

The Role of Recast in Correcting Reading Errors; Implicit or Explicit? A Comparative Study

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Abstract

It is claimed by many interactionists that Corrective Feedback (CF) has an important role in steering learners' attention in L2. Accordingly, attracted considerable attention in SLA, CF was divided into two as explicit and implicit, which embodied 'recast' in implicit feedback type. But, of all implicit feedback types, recasts have emerged to be the issue of intensive theoretical and empirical studies, and possibly seem to be continuing as one of the widespread ones. Although it seems there is a pile of studies in the literature conducted over recast as CF, they are all the same on the basis that regarding recast as only implicit but not explicit. However, Sheen (2006) determined that recasts were not only implicit, and the explicitness of recasts could also be processed by stressing or by using intonations to the treatment point, which was cared by the present study. So far, the great majority of the studies have been carried out over 'recast' in contexts where the point was the treatment of grammatical errors of learners. In this respect, the present study is of major importance in determining the efficiency of recast in a context where the focus is 'reading errors' rather than grammatical errors. The present study aimed to investigate whether it was implicit or explicit recast which showed more promise in reducing the number of reading errors. The participants --from pre-class of a university-- were divided into two random groups and required to read different texts. Meanwhile, They were provided implicit feedback for the implicit feedback group and explicit feedback for the explicit feedback group. The data, collected from pre-, post-, and delayed-post tests, were recorded and analysed through paired sample t-test in order to see whether there was a statistically significant difference between two types of recast in terms of efficiency. The results were of great importance for those who wanted to employ recast for learners.

References

- [1] Sheen, Y. (2006). Exploring the relationship between characteristics of recasts and learner uptake. *Language Teaching Research*, 10, 361-392.