni and Sukny (2022) investigated the teacher's elicitation to correct students' grammar errors. This study aims to indicate which elicitation strategy the teachers mostly employ in the classrooms. The researchers gathered data from two English lecturers who are teaching speaking to English Department students. Moreover, the researchers captured the teacher student interactions during two speaking classes that contain 90 minutes for each one. Data were gathered by observation and video recording and transcribed to be analyzed qualitatively employing Mile and Huberman's Model (1992) that includes data reduction, data display, and conclusion/verification. The outcomes determine that teachers in both classes used only elicitation feedback by questions than elicitation by pausing and gesture to correct students' grammar errors.

Millán et al. (2024) investigated the use of recast to improve speaking. This study aims to indicate whether recast improves the students' pronunciation of English language. The researchers gathered data from 19 students and an English teacher, to be analyzed employing a mixed method and used a survey and an observation guide as instruments to collect data. The findings determine that recast is not applied correctly and effectively and is not proper for students' age, it is provided as an interruption that makes the reformulation unclear. Besides, note taking and voice intonation are not evidenced or identified, the atmosphere is inadequate and the activities that boost speaking are not continually done. Moreover, students argue that feedback does not develop their speaking as some steps are skipped during the application. Therefore, recast is not implemented in the classroom and does not improve the students' needs, which makes students incapable to identify errors.

To conclude, this section provides a basic foundation for understanding the role and efficacy of CF, namely recasts and elicitation, in research of SLA. More particularly, this section determines the CF types that are more amenable to modified output and the acquisition of accurate target language forms.

Conclusion

In conclusion, this chapter has reviewed the theoretical background and the related aspects to CF in SLA, and has targeted to provide comprehensive basis for the research design and analysis.

Chapter Two:

Results & Discussion

Introduction

This chapter provides analyses regarding the research findings gathered through making use of two data collection instruments which are: the audio recording to capture the teacher student interactions in the classrooms including recast and elicitation episodes. Besides, it employs the pre and post tests containing different activities to evaluate students' grammar accuracy using the present simple tense. This chapter contains an elaborated discussion of the findings regarding each of the data collection instruments, and aims to answer the pertinent research questions and hypotheses.

Section One: Research Design and Methodology

This section provides an overview of data collection instruments and their pilot study, the research design and methodology including the population and the sample. Besides, it highlights the sampling procedures, the treatment, the transcription and categorization of data. Finally, it emphasizes the instructional task and its implementations and summarizes the steps in the research plan.

1. The Data Collection Instruments

This study opted for two data collection instruments which are referred to in research as triangulation. Mackey and Gass (2005) indicated that triangulation refers to the employment of various independent methods to gather data within a single study, targeting to obtain similar research findings. Besides, Mackey and Gass (2005) in the same context determined that both the study and its conclusion may require reinforcement from two or more independent sources. Therefore, in this research, two data collection instruments are employed, which are:

1. Audio recording
2. Pre and post test

2. Data Collection Instruments and Their Pilot Study

Before conducting any research, it is important that the researcher conducted a pilot study as a first step of the entire experimental phase to test the data collection instruments and procedures, and ensure their efficiency before they are officially used for the data collection. Ary et al. (2006) indicated that the pilot study enables an evaluation of the efficacy of data collection instruments and procedures and gives an opportunity for the initial examination of the hypothesis, to provide insights into its validity and highlight whether further adjustment is required. Besides, Ary et al. (2006) determined that unforeseen issues that arise can be addressed during this phase to prevent complications regarding time and efforts in later steps, so conducting a pilot study is an important expenditure of time and is particularly required for novice researchers. Moreover, Hall (2008) argued that a pilot study is a miniature version of the main study, targeted to evaluate whether the research design functions as intended and to identify and correct the issues with the design before carrying out the entire study. Blessing and Chakrabarti (1999) suggested that the purpose of a pilot study is to test the research approach to identify the possible issues that could impact the quality and validity of outcomes. Therefore, this step helps the researcher refine and manage the research instruments before starting the experimental phases and leads to higher validity in the research outcomes.

Accordingly, the entire data collection instrument used in this research was initially piloted, indicating that their effectiveness was examined before being used for the official data collection. Thus, this pilot study, which is an important part in this study, emphasizes two data collection instruments, which are mentioned afterward:

2.1 Audio Recording

Audio recording is one of the classroom observation data collection instruments employed in this research. McKernan (1996) indicated that the audio recording remains the mostly used technique for classroom researchers, as it permits them to capture the verbal interactions and transcribe them for analysis. Besides, Zepeda (2013) determined that the researcher registers the classroom records, commonly noting the observations or mapping movements, so the recording can help recreate the lessons' events. Moreover, Wilson (2009) explained that audio recordings can be played back repeatedly for discussion, analysis, or

confirmation of printed transcriptions, indicating that a radio microphone can capture high quality recording of the teacher's output, and the observer's remarks can be recorded at the same time on twin track tape, enabling the lesson to be transcribed later. Thus, in this research, an Oppo A31 Smartphone is used for audio recording in the classrooms.

To gather data for this research, an audio recorder is employed to capture the teacher student classroom interactions. For this, the experimental sessions that were recorded were the third and fourth experimental sessions. This means that these experimental sessions contained more opportunities for the grammar teacher to use more recasts and elicitation and for the students to produce the second language in more spontaneous manner. Therefore, these conditions enable the researcher to gather more instances of modified output and episodes of the present simple tense in the classrooms.

2.2 The Pilot Study of the Audio Recording

Once receiving the acceptance from the student participants for the implementation of the audio recording in this research, the researcher conducted a pilot study to improve the efficiency and robustness of this instrument to be used for data collection. Thus, the researcher employed the audio recording in two grammar sessions for both experimental groups, as they study in different classroom settings. During these both sessions, an audio recorder was placed and played on a central table in the second row to ensure a balanced audio capture and an equal distance from the other tables. For this, the pilot study with the recast group was conducted on March 2nd, 2025, and the pilot study with the elicitation group took place on March 6th, 2025, some days before the experimental sessions started. This technique was implemented for both experimental groups, ensuring that classroom interactions, particularly interactions between the teacher and students, were equitably recorded for both the recast group and the elicitation group. To ensure that the audio recording technique was tested using identical conditions, the teacher of grammar, with both experimental groups, used the same practicing handouts and structured participation in which students responded in predetermined orders. Besides evaluating the audio recorder and appraising its efficacy, both the pilot study sessions were regarded as training opportunities for the student participants. Moreover, introducing the audio recording to the students before the main experimental phases target to familiarize them with the process and help them

develop a sense of practice before implementing this data collection instrument in the main experiment.

Once completing the recording of classroom interactions in both experimental groups, the researcher repeatedly examined the recorded data to improve the efficiency of their implementation. This process involved evaluating whether the recording device had accurately recorded the required data to ensure that the audio quality was proper for subsequent transcription and analysis procedures of this research. After various thorough reviews of the recorded data to indicate instances of teacher's oral CF and students' modified output/unmodified output, the researcher concluded that certain segments of the recorded data contain obscurity. This determines that some episodes are ambiguous, meaning that these segments were sparse and hard for the researcher to transcribe and analyze with precision and certainty.

These ambiguities stemmed from certain episodes containing peer feedback instead of teacher feedback, and which resulted in some uncertainties. Moreover, these can be referred to the randomized seating arrangement in the classrooms, meaning that some students were seated far from the audio recorder. Thus, their voices were not easily and clearly captured by the audio recorder.

Accordingly, the researcher adjusted the audio recorder place in both classrooms and instructed both groups not to respond to students' errors but to let the teacher provide corrections for the errors. After attempts and refinements, the researcher determined the appropriate place to the audio recorder, and the noise was reduced in both groups, which have improved the quality and clarity of students' voice to be captured precisely and accurately by the audio recorder during the classroom interactions.

2.3 Pre and Post Test

According to Ary et al. (2006) a test contains series of stimuli introduced to a participant for the purpose of obtaining responses, which are used to gather numerical scores. Besides, Ary et al. (2006) explained that this score, which is derived from a representative sample of the respondent's behavior, serves as an evaluation of the extent to which the

participant exhibits the traits being evaluated. In this study, the pre and post tests were employed to indicate the grammar accuracy using the present simple tense. Particularly, Leavy (2023) indicated that a pretest is used to determine a subject's initial evaluation in specific area before implementing the experimental intervention. Moreover, Leavy (2023) determined that a posttest is provided after the experimental intervention targeting to evaluate its outcome.

Pre Test

As part of the research process, the pre test was administered to students of two experimental groups before student received instruction and on separate dates. The recast group completed the pre test on February, 26th, 2025, during two different sessions: the first from 08:00 to 11:10 and the second from 13:00 to 16:10. This group contains 22 students with an average score of 11.05. Similarly, the elicitation group completed the pre test on February, 27th, 2025, from 09:40 to 12:50. This group contained 22 students with an average score of 09.19. The pre test was conducted within 30 minutes for both the experimental groups, to ensure efficacy in the test administration.

Post Test

After students received instruction, the post test was conducted to students of two experimental groups on separate dates. The recast group completed the post test on two different days: April, 16th, 2025 from 08:00 to 11:10 and April, 21st, 2025 from 08:00 to 11:10. This group contained 22 students with an average score of 12.18. Similarly, the elicitation group completed the post test on two different days: April, 17th, 2025, from 09:40 to 12:50 and April, 21st, 2025, from 09:40 to 12:50. This group contained 22 students with an average score of 11.74. The post test was administered within 30 minutes for both the experimental groups, to ensure efficacy in the test administration.

Accordingly, this research employs the pre and post tests as data collection instruments to obtain and analyze data and input regarding the variables that are the main emphasis of this study. These involve gathering the number of correct responses from both tests which indicate precise evaluations and comparisons of students' understanding and acquisition of the present

simple tense before and after the introduction of the target language form. Therefore, this data collection instrument is regarded effective in this research as it is used to collect the necessary data to reach the aims and answer the research questions and hypotheses of this study.

