

## **PacSLRF Colloquium: Interactionists' accounts of SLA**

**Organisers: Noriko Iwashita and Rhonda Oliver**

### **Paper 1**

#### **LEARNING CONTEXTS AND FEEDBACK: HOW DO TEACHERS AND LEARNERS PERCEIVE INTERACTIONAL FEEDBACK?**

**Rebecca Adams, Jonathan Newton and David Crabbe  
Victoria University of Wellington**

Recent research on the provision and use of oral feedback with second language learners has consistently shown that feedback can promote the noticing, acquisition, and retention of second language forms (Iwashita, 2003; Leeman, 2003; Mackey, 1999; Mackey & Philp, 1998; Oliver & Mackey, 2003; Philp, 2003). One of the benefits of feedback is the provision of opportunities for the learners to modify their output, pushing them to notice interlanguage gaps (McDonough, 2005). However, studies on the provision and use of feedback in the language classroom have consistently indicated that whether learners will modify their output may depend on the type of feedback provided (Ellis, Basturkman, & Loewen, 2002; Loewen, 2004; Lyster, 1998, 2004) and that the types of feedback that do promote modified output may occur relatively rarely in the classroom (Lyster & Ranta, 1997; Pica, 2002). While these findings have important implications for second language research and pedagogy, very little research has examined the provision and use of feedback from the participants' perspective. In particular, questions about the teacher and learner noticing of feedback, perceptions of feedback episodes, and beliefs about feedback in learning remain to be investigated.

In the current study, a focused case study approach is used to examine the provision and use of feedback in two different contexts, including adult and adolescent foreign language contexts. In each context, classroom discourse was recorded and analysed. Teachers and learners were interviewed to explore their beliefs on the use of oral feedback and to examine their interpretations of critical classroom instances. A comparison of the results from different contexts, relevant trends, and implications for research and teaching will be presented.

## Paper 2

### LEARNER PERCEPTION, INTERPRETATION & USE OF INTERACTIONAL FEEDBACK IN THE FRENCH FOREIGN LANGUAGE CLASSROOM

**Chantelle Brittain**  
**The University of Queensland**

The precise role of corrective feedback in the appropriation of a second language (L2) remains uncertain and controversial, despite more than three decades of extensive research on this topic. At the turn of the millennium, in an attempt to further explore the potential links between errors, feedback and L2 development, a number of experimental laboratory studies began to explore the extent to which learners (a) notice feedback provided during dyadic interaction and (b) are able to interpret the target of that feedback (Mackey, Gass & McDonough, 2000 ; Philp, 1998). While these controlled laboratory studies have undoubtedly made significant theoretical contributions to the field of Second Language Acquisition, the relevance of their findings to classroom-based L2 learning is questionable. This doctoral research project attempts to address this limitation project and builds on a line of more recent research investigating how learners attend to, interpret and use corrective feedback provided in the course of authentic classroom interaction (Nabei & Swain, 2002). This paper presents findings from a main study involving two tutorial groups of young adults learning French as a Foreign Language in a university setting. Four data sets will be considered: (1) audiovisual recordings of student-teacher interaction occurring in intact tutorial groups; (2) retrospective written 'uptake' sheets completed immediately following tutorials; (3) retrospective verbal reports elicited during *stimulated recall* interviews in which learners viewed videotapes of previous classroom interaction; and (4) immediate and delayed post-tests consisting of grammatical judgments (GJ) tests and elicited oral production tests. Feedback episodes identified in the classroom discourse will be related to the students' retrospective reports and to their test results. The data presented will provide a learner-centered perspective on the issue of the effectiveness of corrective feedback in the language classroom.

### **Paper 3**

## **TEACHER GUIDANCE AND LINGUISTIC OUTCOMES: A STUDY OF TASK-BASED INTERACTION IN CHILDREN'S ESL CLASSROOMS**

**Jenefer Philp, Rhonda Oliver and Alison Mackey**

**The University of Auckland, Edith Cowan University and Georgetown University**

Recently, tasks have been advocated for use in language classrooms as a means of promoting the provision and use of feedback by language learners (Bygate, Skehan & Swain, 2001; Long, 1996). Other studies have investigated the relationships between variables such as task type and guidance in planning, and the fluency, accuracy, and complexity of learners' linguistic output (for review, see Ellis, 2003). This research suggests that the linguistic outcomes of tasks may vary according to the context, presentation and instructions provided for tasks. It is also likely that the age of the learner and the type of learning environment affect the linguistic outcomes of tasks. Despite general agreement that age plays an important role in SLA and that context can influence interactional processes (e.g., Mackey, Oliver, & Leeman, 2003), there is relatively little research on the impact of teachers' instructions, guidance and modeling of tasks on children's production.

