THE EFFECTS OF RECASTS AND METALINGUISTIC CORRECTIVE FEEDBACK ON GRAMMAR ACQUISITION OF POSTGRADUATE ESL LEARNERS

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ABSTRACT

The issue of efficacy of oral corrective feedback on grammar acquisition of second language learners in an English language classroom setting remains controversial in recent years due to the implicit and explicit types of corrective feedback and different positions of interface toward implicit and explicit knowledge. This study investigated the impact of implicit corrective feedback in the form of recasts and explicit corrective feedback in the form of metalinguistic information on grammar acquisition of ESL learners. The quantitative study was conducted at the University of Malaya Centre for Continuing Education in Kuala Lumpur with 136 female and male international postgraduate students at lower-intermediate level of English proficiency involving one control and two experimental groups. The relative efficacy of both types of corrective feedback was assessed by using the Elicited Oral Imitation Test (EOIT) and Timed Grammaticality Judgment Test (TGJT) for measuring implicit knowledge; and Untimed Grammaticality Judgment Test (UGJT) and Metalinguistic Knowledge Test (MKT) for measuring explicit knowledge in pretest and posttest sessions before and after the intervention program. To analyze the data, ANCOVA and Post Hoc analysis (Scheffe's test) were carried out. The practical implications of the results suggest that both recasts and metalinguistic corrective feedback have a significant effect on developing grammar acquisition of ESL learners. This significant effect is seen not only in the EOIT and TGJT tests, but also in the UGJT and MKT tests. The effectiveness for different grammatical features varied from the small effect size (i.e., *Modals can, have to*) to moderate (i.e., *Past tense, Present perfect*) and approximately large effect size (i.e., *Comparatives, Unreal conditionals*). Moreover, further analysis shows that overall the students in the metalinguistic group scored significantly higher than the recast group. However, this outperformance for most of the target structures of the study was

significant (i.e., *Regular past tense, Present perfect with since & for, Comparatives*, and *Unreal conditionals*) but for some of them was not (i.e., *Modal can & Modal have to*) and this demonstrates that explicit corrective feedback may benefit more for some structures than others. Methodologically, the study by conducting separate measurement of implicit and explicit knowledge shed light on the effectiveness of corrective feedback on developing both *knowledge about the language* (i.e., explicit knowledge) and *knowledge of the language* (i.e., implicit knowledge). The study also provided fresh empirical evidence to support the weak interface position toward implicit and explicit knowledge of ESL learners and in turn proposed pedagogical practices followed by researchers and practitioners adhering to this position.

Kesan *Recasts* dan Maklum Balas Pembetulan Metalinguistik Terhadap Pemerolehan Tatabahasa dalam Kalangan Pelajar Pascasiswazah ESL

ABSTRAK

Isu efikasi maklum balas pembetulan lisan ke atas pemerolehan tatabahasa dalam kalangan pelajar bahasa kedua dalam kelas Bahasa Inggeris masih mengundang kontroversi kebelakangan ini oleh kerana *implicit and explicit types of corrective feedback* dan pendekatan berlainan terhadap *interface toward implicit and explicit knowledge*. Kajian ini menyelidik impak *implicit corrective feedback in the form of recasts* dan *explicit corrective feedback in the form of metalinguistic information* ke atas pemerolehan tatabahasa dalam kalangan pelajar ESL. Kajian berbentuk kuantitatif ini dijalankan di University of Malaya Centre for Continuing Education di Kuala Lumpur dan melibatkan 136 pelajar perempuan dan lelaki iaitu pelajar pascasiswazah luar negara bertahap penguasaan Bahasa Inggeris sederhana-rendah, yang dibahagikan kepada satu kumpulan kawalan dan dua kumpulan eksperimen. Keberkesanan relatif penggunaan dua kaedah *corrective feedback* tersebut telah dinilai menggunakan *Elicited Oral Imitation Test* (EOIT) dan *Timed Grammaticality Judgment Test* (TGJT) untuk mengukur pengetahuan implisit; dan *Untimed Grammaticality Judgment Test* (UGJT) serta *Metalinguistic Knowledge Test* (MKT) untuk mengukur pengetahuan eksplisit dalam sesi pra-ujian dan pasca-ujian sebelum dan selepas program intervensi. Untuk analisis data ANCOVA dan analisis PostHoc (ujian Scheffe) dijalankan. Implikasi praktikal dapatan kajian mencadangkan kedua-dua *recasts* dan maklum balas pembetulan metalinguistik mempunyai kesan signifikan ke atas pembangunan pemerolehan tatabahasa pelajar ESL. Kesan signifikan tidak hanya kelihatan dalam ujian EOIT dan TGJT, tetapi juga kelihatan dalam ujian UGJT dan MKT. Dalam pada itu, keberkesanan tersebut berlainan untuk ciri-ciri tatabahasa berlainan iaitu kesan saiz