2.4 The Pilot Study of the Tests

Once receiving the acceptance from both group 1 and group 2 among the population of first year students of English at the University of Béjaia, the researcher conducted a pilot study with six participants including four from group 1 and two from group 2. Before administering the pre and post test to the main study participants of both experimental groups, the pilot study was required to indicate the efficacy and trustworthiness of the test as a data collection instrument to be used in this research. Thus, the pilot study of the test was administered on February, 25th, 2025 in Building 6 Classroom 33 in duration of 30 minutes, from 13:16 to 13:46. The average score of the test is 8.45, to ensure efficacy in the test administration before its implementation with the main experimental groups.

Accordingly, the pilot study was conducted by the researcher to ensure that the test items were precise, unambiguous, appropriately designed and effectively evaluated students' grammar accuracy using the present simple tense. Moreover, the researcher determined whether participants have understood the instructions or have encountered ambiguities. Therefore, based on the observation and students' responses, necessary refinements were important before implementing the test in the main study.

3. Research Design and Methodology

This research employs a quantitative approach, with quantitative methods for the phases of data collection and data analysis. Ghanad (2023) indicated that quantitative research targets to numerically identify data and extend the outcomes from a study sample across different perspectives. Furthermore, Ghanad (2023) determined that this involves gathering, analyzing and interpreting numerical data to test the hypothesis formulated within the research.

Accordingly, this research opted for a quantitative approach, with quantitative methodologies across two phases: the data collection instruments and the data analysis phases.

To explain, at the phase of the data collection instruments, this research used quantitative methods including the audio recording of teacher student interactions in the classroom settings to capture the student's production of modified output/unmodified output, and the use of pre and post tests to gather data about the students' performances using the present simple tense. In addition, this research used quantitative methods at the phase of data analysis, indicating that both descriptive statistics and content analysis are employed to analyze the different types of data gathered by different data collection instruments.

4. Population & Sample:

4.1 Population

The population of this study contains the first year students of English at the University of Béjaïa, Algeria. They constitute a number of 170 students, who are grouped into six groups. These indicate that the mean number of students in all the groups is ($M= 28$), with the number of students in each group ranging from 26 to 30 students.

4.2 Sample

The student participants in this study are the two groups of first year students of English at the University of Béjaïa, Algeria, admitted for the academic year of 2024/2025. They are 55 in number, and they are grouped, similar to the other four groups of first year students, by the department into two groups (group 3 and group 6) containing 29 and 26 students, respectively. Thus, 44 students from both groups contributed in this research with (25.88%) of the total population.

5. Sampling Procedures

During the experimentation phase, the teacher of grammar was responsible for teaching the grammar course to both groups of first year students. After identifying the precise research problem, it was necessary to select two groups taught by the same instructor, using the identical content, materials, and activities, to ensure the validity and reliability of the outcomes. For this, the researcher conveyed the idea for the study to the department and was

subsequently connected with the appropriate grammar instructor. Thereafter, the researcher communicated their intention to the instructor that the researcher behaves as an observer in the classrooms, and that the instructor continues teaching the module of grammar as usual throughout the entire experimentation period. Once the grammar instructor agreed to participate, the researcher, accompanied by the grammar instructor, sought consent from the students in both group 3 and group 6 to conduct the experiment as an active part of the researcher's master research. Furthermore, the researcher assured the students that their identities remain anonymous during this research.

After completing the entire previous steps, the subsequent phase includes the assignment of the two groups, containing 29 and 26 students respectively, into two different treatment groups. Therefore, by employing the 'toss coin' method for randomization, both groups were randomly assigned as presented: the recast group receiving recast exclusively as the teacher's oral CF type, and the elicitation group receiving elicitation exclusively as the teacher's oral CF throughout the period of treatment and the experimentation phase within the grammar courses.

The participant sample representing 25.88% in this research is based on convenience sampling method. Johnson and Christensen (2008) indicated that convenience sampling is employed by researchers when they choose participants who are readily available, voluntarily participate, or can be easily engaged. Besides, Johnson and Christensen (2008) determined that the researcher chooses participants who are easy to select. Moreover, Mackey and Gass (2005) argued that convenience sampling refers to choosing respondents who are readily accessible for the study. Thus, Henry (1990) in the same context suggested that a convenience sample refers to a group of participants who are easily accessible to engage in the research.

The student participants in this study were selected using the convenience sampling method. Despite the non random nature of this sampling technique, the participants share various common characteristics with the larger population of first year students. These characteristics indicate that the sample contains a higher number of female students compared to male students. Besides, the student participants primarily speak Kabyle (which is a variety of Tamazight) as their first language, preceded by Arabic and French that they learned during their primary education. Moreover, English as a foreign language was introduced to them in

the first year of the middle school education. Thus, these shared features refer to the linguistic and demographic characteristics of the broader student population, making the sample more appropriate for the study's focus.

6. The Treatment

The student participants in this research (44 students), drawn from the first year students of English at the University of Béjaïa, were divided into two groups for the objectives and requirements of this study: group 3 and group 6. The former contains 29 students and the latter contains 26 students. These groups receive two different types of teacher's oral CF which are recast and elicitation. The assignment of the groups to these CF conditions was randomly conducted using the 'toss coin' technique. Hence, group 3 receives recasts exclusively as the teacher's oral CF type, and group 6 receives elicitation exclusively as the teacher's oral CF type. Therefore, the experimentation period is implemented over a period of three weeks, with each group receiving the assigned oral CF type throughout the entire period.

Throughout the three week experimental period, each experimental group engaged in four successive treatment sessions. Specifically, the experimentation contains the grammar instructor providing oral CF using recasts in the Recast group and using elicitation in the Elicitation group. As such, implementing these treatment phases, with respect to the teacher's oral CF types provided for both the experimental groups during the experimental period, ensured that both groups had completed a total of four treatment/ experimental sessions.

6.1 The Recast Group Treatment

Throughout the experimental periods, the recast group exclusively received recast as the type of teacher's oral CF. To maximize the correction of students' grammar errors of the present simple tense, the grammar instructor continuously employed recast as the unique type of oral CF during the classroom interactions. During the third and fourth experimental sessions using recasts, the teacher of grammar provided the oral CF that corresponds to recasts as indicated by Lyster and Ranta (1997). According to these researchers, recasts involve the teacher's refinement of either the entirety or a portion of a student's utterance, with the error removed (Lyster & Ranta, 1997). Hence, in response to students' grammar

inaccuracies, the grammar instructor regularly corrected their inaccurate expressions, either entirely or partly, into correct and accurate forms. This ensures that the correction was smoothly employed during classroom interactions.

6.2 The Elicitation Group Treatment

Throughout the experimental periods, the elicitation group exclusively received elicitation as the type of teacher's oral CF. To maximize the correction of students' grammar errors of the present simple tense, the grammar instructor regularly employed elicitation as the only type of oral CF during the classroom interactions. During the third and fourth experimental sessions using elicitation, the teacher of grammar used the oral CF that corresponds to elicitation as determined by Lyster and Ranta (1997). According to these researchers elicitation contains three different techniques that teachers employ to prompt the learners to produce the correct linguistic form: prompt completion of their utterances by strategically pausing and permitting them to answer, use questions to elicit a correct form, and guide them to refine erroneous utterances (Lyster & Ranta, 1997). Thus, in response to students' grammar errors, the grammar instructor regularly prompted the students to correct inaccurate expressions. This can be by pausing, by asking or by reformulating into correct and accurate forms. This ensures that the correction was properly employed during the teacher student interactions.

7. Data Transcription and Categorization

There are various schemes that have been designed to capture classroom interactions and the researcher ought to choose a scheme according to the research requirements. This research employs the observation scheme that Lyster & Ranta (1997) developed and that contains various moves gathered in an error treatment sequence. This structured analytic model helps the researcher transcribe and analyze the recorded data of classroom interactions. Mackey and Gass (2005) indicated that in second language research, transcription can be improved using two methods: employing a suitable range of transcription conventions and utilizing the transcription machine. Particularly, the observation scheme involves the student's grammar errors; the teacher's oral CF types, namely recast and elicitation, and students' modified output and unmodified output known as uptake. This research employs this scheme

as it is proper and important to this research' aims and questions. Moreover, Mackey and Gass (2005) determined that employing or adjusting an established observation procedure and a coding scheme helps to avoid redundant efforts in designing new schemes.

Accordingly, pursuant to the previous instructions and given that this research targets to investigate the effect of oral CF types, namely recast and elicitation, in two experimental groups on students' modified output and acquisition of the present simple tense, it is of importance to use in this research Lyster & Ranta (1997) observation scheme. This observation scheme is regarded effective and significant as it contains the prerequisite aspects of this research.