The current study examines children's dyadic task-based interactions in the context of lessons in authentic L2 classrooms. Twenty ESL learners between 5-7 years old carried out 5 communicative tasks over a 3-week period under 3 guidance conditions: no guidance, pre-task modelling and on-task pair guidance. Results showed that different types of guidance impacted several of the processes and products of task-based interaction for young L2 learners, in terms of linguistic accuracy, fluency and complexity as well as their modified output. However, children rarely provided corrective feedback to each other regardless of the type of guidance they received. This finding has implications for understanding the potential benefits of tasks for L2 production and for L2 interaction, and recommendations concerning the use of tasks to promote interaction in children's language classrooms.

## **Paper 4**

### **THE EFFECT OF INTENSIVE RECAST TREATMENTS ON THE LONG-TERM DEVELOPMENT OF LESS SALIENT STRUCTURES IN JAPANESE AS A FOREIGN LANGUAGE**

**Noriko Iwashita**  
**The University of Queensland**

The paper reports on part of a longitudinal case study which investigated a role of conversation in the acquisition of Japanese. The presentation will examine effects of intensive recast treatments on the development of two grammatical structures.

A growing number of studies have shown how native speakers provide negative feedback in their conversation with learners, and their potential effect on second-language learning. Recasts, in particular, have drawn research attention because of their unique properties (i.e., immediacy, saliency and reformulation components). For example, Mackey and Philp (1998) found a positive impact of intensive recasts on the short-term learning of question forms for ESL learners who were developmentally ready. However, it is not known whether their findings would apply to different types of structure, especially less transparent forms in a different L2, and for learners of different proficiency levels.

The study builds on Mackey and Philp's work to examine whether a series of intensive recast treatments would facilitate long-term development of less salient structures. The data were collected from five beginning learners of Japanese at college level who practised conversation with a native-speaker for over 12 weeks. During the second half of the twelve-week treatment participants, received a series of intensive recast treatments

The results support Mackey and Philip's findings, in that learner performance on the use of the target features improved as a result of the intensive recasts. While a temporary negative impact was observed on the structures that learners were able to use correctly prior to the treatment, their performance soon returned to the initial level. The positive effect of intensive recasts was supported by the fact that learners maintained the same level of performance six months after the treatment. The study has implications for foreign language teaching methodology in terms of teachers' use of error-correction strategies.

## **Paper 5**

### **MEASURING THE EFFECTIVENESS OF INCIDENTAL FOCUS ON FORM**

**Loewen, Shawn**  
**The University of Auckland**

Incidental focus on form draws learners' attention to linguistic items as they arise spontaneously, without prior planning, in meaning-focused L2 classroom interaction. Such a combination of form and meaning is argued to be beneficial for L2 learners. While previous studies have investigated the effectiveness of incidental focus on form in promoting second language learning through measures such as uptake and individualised test scores, the present study considers effectiveness by examining learners' production both prior and subsequent to the focus on form episodes (FFE). Learners' prior use of linguistic structures targeted in FFEs may provide some indication of learners' knowledge of the forms, given that pretesting the forms is not possible due to the spontaneous nature of incidental focus on form. Furthermore, learners' subsequent use of targeted forms in classroom interaction may provide evidence of the effectiveness of FFEs, particularly as the structures occur in unplanned, on-line communication. In the present study, 4.5 hours of naturally-occurring, meaning-focused L2 lessons were observed in 3 different classes of young adults in a private language school in Auckland, New Zealand. The focus on form episodes in the classroom interaction were identified and learners' prior and subsequent use of the targeted linguistic forms was analysed. The results indicate that prior to the FFE learners used about 12% of the targeted forms with an accuracy rate of 47%. Subsequent to the FFEs, learners produced 20% of the targeted forms, with an accuracy rate of almost 75%. The implications of this study for both SLA research and L2 teaching will be considered.