kecil (bagi *modals can, have to*) kepada kesan sederhana (seperti untuk *past tense, present perfect*) dan kesan saiz besar (seperti untuk *comparatives, unreal condition*). Tambahan pula, analisis lanjutan menunjukkan secara keseluruhan pelajar dalam kumpulan metalinguistik mendapat skor yang melebihi secara signifikan skor kumpulan *recasts.* Walau bagaimanapun, kelebihan ini terdapat signifikan bagi kebanyakan struktur sasaran (iaitu *regular past tense, present perfect with since & for, comparatives, and Unreal conditionals*) tetapi tidak untuk beberapa yang lain *(iaitu modal can & modal have to*). Ini menunjukkan *explicit corrective feedback* lebih berkesan untuk beberapa struktur berbanding yang lain. Dari segi metodologi, kajian ini yang telah mengukur *implicit and explicit knowledge* secara berasingan dapat memperincikan efikasi *maklum balas pembetulan* dalam mengembangkan pengetahuan *about the language* (iaitu pengetahuan eksplisit) dan pengetahuan *of the language* (iaitu pengetahuan implisit). Kajian ini juga memberi bukti empirikal terkini yang menyokong *the weak interface position toward implicit and explicit knowledge* pelajar ESL dan berikutnya mencadangkan praktis pedagogi yang perlu diikuti oleh penyokong dan penyelidik yang mengamalkan pendekatan ini.

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LIST OF SYMBOLS AND ABBREVIATIONS

ANOVA	Analysis of Variance
ANCOVA	Analysis of Covariance
EFL	English as a Foreign Language
ELP	English Language Proficiency
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
IELTS	International English Language Testing System
KMO	Kaiser-Meyer-Olkin
L1	First language
L2	Second language
MKT	Metalinguistic knowledge test
EOIT	Elicited oral imitation test
Q1	Question one
Q2	Question two
Q3	Question three
S1	Structure one: Modal (can)
S2	Structure two: Modal (have to)
S3	Structure three: Past tense
S4	Structure four: Present perfect (since & for)
S5	Structure five: Comparatives
S6	Structure six: Unreal conditional
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TESL	Teaching English as a Second Language
TGJT	Timed Grammaticality Judgment Test

TL	Target language
TOEFL	Test of English as a Foreign Language
UGJT	Untimed grammaticality judgment test
UM	University of Malaya
UMCCED	University of Malaya Centre for Continuing Education

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Corrective feedback is "the form of responses to learner utterances that contain an error" (Ellis, Loewen, & Erlam, 2006, p. 340). The responses may indicate that "an error has been committed, specify the correct target language form, or contain metalinguistic information [i.e., provide comments, information, or questions related to the well-formedness of the learner's utterance] about the nature of the error or any combination of these" (Ellis et al., 2006, p. 340).

Corrective feedback differs in accordance with the extent to which it is implicit or explicit. In implicit corrective feedback teachers do not tell the students they made mistakes, while in explicit corrective feedback there is an overt indication of committing errors.

Implicit corrective feedback regularly takes the shape of recast (Sheen & Ellis, 2011) where "the teacher first repeated a learner utterance with an error, highlighting the error through emphasis, and then, if this did not result in a learner self-correction, the teacher recasts the utterance using the correct form" (Ellis, 2008c, p. 884). Long (2006) defines recast as "a reformulation of all or part of learner's immediately preceding utterance in which one or more non-target like (lexical, grammatical, etc.) items are replaced by the corresponding target language form(s), and where, throughout exchange, the focus of the interlocutors is on meaning not language as an object" (p. 2).

Explicit corrective feedback may acquire two shapes: (a) explicit correction, in which the instructor provides the correct form and visibly reveals that what the learner

said was not correct (e.g., No, not take – took) or (b) metalinguistic information, described by Lyster and Ranta (1997) as "comments, information, or questions related to the well-formedness of the learner's utterance [for instance] you need past tense" (p. 47).

One of the issues that deserves to be taken into consideration is the contribution of corrective strategies in learning. Carroll's (2001) predicts that if the learner perceives the corrective aims of the feedback, the feedback can only help acquisition. Moreover, learners should be competent to detect the error. For her "most of the indirect forms of feedback do not locate the error" (p. 355). As Sheen's (2006) study reveals, recasts, whether in full meaning that the entire incorrect statement is recreated or partial that means only the erroneous part of the statement is recreated, do not visibly specify that an error has occurred and may or may not assist in locating the error. In contrast, explicit types of feedback visibly specify that an error has occurred and correspondingly give the location of the error.