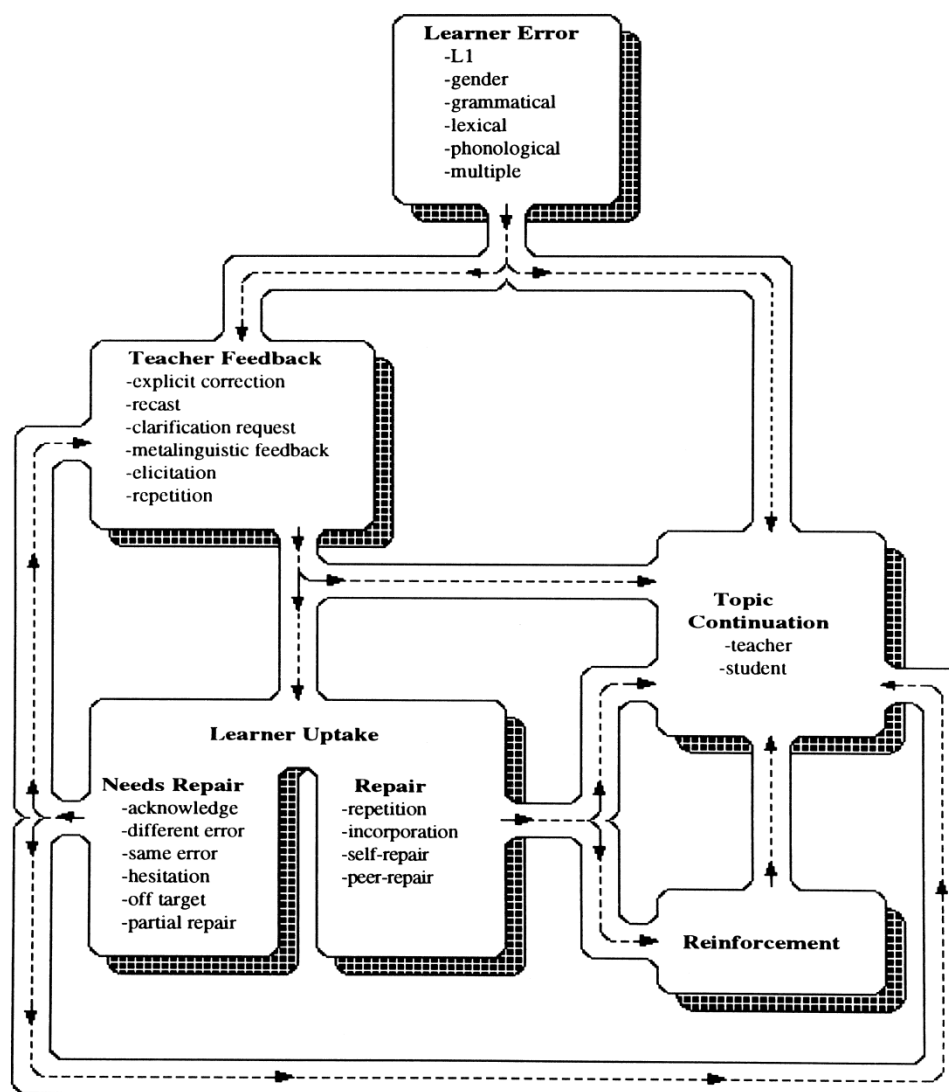


Figure 1 Error Treatment Scheme in the Transcription and Analysis of the Audio Recorded Data Adapted from Lyster and Ranta (1997:44).

8. The Classroom Instructional Task and its Implementation

Throughout the experimental and treatment periods, both the experimental groups, namely recast and elicitation, participated in an identical communicative task within the classroom settings. In the context of this research, it is important to ensure sameness, as both the experimental groups engaged in equal interaction contexts with equal types of practices. Notably, if the researcher adjusts something related to both experimental groups, in terms of practices or techniques, the students' production may be varied. Accordingly, both of experimental groups, the recast group and the elicitation group, receive instruction employing an identical accuracy task, implemented in the same sequence throughout the experimentation periods. Besides, it is of comparable relevance that interactional form based and accuracy tasks and activities are not the unique aspects that improve sameness in both of classroom settings. However, the researcher ought to apply them in an identical manner across both classroom contexts and experimental groups to ensure methodological reliability in this research. For this, the researcher made into practice these research suggestions to make sure that the entire procedure was maintained for both the recast group and the elicitation group in the classroom settings. The task is regarded free as the grammar teacher provided a theme and asked the students to speak freely about it and permits to express their ideas apart from constraints on content. Therefore, this creates a naturalistic communicative context using the authentic language.

Accordingly, this part introduces the free oral production task and its implementation during the experimental sessions with both the recast group and the elicitation group. The task is based on teacher student interactions in the classroom settings as this research investigates the impact of teachers' oral CF types, namely recast and elicitation, on students' modified output and acquisition of the present simple tense.

8.1 Free Oral Production Task

The third and fourth experimental sessions make use of free oral production task which is the appropriate oral communicative task that targets the student participants in both experimental groups, namely recasts and elicitation, to express their ideas and thoughts using different themes and topics which are designed by the researcher. Hence, the free oral production task was used as an effective form based and accuracy based interactive task that boosts students' active engagement in communication.

8.2 Implementation

The implementation of free oral production task is characterized by two major phases:

Phase one: during this first phase, the grammar teacher informs the students participants of each group about the nature and the purpose of free oral production task which is an interactive task that ought to be practiced orally. Besides, the grammar teacher informs them about the conditions of this task to be individually and the benefits of facing the audience especially in classroom settings. Moreover, the grammar teacher also behaved as the free oral production task is marked and is part of their module evaluation which makes them obliged to respond in an appropriate manner.

Phase two: during this second phase, the grammar teacher started to make a call by list making students in both experimental groups engage in an active performance of the interactive task individually by the free oral production task. The ongoing of this interactive task makes the student participants respond to the questions and share their ideas regarding the proposed topic. Therefore, this important part contains the student participants receiving the treatment using recast and elicitation with the recast group and the elicitation group, respectively.

Research Plan

	Experimental Groups	The Treatment	Instructional Task	Data Collection Instruments Employed
09/03/2025	Recast Group	Recast	ES1: Course Introduction ES2: Grammar Activity	No employment of data collection instruments
Week One				
13/03/2025	Elicitation Group	Elicitation	ES1: Course Introduction ES2: Grammar Activity	No employment of data collection instruments
16/03/2025	Recast Group	Recast	ES3: Free Oral Production Task	Audio Recording
Week two				
19/03/2025	Elicitation Group	Elicitation	ES3: Free Oral Production Task	Audio Recording
13/04/2025	Recast Group	Recast	ES4: Free Oral Production Task	Audio Recording

Week three	Elicitation Group	Elicitation	ES4: Free Oral Production Task	Audio Recording
16/04/2025				

To conclude, this section provides the detailed theoretical part of the practical chapter, and contains the entire research methodologies that are employed. It includes an overview of the treatment and instructional task implemented throughout this research. Moreover, the researcher explains the data collection instruments used during the experimentation periods and the procedures for data analysis. Therefore, this section concludes by providing an appropriate structure for the research plan.

Section Two: Data Analyses

This section provides the detailed research analyses of the data gathered by the two data collection instruments and contains the discussion of the obtained findings, targeting to respond the research questions and hypotheses. Furthermore, this section offers the implications, the limitations of this research and the suggestions for further research.

- a. During the first experimental sessions of 1h30min for each of the two groups, the teacher of grammar began by introducing the course content and proceeded to explain the present simple tense to the students. This was done using printed handouts that contained clear and precise explanations to improve students' understanding of the present simple tense.
- b. During the second experimental sessions of 1h30min for each of the two groups, the teacher of grammar, together with the researcher, prepared handouts that contain varied practice activities. These handouts were given to students to reinforce their comprehension of the course of the present simple tense by different grammar activities.

The researcher did not collect data during the first and second experimental sessions due to the limited interaction between the teacher and the students. This means that the experimental sessions were primarily teacher centered, where the instructional focus limited student participation. For this, the students remained passive, with few opportunities for active engagement. Therefore, instances of communicative exchange were insufficient to collect data for this research.

1. Results of Audio Recording for the Third Experimental Sessions

This part provides analysis and discussion of the data obtained from the audio recording of the third experimental sessions involving recast and elicitation. These sessions were conducted with the two experimental groups at the University of Béjaia. The recast session was conducted on Sunday, March 09th, 2025, from 09:40 to 12:50 in Building 06, Classroom 07. Besides, the elicitation session was conducted on Thursday, March 13th, 2025, from 11:20 to 14:30 in Building 06, Classroom 42.

The instructional task implemented during the third experimental sessions was the free oral production task that contains a range of topics proposed by the researcher. This task, designed as a form focused oral communicative activity, was applied uniformly across both classroom settings, namely the recast group and the elicitation group as explained in the section of research design and methodology.

1.1 Recasts

This part provides analyses of the findings obtained by the audio recorded and transcribed data from the third ES that involves the teacher's recast. The outcomes are interpreted using a histogram that contains the frequencies and percentages of students' modified output and unmodified output in response to the teacher's recast during form focused free oral production task.

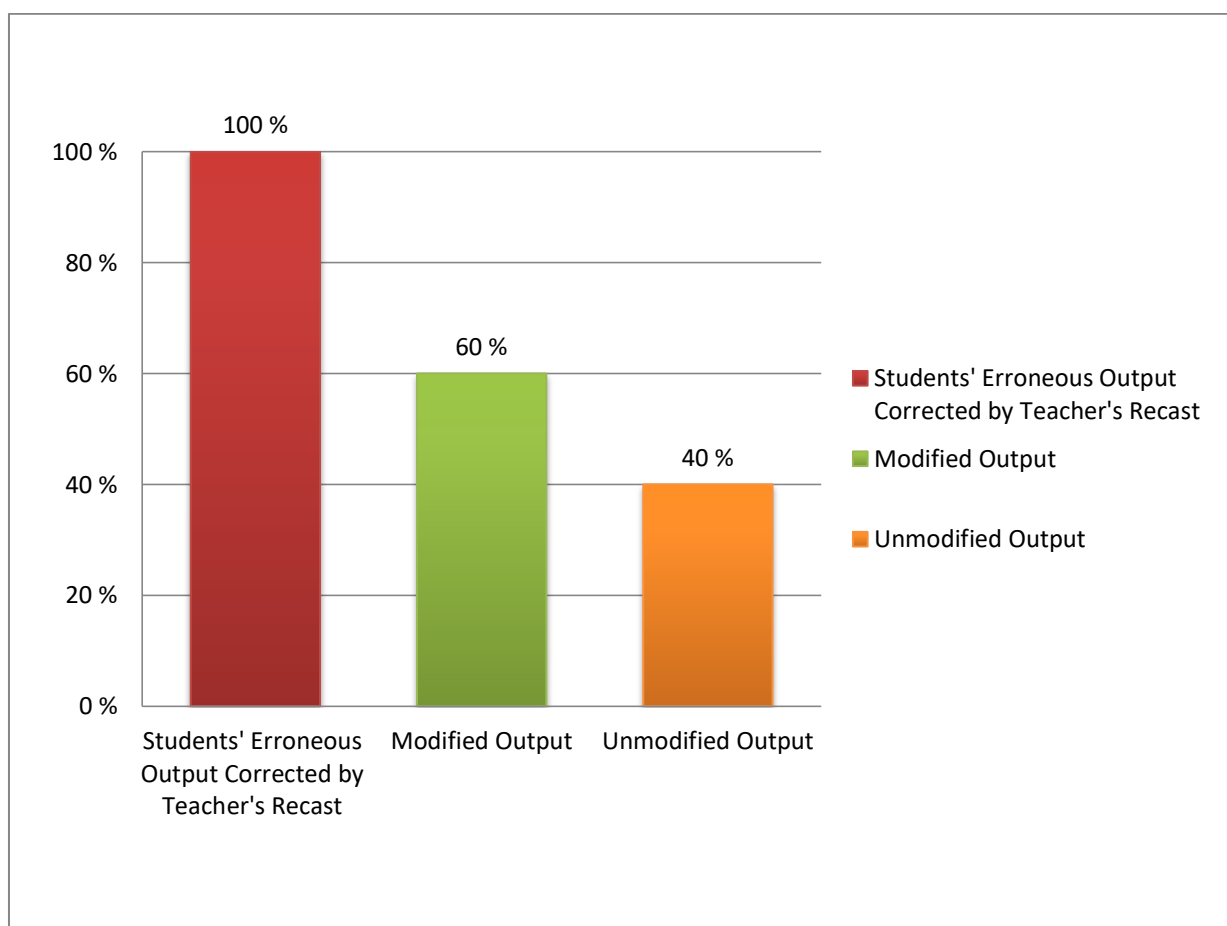


Figure 2 Students' Modified output in Response to Teacher's Recast during the Third Recast Session

This figure indicates that the students' modified output in response to the teacher's recast in the third ES is high with a rate of (60%) compared to the responses that remained uncorrected or unmodified with a rate of (40%). This difference determines that the grammar instructor used short recasts in this ES. Therefore, short recasts are regarded to be more effective in leading to students' modified output.

