

Individual Paper Session 13
Classroom
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4:15-4:45pm

**Explicitness of interactional Feedback and its role in the learning of Targeted Forms
in Student-Teacher Interaction**

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Recent second language acquisition (SLA) research has demonstrated a need for instructional activities that integrate form-focused instruction with meaningful communicative interaction. However, how this need should be addressed has been the focus of much debate in the field of L2 acquisition. A number of L2 researchers have argued that one way of doing so would be through interactional feedback, that is, feedback generated through various negotiation and modification strategies (e.g., recasts, elicitations, clarification requests, etc.). These processes are assumed to lead to negative feedback, which would consequently facilitate L2 acquisition (Long 1996; Mackey & Oliver, 2002; Mackey & Philip, 1998). However, most of the research in this area has been descriptive, concentrating on documenting the existence of such feedback in interaction (Mitchell & Myles, 1998). Little research has examined the effects of such feedback on L2 acquisition.

This study attempted to address this acquisition question by investigating the relationship between types of interactional feedback and the learner's immediate as well as delayed modified output during as well as after interaction. Participants were 42 intermediate adult ESL learners and two ESL teachers. Learners participated in dyads in task-based interactions with the teachers and received various forms of explicit and implicit feedback on their erroneously produced forms. Each also participated in a pre- and post- interaction scenario composition task. Analysis of data compared the accuracy of the learners' modified output in response to different types of feedback in the course of interaction and in the pre- and post-scenario composition tasks.

Results showed higher rates of accuracy in response to more explicit than less explicit interactional feedback during interaction and in post-scenario composition tasks. Theoretically, the findings seem to lend support to theories of L2 acquisition that posit a more central role for more explicit than less explicit interactional feedback during student-teacher interaction.