The current study explores the effects of implicit corrective feedback in the form of recasts and explicit corrective feedback in the form of metalinguistic information on grammar acquision of ESL learners.

According to Ellis et al. (2006) recasts and explicit corrective strategies, which are the focus of this study, can also be different in terms of whether they provide implicit or explicit knowledge.

The terms implicit and explicit knowledge have been applied to language knowledge originally by Bialystok (1978). Bialystok suggests that ultimate language fluency and acquisition largely depends on the amount of implicit language knowledge or *knowledge of a language* one has. Explicit language knowledge or *knowledge about a language* represents the conscious facts that can be articulated about the language. Her definition indicates similarities between the concepts of Krashen's (1981) "learned

system", Anderson's (1993) "declarative knowledge" and Langacker's (1991) "external grammar" with explicit language knowledge. These are all characterized by awareness of the language knowledge that comes through analyzing the language. Similarly, "acquired system", "procedural knowledge", and "internal grammar" are comparable to implicit language knowledge, and can be characterized as fluent and accurate language use which comes about without thinking or analyzing that knowledge.

However, Long (2006) said that recasts, because of their implicit nature, promote implicit knowledge. For Long "recasts connect linguistic form to meaning in discourse contexts, that promote the microprocessing (i.e., noticing or rehearsing in short-term memory) required for implicit language learning" (p. 2). Doughty (2001) who inspired Long's rationale for focus-on-form, claimed that "recasts constitute the ideal means of achieving an immediate, contingent focus on form and afford a cognitive window in which learners can rehearse what they have heard and access material from their interlanguage" (p. 206). On the contrary, "explicit corrective feedback strategies, such as metalinguistic feedback, are more likely to impede the natural flow of communication and to activate the kind of learning mechanisms that result in explicit rather than implicit L2 knowledge" (Doughty, 2001, p. 206).

Such a prospect is questionable, first because, "it is not certain that all recasts are as implicit as Long (1996, 2006) and Doughty (2001) assumed" (Ellis et al., 2006, p. 340). A number of recasts are rather explicit corrective. "Indeed, the kind of corrective recasts that Doughty and Varela (1998) employed in their experimental study were remarkably explicit" (Ellis et al., 2006, p. 340). Second, "recasts can only work for acquisition if learners notice the changes that have been made to their own utterances, and there are reasons to believe that they do not always do so" (Ellis et al., 2006, p. 340).

Lyster (1998) pointed out, “the levels of repair in uptake following recasts are notably lower than those following more explicit types of feedback” (p. 183). Lyster’s findings were confirmed by Sheen (2004).

Sheen (2004) in four different instructional contexts found that “repair occurred less frequently following recasts than following explicit correction and metalinguistic feedback” (Ellis et al., 2006, p. 340). Finally, “we cannot be certain that recasts promote acquisition of implicit knowledge. Indeed, it is possible that recasts result in explicit knowledge” (Ellis et al., 2006, p. 341). Long, Inagaki, and Ortega (1998) found that recasts in Spanish *adverb word order* may lead to the capability of explanation of the rule explicitly and correctly.

Therefore, there are some uncertainties about the extent of effectiveness of recasts in prompting implicit and explicit knowledge and interaction between them.

The dispute of the interaction between implicit and explicit knowledge or whether explicit knowledge transforms to implicit knowledge in cognitive psychology is well-known as the *interface issue*. Three different positions are emerged from interface issue on instructing grammar: the *non-interface* position whose advocates believe that explicit knowledge cannot transform into implicit knowledge; the *strong interface* position whose advocates believe that explicit knowledge can transform into implicit knowledge; and the *weak interface* position whose advocates believe that explicit knowledge can transform into implicit knowledge in a certain circumstances and restrictions on how and when it can occur.

Some scholars (e.g., Krashen, 1981, 1982) have debated in favor of the non-interface position. Some others, such as DeKeyser (1998) have reinforced the strong interface position. Though, the criticisms pointed out to the both views led to the emergence of the integrative view which is well-known as weak interface position (Ellis, 1993, 1994b). According to this theoretical perspective, it seems that “explicit

corrective feedback not only facilitates explicit learning and explicit memory, but also implicit learning and implicit memory" (Ellis, 2008c, p. 886).

Only through understanding whether explicit instruction affects the transfer of explicit knowledge to implicit knowledge, or facilitates the acquisition of implicit knowledge, can we determine if it is justified as advancing second language acquisition (SLA) (Akakura, 2009).

Thus, inspiring the weak interface position, the purpose of this study is to examine the effect of implicit corrective feedback in the form of recasts and explicit corrective feedback in the form of metalinguistic information on grammar acquisition of ESL learners by considering the interface issue between implicit and explicit knowledge.