The excerpts are drawn from the transcription of the third ES that contains recast. These refer to instances of teacher student classroom interactions where the student produces an incorrect utterance, and the teacher provides the recast, that subsequently results in modified output or unmodified output.

Example01.

Student: *He also play guitar.* (Student's error)

Teacher: *Plays.* (Teacher's recast)

Student: *Plays guitar.* (Student's modified output)

This example indicates that the teacher has employed recast as an oral CF type, and made the student notice the error and produce the modified output (plays) that referred to the correct form of the previous incorrect utterance.

Example02.

Student: *She is wake up earlier.* (Student's error)

Teacher: *When she wakes up earlier.* (Teacher's recast)

Student: *Yes.* (Student's unmodified output)

This example determines that the teacher has employed recast as an oral CF type, and did not appear to attract the student attention to rectify or adjust the incorrect utterance, resulting in the student answer with "Yes" that appears to be an ambiguous response.

1.2 Elicitation

This part provides analyses of the findings obtained by the audio recorded and transcribed data from the third ES that involves the teacher's elicitation. The outcomes are interpreted using a histogram that contains the frequencies and percentages of students' modified output and unmodified output in response to the teacher's elicitation during the form focused free oral production task.

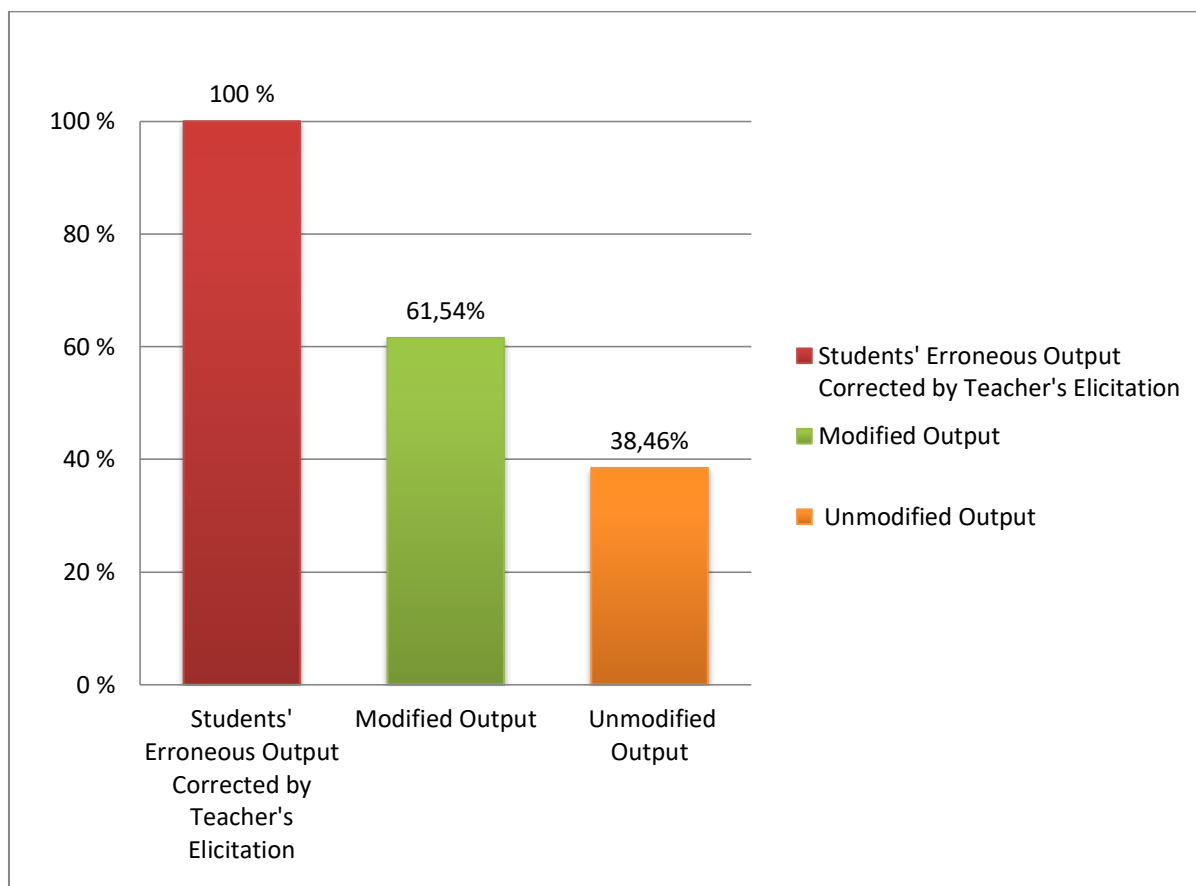


Figure 3 Students' Modified output in Response to Teacher's Elicitation during the Third Elicitation Session

This figure indicates that the amount of students' modified output in response to the teacher's elicitation in the third ES is (61.54%), meaning that the majority of students' erroneous output is corrected or modified by students. However, a minority of students' erroneous output remained uncorrected or unmodified with a rate of (38.46%).

The excerpts are drawn from the transcription of the third ES that contains elicitation. These determine the instances of teacher student classroom interactions where the student produces an incorrect utterance, and the teacher provides the elicitation, that subsequently results in modified output or unmodified output.

Example01.

Student: *He play with his play station.* (Student's error)

Teacher: *He?* (Teacher's elicitation)

Student: *He plays with his play station.* (Student's modified output)

This example indicates that the teacher has employed elicitation as an oral CF type, and triggered the student to produce modified output (plays) which is the accurate form of the previous utterance.

Example02.

Student: *The teacher get to know us.* (Student's error)

Teacher: *The teacher?* (Teacher's elicitation)

Student: *get to know us.* (Student's unmodified output)

This example determines that the teacher has employed elicitation as an oral CF type, and did not make the student rectify or adjust the incorrect utterance, resulting in the student answer with repeating the same inaccurate form of the verb.

2. Results of Audio Recording for the Fourth Experimental Sessions

This part provides analysis and discussion of the data obtained from the audio recording of the fourth experimental sessions involving recast and elicitation. These sessions were conducted with the two experimental groups at the University of Béjaia. The recast session was conducted on Sunday, April 13th, 2025, from 09:40 to 12:50 in Building 06, Classroom

07. Besides, the elicitation session was conducted on Wednesday, April 16th, 2025, from 11:20 to 14:30 in Building 06, Classroom 40.

The instructional task implemented during the fourth experimental sessions was the free oral production task that contains a range of topics proposed by the researcher. This task, designed as a form focused oral communicative activity, was applied uniformly across both classroom settings, namely the recast group and the elicitation group as explained in the section of research design and methodology.

2.1 Recasts

This part contains analyses of the findings obtained by the audio recorded and transcribed data from the fourth experimental session involving the teacher's recast. The outcomes are interpreted using a histogram that contains the frequencies and percentages of students' modified output and unmodified output in response to the teacher's recast during form focused free oral production task.

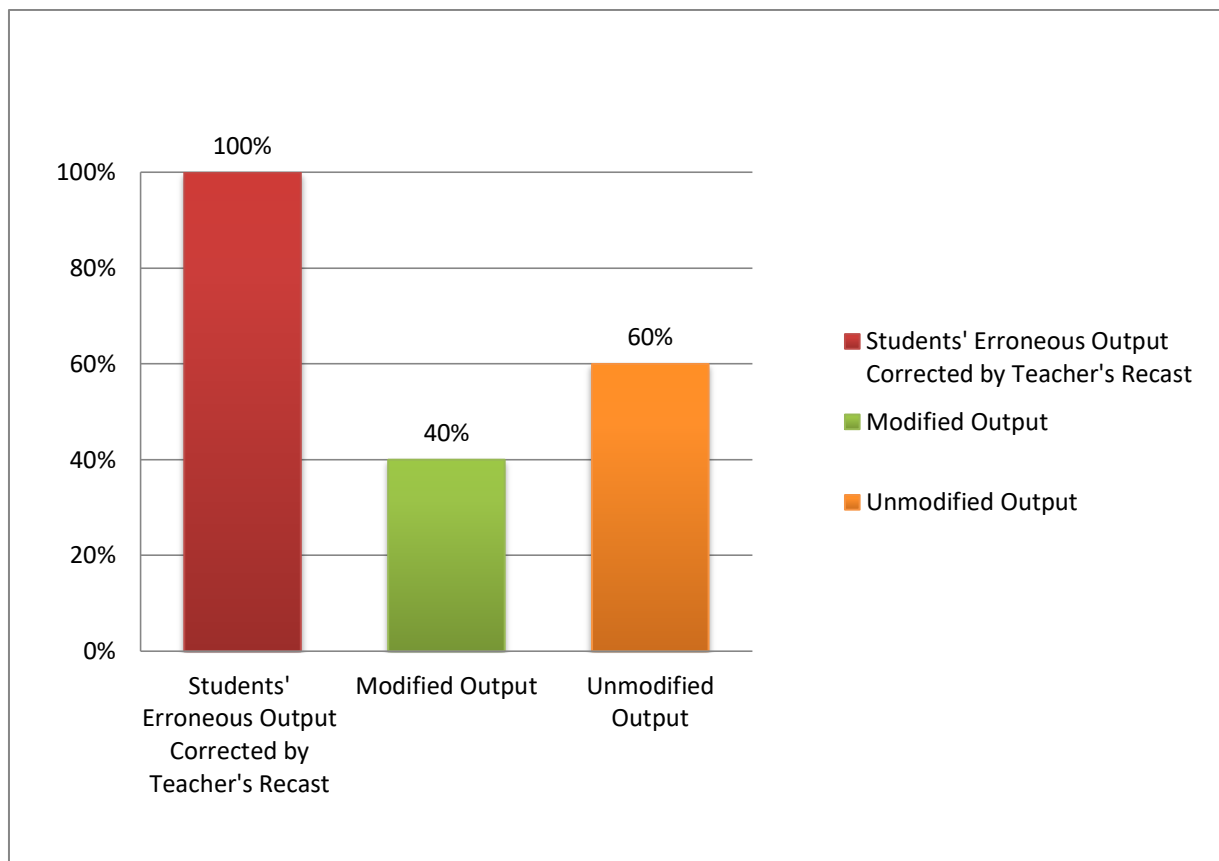


Figure 4 Students' Modified output in Response to Teacher's Recast during the Fourth Recast Session

This figure indicates that the teacher's recast during the fourth experimental recast session led the students to produce inferior rate of modified output resulting in (40%). However, the majority of students' utterances that received the teacher's recast (60%) remained uncorrected or unmodified. Besides, we notice that modified output in response to recasts during this experimental session is inferior compared to modified output in response to recast during the third ES. Therefore, this difference indicates that during the third ES, the grammar instructor used short recasts compared to this ES where the grammar instructor employed long recasts.

The examples are drawn from the transcription of the fourth ES that contains recast. These determine instances of teacher student classroom interactions where the student produces an incorrect utterance, and the teacher provides the recast, that subsequently results in modified output or unmodified output.

Example01.

Student: *She always wake up.* (Student's error)

Teacher: *She always wakes up.* (Teacher's recast)

Student: *Wakes up in the morning.* (Student's modified output)

This example indicates that the teacher has employed recast as an oral CF type, and made the student notice the error and produce the modified output (wakes up) that referred to the accurate form of the previous incorrect utterance.

Example02.

Student: *My phone help me.* (Student's error)

Teacher: *Your phone helps you, isn't it? It is supposed to be your phone helps you.* (Teacher's recast)

Student: *Yes.* (Student's unmodified output)

This example determines that the teacher has employed recast as an oral CF type, and did not appear to attract the student attention to rectify or adjust the incorrect utterance, resulting in the student answer with "Yes" that appears to be an ambiguous response.

2.2 Elicitation

This part contains analyses of the findings obtained by the audio recorded and transcribed data from the fourth ES involving the teacher's elicitation. The outcomes are interpreted using a histogram that contains the frequencies and percentages of students' modified output and unmodified output in response to the teacher's elicitation during form focused free oral production task.

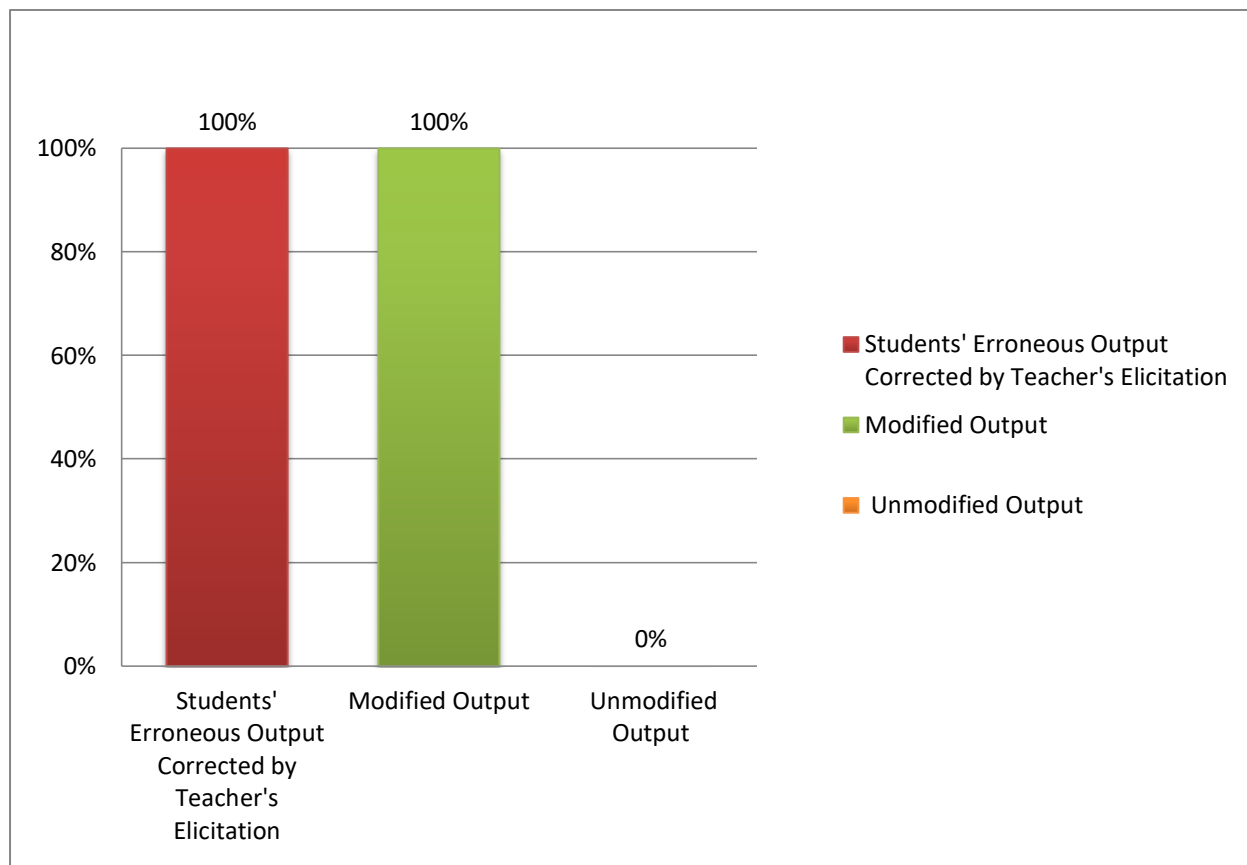


Figure 5 Students' Modified output in Response to Teacher's Elicitation during the Fourth Elicitation Session

This figure indicates that the total instances of the teacher's elicitation prompted the students to correct or modify their previous inaccurate utterances, resulting in a 100% rate of modified output. However, none of the students' responses that received the teacher's elicitation is remained uncorrected or unmodified, as indicated by a 0% rate of unmodified output. Therefore, we notice that this percentage of modified output is almost twice as high as the one obtained in the third experimental elicitation session.

The excerpts are drawn from the transcription of the fourth ES that contains elicitation. These determine instances of teacher student classroom interactions where the student produces an incorrect utterance, and the teacher provides the elicitation, that subsequently results in modified output or unmodified output.

Example01.

Student: *Her personality drives me to do the actions that she do.* (Student's error)

Teacher: *The actions that she?* (Teacher's elicitation)

Student: *She does.* (Student's modified output)

This example indicates that the teacher has employed elicitation as an oral CF type, and triggered the student to produce modified output (does) which is the accurate form of the previous utterance.

Example02.

Student: *She help me do.* (Student's error)

Teacher: *She?* (Teacher's elicitation)

Student: *She helps me do.* (Student's modified output)

This example determines that the teacher has employed elicitation as an oral CF type, and made the student rectify or adjust the incorrect utterance, resulting in the student answer with the correct form of the verb.

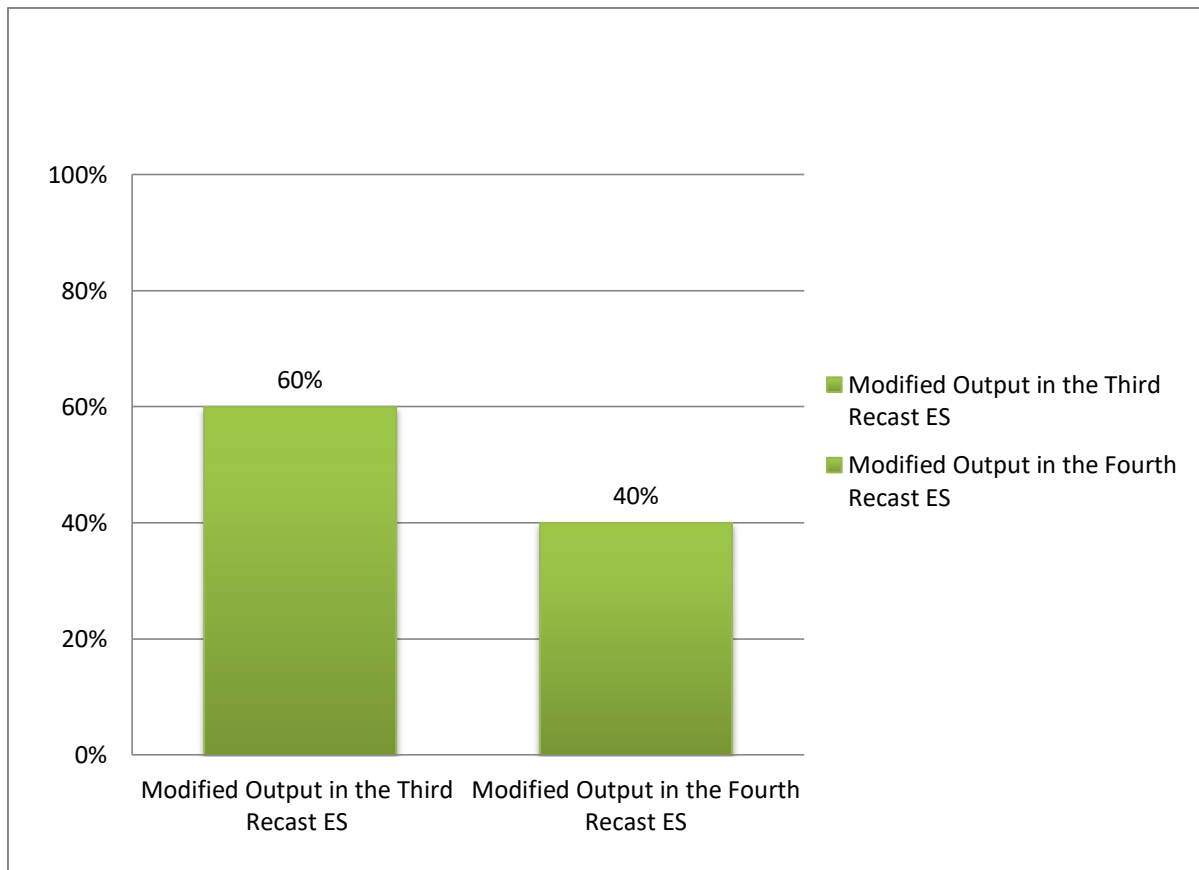


Figure 6 Students' Modified output in Response to Teacher's Recast during the Third and Fourth Recast Sessions

This figure summarizes the amount of students' modified output produced during the two recast experimental sessions, with (60%) in the third ES and (40%) in the fourth ES.

The outcomes indicate that, in the fourth ES with recasts, students' modified output is inferior (40%), and is notably more inferior to students' modified output in the third ES, compared to elicitation. This suggests that the combined outcomes of students' modified output from the third and fourth recast experimental sessions are equivalent to students' modified output achieved only during the elicitation fourth ES.

This figure determines the same aspect with an undulation in the amount of students' modified output observed during the third and fourth recast experimental sessions. This means that the rate of students' modified output shifted from (60%) in the third recast ES to (40%) in the fourth recast ES. This variation in the amount of students' modified output between the

third and fourth experimental sessions can refer to the different types of recasts employed by the grammar teacher. In the third experimental recast session, the grammar teacher used short recasts that are typically more explicit and salient, thereby reinforcing the likelihood that learners notice the CF and answer with modified output. Conversely, in the fourth experimental recast session, the grammar teacher used long recasts that are more implicit and embedded within extended utterances, making students not notice the CF and not correct their erroneous utterances. Therefore, this suggests that the length and type of recasts are important in leading to students' modified output.

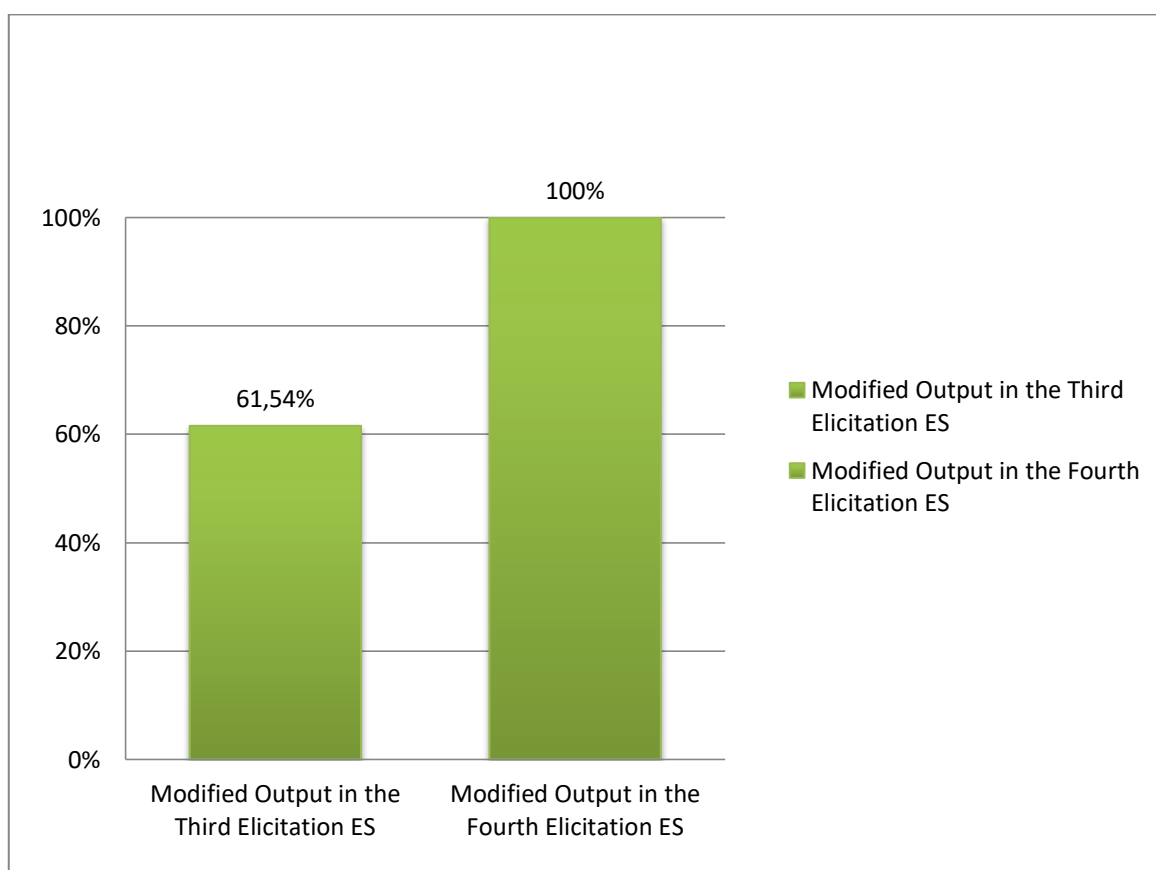


Figure 7 Students' Modified output in Response to Teacher's Elicitation during the Third and Fourth Elicitation Sessions

This figure summarizes the amount of students' modified output produced during both elicitation experimental sessions, with (61.54%) in the third ES and (100%) in the fourth ES.

The outcomes indicate that, students' modified output shifted from (61.54%) in the third ES to (100%) in the fourth ES. This means that in the third ES students cannot guess the communicative intent of the task and may interpret elicitation as conversational responses. However, the growing percentage of students' modified output in the fourth ES refers to students' capacity to accommodate with the teacher's elicitation and notice the CF leading them to produce higher amount of modified output. Therefore, repeated exposure to elicitation improves the students' attention and understanding of the intent, and leads to produce higher rate of students' modified output.

3. Discussion of the Findings

The amount of students' modified output in response to the teacher's oral CF, namely recast and elicitation, was calculated using Microsoft Excel that improved an effective quantification and comparison of students' modified output instances in response to CF types. The proportion of students' modified output in response to the teacher's recast during the third and fourth experimental sessions was relatively inferior, recorded at (60%, 40%), respectively. However, the rate of students' modified output in response to the teacher's elicitation during the third and fourth experimental sessions was notably higher, reaching (61.54%, 100%), respectively.

The findings conform to Lyster and Ranta (1997) findings and other research studies, which suggest that prompts and elicitation in particular, is more amenable to students' repair. Similarly, these findings support the findings of Panova and Lyster (2002) which suggest that prompts and elicitation in particular is more effective than recast in triggering students' repair.

These outcomes contribute to answer the research question Q1 and the research hypotheses H1 and H2 that:

There is a difference between recast and elicitation in leading to modified output among the first year students of English at the University of Béjaia.

And that:

The teacher elicitation would lead to higher amounts of modified output among the first year students of English at the University of Béjaia.

Therefore, the Q1 and the H1 are both confirmed and accepted.

4. Results of Pre Test and Post Test

This section contains the findings obtained from the analyses of the pre test and post test results of both experimental groups. These tests were designed to evaluate the students' grammar accuracy using the present simple tense before and after the implementation of oral CF. The comparison between the two sets of results aims to improve the efficacy of the treatment applied to both experimental groups. The next subsections provide the outcomes of the pre test and post test respectively in the form of histograms.

4.1 Results of Pre Test

This subsection provides analyses of the learners' performance in the pre test. This was conducted before the treatment phase with the recast group on February, 26th, 2025, during two different sessions: the first from 08:00 to 11:10 and the second from 13:00 to 16:10. This group contains 22 students, with an average score of 11.05. Similarly, the elicitation group completed the pre test on February, 27th, 2025, from 09:40 to 12:50. This group contains 22 students, with an average score of 09.19. The pre test was conducted within 30 minutes for both the experimental groups to ensure the efficacy of the test administration.

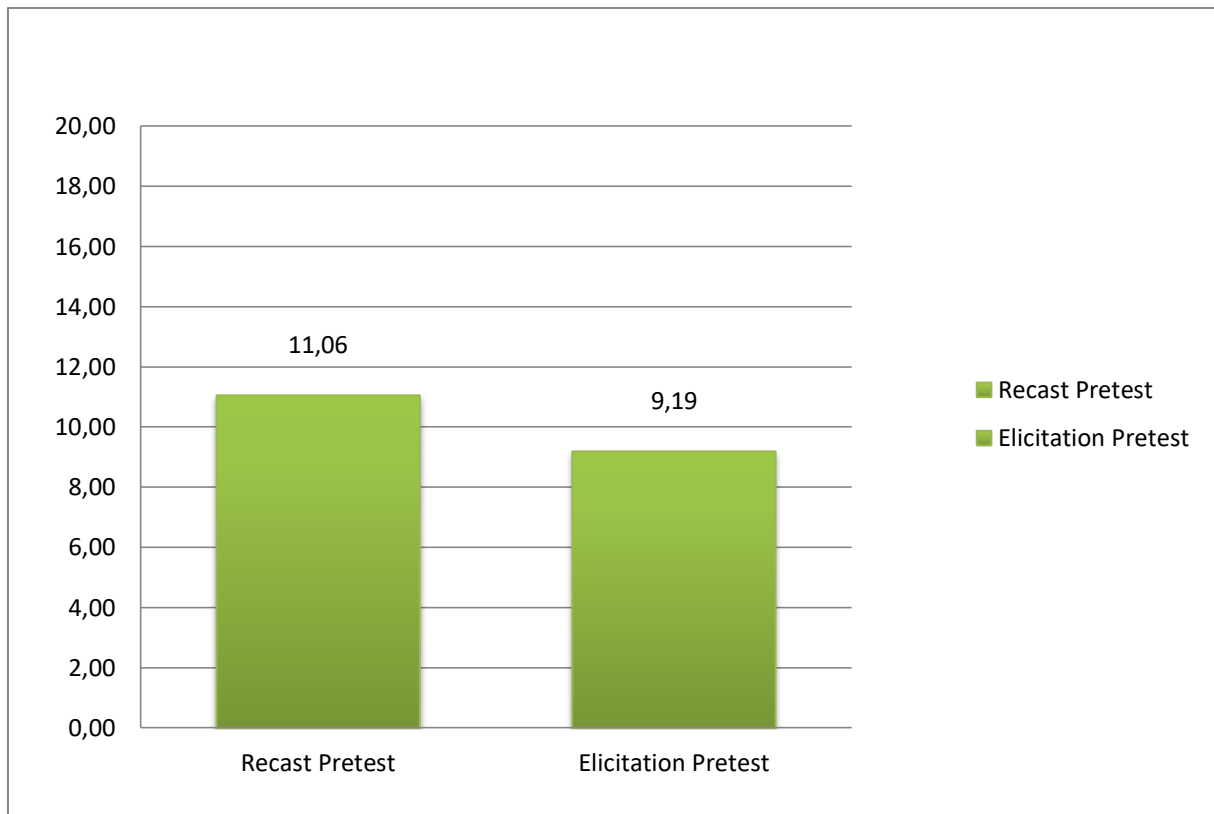


Figure 8 Pre Test Performances of the Recast and the Elicitation Groups

This figure indicates the pre test scores in that the recast group (11.06) outperformed the elicitation group (09.19) before both groups receive instruction. This suggests that the students in the recast group may have prior understanding of the present simple tense and thus, the difference of 01.86 may refer to the variations in background knowledge. Therefore, this aspect determines that both groups did not have equal levels or the mastery of the present simple tense.

4.2 Results of Post Test

This subsection provides analyses of the learners' performance in the post test. This was conducted after the treatment phase with both experimental groups on different dates. The recast group completed the post test on two different days: April, 16th, 2025 from 08:00 to 11:10 and April, 21st, 2025 from 08:00 to 11:10. This group contains 22 students, with an average score of 12.18. Similarly, the elicitation group completed the post test on two different days: April, 17th, 2025, from 09:40 to 12:50 and April, 21st, 2025, from 09:40 to 12:50. This group contains 22 students, with an average score of 11.74. The post test was

administered within 30 minutes for both the experimental groups to ensure the efficacy of the test administration.



Figure 9 Post Test Performances of the Recast and the Elicitation Groups

This figure indicates the post test scores in that both groups improved, yet the recast group achieved higher average scores (12.18) compared to the elicitation group with (11.48) after both groups receive instruction. The difference between the post tests was narrower 0.70 compared to the pre tests. This difference suggests that the elicitation group made more progress, almost having a closer percentage with the recast group. Thus, both oral CF types are effective, and that elicitation leads to more progress.



Figure 10 Pre Test and Post Test Performances of the Recast Group

This figure provides the comparison between the pre test and post test outcomes of the recast group. This indicates that the recast group improved from (11.06) to (12.18) with an improvement of 01.13. This suggests that recast, that provides implicit correction, improves students' grammar acquisition of the present simple tense. This improvement determines that learners who were exposed to correct forms responded more accurately and seem to internalize the proper use of the present simple tense.

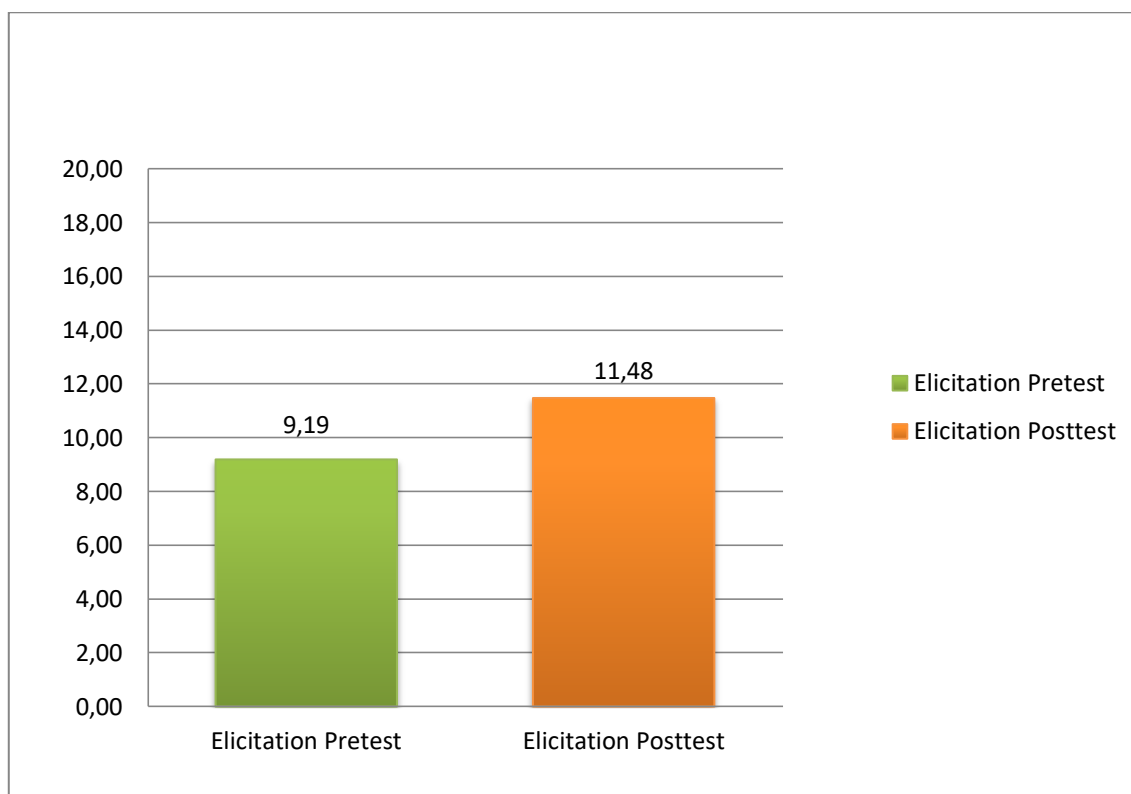


Figure 11 Pre Test and Post Test Performances of the Elicitation Group

This figure provides the comparison between the pre test and post test outcomes of the elicitation group. It indicates that the elicitation group improved from (09.19) to (11.48) with an improvement of 02.28. This difference suggests that elicitation, which triggers learners to correct their erroneous output, may have improved students' engagement and participation in classroom practice and interaction. Besides, the improvement in this group highlights the elicitation importance in improving the grammar acquisition.

5. Discussion of the Findings

Table 2 Pretest and Posttest Performance of the Recast Group and the Elicitation Group

Group Statistics					
	Recast Group and Elicitation Group	N	Mean	Std. Deviation	Std. Error Mean
pretest	recast group	22	11,0568	3,33089	,71015
	elicitation group	22	9,1932	3,58978	,76534
posttest	recast group	22	12,1818	3,22119	,68676
	elicitation group	22	11,4773	2,70681	,57709

The improvement from the pre and post test with the recast group and the elicitation group was calculated using the Microsoft Excel to provide an effective quantification and comparison of students' performance before and after receiving instruction. The table presents descriptive statistics for the pre test and post test scores of two groups, namely recast and elicitation, each composed of 22 participants. Prior to the intervention, the recast group recorded a higher mean score ($M = 11.06$, $SD = 3.33$) than the elicitation group ($M = 9.19$, $SD = 3.59$), suggesting that the recast group had a strong starting performance. After receiving the treatment, both the experimental groups showed improvement. The recast group achieved a post test mean of 12.18 ($SD = 3.22$), as the elicitation group achieved a post test mean of 11.48 ($SD = 2.71$). Although the recast group maintained a higher overall mean, the elicitation group maintained more progress from pre test to post test. The standard error mean of both groups indicates acceptable precision levels in the estimation of means. These findings determine that both recast and elicitation contributed to progress, with elicitation achieving more improvement.

The findings indicate that although the recast group outperformed the elicitation group in both the pre test (11.06 vs 09.19) and the post test (12.18 vs 11.48); testing the improvement rate between the two groups resulted in different outcomes. Specifically, the elicitation group achieved higher percentage in performance from the pre test to the post test compared to the recast group. This suggests that elicitation supports the students to notice and correct the erroneous output, leading to acquisition of the present simple tense. Thus, these

findings provide strong evidence that elicitation is regarded important as it leads to grammar acquisition. Therefore, these outcomes contribute to answer the research question Q2 and the research hypotheses H3 and H4 that:

There is a difference between recast and elicitation in leading to the acquisition of the present simple tense among the first year students of English at the University of Béjaia.

And that:

The teacher's elicitation would lead to more acquisition of the present simple tense among first year students of English at the University of Béjaia.

Therefore, the Q2 and the H3 and H4 are confirmed and accepted.

6. Implications

The implications of this research indicate the pedagogical significance of teacher's oral CF types. This determines that elicitation which is explicit is used to correct students' errors during free production activities and form based classroom interactions, and is more amenable to high amounts of students' modified output than recast that is implicit in SLA. It means that the teacher uses this oral CF type to support students to detect the linguistic inaccuracies and adjust them, to improve student outcomes. Hence, elicitation is regarded the appropriate oral CF type that arguably remains most effective as it guides and makes students notice and then correct the linguistic errors into accurate and correct linguistic utterances.

The implications of this research also indicate that contrary to the previous perspectives that CF is not necessary for SLA (Truscott, 1999); this research has improved its pedagogical value during form focused classroom interaction. Specifically, the results of this research determine that oral CF can be used in classroom settings as an instructional aspect that improves students' capacity to express their thoughts. Besides, CF can be effectively implemented in classroom oral production activities, to support the continuity of the natural ongoing of communication. Therefore, employing the oral CF in classroom practices is significant to reinforce students' acquisition of target language forms.

The implications of this research also indicate that awareness and noticing input are important in oral CF practices (Schmidt, 1990, 1994 and 2001). This means that when students are aware and have the capacity to notice grammar errors, they become more responsive to CF. This supports learners to determine inaccuracies and produce more accurate utterances. Besides, the outcomes indicate that elicitation triggers more noticing of grammar errors and makes students notice errors in natural communication. Therefore, this determines that teachers employ types of CF which do not explicitly correct errors, but implicitly prompt the learner to correct them during the classroom practice and interaction.

Finally, the implications of this research indicate that autonomy by oral CF is important in SLA. The teachers must implement types of CF such as elicitation that improves students' engagement to respond. This means that the choice of CF must be precisely determined depending on students' proficiency levels and on communicative nature of classroom communication. Moreover, training programs for teachers should be designed to make teachers emphasize the choice of CF to improve learners' autonomy to correct grammar errors. Therefore, prompts and particularly elicitation is effective to improve students' autonomy during classroom practice and interaction.

7. Limitations of the study

This research might have achieved more comprehensive outcomes if it had not been impacted by certain limitations. These include:

The primary limitation of this research refers to the restricted time allocated to production in the third and fourth experimental sessions that lasted 30 minutes each for both the recast and elicitation groups. This time may have been insufficient for the student participants to notice the CF and improve in their use of the present simple tense. This indicates that the short durations of the sessions may limit the opportunities for students to produce modified output that is important for SLA.

The use of a quasi experimental research design without a control group is regarded a limitation of this research. This design was imposed by the institutional barriers, as there were two classes of first year students of English at the University of Béjaia, both taught by the

same instructor. This determines that due to this issue, it was not possible to include a control group that receives zero CF during the experimentation period. Thus, this research design permits to compare between two types of CF, namely recast and elicitation, but does not permit to compare these types of CF to zero feedback to improve more efficacy.

Moreover, the number of student participants who contributed in the experimental sessions is an important limitation. Specifically, group 3 contains 29 students and group 6 contains 26 students, but 22 students from each group participated in this study. This number of participants may have shaped the credibility and validity of the collected data. Therefore, this indicates a bias as attendance is important in experimental research to ensure unbiased and fair comparison between experimental groups.

Finally, a further limitation determines that this research was limited by the restricted scope to the present simple tense as target grammar structure. This means that emphasizing a grammar structure is effective for target analyses. Besides, emphasizing different grammar structures makes students' responses varied depending on the complexity and variation of the grammar aspect being studied. Therefore, the study of different grammar structures is regarded significant in research.

8. Suggestions for Further Research

Knowing that this research is restricted by time issues, future research could investigate the long term impacts of CF, namely recast and elicitation, on students' modified output and acquisition of the present simple tense. The majority of studies emphasize students' modified output and acquisition of grammar tense during restricted period of time. This indicates that there remains a gap in comprehending whether students notice and retain the corrected forms and apply them accurately in communicative context after the instruction. Therefore, a longitudinal study could support a thorough investigation to determine which types of CF, namely recast and elicitation, improve an effective ongoing language development.

Besides, future research could also investigate the efficacy of CF on various grammar structures within a study. This indicates that the researchers may emphasize different target language forms such as the present continuous. It provides broader understanding on how CF

impacts grammar acquisition by employing different target language forms. Therefore, this could determine whether some structures are more responsive to specific types of CF, to provide more opportunities for students to produce modified output during interactions.

Furthermore, future research could be conducted within a different educational context to compare the findings with those obtained in the original context. For this, conducting the same study within a different educational context could provide opportunities to compare the efficacy of research outcomes. This indicates whether the types of CF are context specific or standardized. Thus, this comparative research between the contexts could contribute to more general understanding to determine the efficacy of CF.

Finally, future research could investigate the implicit and explicit forms of both types of CF, namely recast and elicitation. This aims to indicate how varying forms of implicit and explicit types of CF make students notice the errors and provide the correct forms. It also determines that these forms help students improve their grammar accuracy and the acquisition of target language forms. Thus, this investigation could provide understanding into the efficacy of the forms to improve language development during interactions.

To conclude, this section is important as it provides the results and discussion of the findings obtained from the analyses of data gathered by the audio recording and the pre and post test. These findings contribute to answer the research questions and hypotheses that were designed from the start of this research.

Conclusion

This chapter provides an overview of the research design and methodology and explains the instruments and task used during this study. It further provides the main findings and engages in a discussion. Furthermore, this chapter offers comparisons between the major results to indicate the noticed issues and highlights the research implications. Finally, it determines the limitations and proposes suggestions for further research.

GENERAL CONCLUSION

This research investigates the impact of the teacher's recast and elicitation on students' modified output and acquisition of the present simple tense. Specifically, it aims to improve which of these oral CF types is more amenable to production of modified output and acquisition of the present simple tense among first year students of English at the University of Béjaia, Algeria. To reach the objectives of this research, the researcher sought support from the supervisor and reviewed the broad literature. Specifically, the first section of chapter one emphasizes the teacher's oral CF and its characteristics, and highlights the different types of CF particularly recast and elicitation. Moreover, the second section of the same chapter provides an overview of the related studies and second language hypotheses that are pertinent to CF. Furthermore, the researcher designed the second chapter with the first section that explains the research design and methodology and the second section that highlights the main research findings and the discussion.

To reach the objectives of this study the researcher employed a quasi experimental research design that investigates recast and elicitation with two classes of first year students of English at the University of Béjaia, Algeria, each comprising 22 participants. The classes were randomly assigned into two experimental groups: the recast group receiving recast and the elicitation group receiving elicitation. Both groups were exposed to the respective treatment during form focused; grammar based communicative activities conducted by the grammar instructor during a three week period, with each group participating in four experimental sessions. This research gathered data by employing a quantitative approach. Data were collected by the audio recording and the pre and post test, and then subsequently analyzed by employing descriptive statistics and content analysis. Thus, the findings indicate that there is a difference between recast and elicitation in leading to modified output among the student participants, and that elicitation outperformed recast and is amenable to higher amounts of modified output compared to recast. This means that the first year students of English at the University of Béjaia, Algeria, could correct their inaccurate utterances and produce modified output in response to the teacher's elicitation than the teacher's recast. Furthermore, the findings determine that there is a difference between recast and elicitation in leading to the acquisition of the present simple tense among the student participants. In spite the fact that the recast group outperformed the elicitation group in both the pre and post test,

testing the improvement rate between the two groups resulted in different outcomes. Specifically, the elicitation group achieved higher percentage in performance from the pre test to the post test compared to the recast group. Therefore, this suggests that elicitation supports the students to notice and correct the inaccurate utterances, and leads to acquisition of the present simple tense.

Finally, this research indicates that the long term impact of the teacher's recast and elicitation is uncertain, and requires to conduct a continuous investigation in this area of research to determine more understanding.

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Appendices

Appendix1.Pre and Post Test

Activity 1: Complete the following sentences with the correct present simple tense of the verbs in parentheses.

1. She chooses an interesting theme and (**to conduct**) her research on it .
2. He knows that the number of participants..... (**to remain**) the same.
3. Every day, the vendors..... (**to open**) the market to the earliest shoppers.
4. If someone (**to require**) help, they should ask the teacher.
5. Every student, including the passive ones, (**to have**) to submit their assignments .
6. I understand that practice..... (**to improve**) your pronunciation.
7. I prefer oral performances as they..... (**to provide**) interactive environments.
8. One year contains twelve months that (**to vary**) in the number of days.
9. The teacher, along with his colleagues..... (**to prepare**) the questions.
10. Bees not only produce sweet honey, but (**to contribute**) to pollination.
11. The fact that he loves reading (**to mean**) he spends hours in the library.

Activity 2: Choose the correct present simple form for each sentence.

1. Both students..... (**behave/behaves/behaved**) interested in this topic.
2. They both (**require/requires/required**) more exercises to practice.
3. She gives examples that..... (**support/supports/supported**) her argument.
4. He writes notes every time he (**read/reads/red**) new books.
5. I know that the students (**make/makes/made**) errors using the tenses.
6. The jury..... (**is/are/was/were**) satisfied with their work.
7. The data from studies (**indicate/indicates/indicated**) effective progress.
8. Each of the members..... (**have/has /had**) their responsibilities.
9. The number of students (**is/are/was/were**) important for the study.
10. I know that the amount of homework students receive
(**improve/improves/is improving**) their understanding.
11. The teacher, together with the students, (**work/works/is working**) on a research project.

Activity3: Guess whether the verbs enclosed between brackets should be put in the present simple, present continuous, or present perfect.

1. Kamy usually..... (**to go**) to school by bus, but this morning she(**to ride**) her bike.
2. Edward usually (**to work**) in cooperation with his small group.
3. Someone (**to knock**) on the door.
4. The sun..... (**to rise**) in the East and (**to set**) in the West.
5. The earth (**to orbit**) around the sun.
6. My friends..... (**never to eat**) sushi before.
7. My pupils..... (**to play**) in the rain.
8. Food (**to taste**) better when it is freshly cooked.
9. Water (**to boil**) at 100 degrees Celsius.
10. The students..... (**to prefer**) reading books every weekend.
11. The bus (**sometimes to arrive**) early to the station.

Activity 4: Rewrite the sentences below in the present simple tense.

1. She began her project last week.
➤
2. He bought an interesting book last week.
➤
3. We made a zesty cake yesterday.
➤
4. They chose interesting themes for their research yesterday.
➤

Activity 5: Determine if the provided verbs should be written in the present simple, the present continuous, or the present perfect.

Education..... (**to play**) an important role in shaping human development. Every day, students..... (**to go**) to University to explore different areas of study and develop new skills. To improve learning outcomes, many educational institutions around the world..... (**to implement**) innovative teaching methods. The latest technological advancements..... (**to change**) the way teachers and students..... (**to interact**) in the classroom setting, making learning more accessible. Some

Activity 6: Write a structured and comprehensive paragraph, where you would describe one of your closest friends using the present tense.

[illegible]

Appendix2. Questions of Free Oral Production Task

1. What does your teacher do in the first lesson?
2. What kind of activities does your brother/sister enjoy on weekends?
3. Speak about your brother/sister routine in the morning.
4. Speak about the Child's ways to learn things.
5. Choose a person that you love and tell why you love him/her.
6. Choose a movie that you like and tell why you do like it.
7. How must a good person be? Give details.
8. How does a Smartphone make things easier?