1.2 Statement of the Problem

One of the concerns of teachers in the teaching of English as a Second Language (ESL) learners, particularly in communicative classes, is how students' errors should be corrected to provide the feedback they need and to foster their improvement without damaging their fluency and motivation. Another concern is related to what extent this correction would contribute to improving their knowledge (Rohollahzadeh Ebadi, Mohd Saad, & Abedalaziz, 2014a).

These apprehensions arose due to the problems found during error correction in the ESL classrooms. One such problem is the fact that not all students like being corrected although they want to improve their accuracy. Truscott (1999) argues that it makes "embarrassment, anger, inhibition, and feelings of inferiority" (p. 441). Having errors corrected can sometimes be annoying for language learners, and such correction may reduce their willingness to communicate with their teachers or classmates (Brown 2009, cited in Lyster, Saito, & Sato, 2013).

Furthermore, if teachers corrected too many student errors, their fluency to speak might be affected because they would fear making mistakes. In this case, students keep stopping and correcting themselves. Teachers' attitudes in providing positive feedback and effective treatment of students' errors may influence students' confidence and performance in the learning process (Panova & Lyster, 2002, cited in Chen, 2005).

On the other hand, if teachers do not correct enough student errors students' accuracy would not improve (Rohollahzadeh Ebadi, Mohd Saad, & Abedalaziz, 2014a). Students may continue to make the same mistakes that teachers have never tried correcting. Moreover, Brown (2009, cited in Lyster et al., 2013) conveyed that students think a superiority of active teachers is the ability to correct oral errors instantly.

Also related to the issue of corrective feedback effectiveness is the question of the efficacy of feedback type on the type of grammatical features (Rohollahzadeh Ebadi, Mohd Saad & Abedalaziz, 2014b). Akakura (2009) says acquiring grammatical features in L2 is not easy for all the features. Some features are hard to acquire and cannot be perceived by simple exposure to the language (Ellis, 2006). Thus, to find out the effectiveness of instructing language learning various forms of intervention need to be researched.

Growing interest has been paid to issues of corrective feedback and learner uptake in SLA (Zhang & Rahimi, 2014). Some descriptive studies rooted in data collection in classes (e.g., Panova & Lyster, 2002; Sheen, 2004) and on data collection in laboratories (e.g., Iwashita, 2003; Mackey, Oliver, & Leeman, 2003; Philp, 2003) have tested the kinds of corrective feedback students received and to what extent they take up this correction. A number of empirical studies have tried to inspect the role of corrective feedback in language acquisition (e.g., Ammar & Spada, 2006; Ayoun, 2004; Leeman, 2003; Lyster, 2004). Because most of the studies differed in their purposes and designs, the findings cannot be generalized.

However, the issue of corrective feedback remains controversial in recent years due to the different positions of interface toward implicit and explicit knowledge of ESL learners (i.e., whether explicit knowledge of grammatical structures transforms to implicit knowledge), with the general belief that L2 acquisition is basically different from first language (L1) acquisition, particularly in terms of implicit language knowledge (Bley-Vroman, 1989; Ellis, 2006). Some researchers (Krashen, 1982, 1999, 2000, 2003; Truscott, 1996; Zobl, 1995) believe that learned knowledge or in other words explicit knowledge cannot become acquired knowledge or implicit knowledge (non-interface position). Some others (e.g., Bialystok, 1981a, 1982, 1990, 1991; Hulstijn, 1990) believe that explicit knowledge converts into implicit knowledge by practicing (strong interface). While others (N. Ellis, 2002; Ellis, 2002, 2006a, 2008a; Hinkel & Fotos, 2002; Seliger, 1979) believe that explicit knowledge has a facilitative impact on developing L2 acquisition and contributed indirectly to the development of implicit knowledge (weak interface position; interface issue is discussed in detail in the next chapter; Rohollahzadeh Ebadi, Abedalaziz, Mohd Saad, & Chin, 2014c).

On the other hand, the interest of SLA researchers in interface studies and debates whether explicit knowledge of grammatical forms have a facilitating role or convert to implicit knowledge, highlighted the methodological deficiencies of previous studies in implicit and explicit corrective feedback.

Most of the studies in L2 acquisition measured explicit knowledge rather than implicit knowledge (Ellis, 2008; Norris & Ortega, 2000; Truscott, 1996, 1999). “Most of the studies that investigated the relative effectiveness of implicit and explicit instruction [specifically corrective feedback] relied on methods of measuring acquisition that favored explicit instruction” (Ellis, 2009, p. 20). This measurement problem has been added to the debate regarding the efficacy of explicit instruction (Hulstijn, 2005). Therefore, “it can be argued that they were biased in favor of explicit

corrective feedback" (Ellis et al., 2006, p. 351). Up to now, few researchers have addressed this issue, mainly due to methodological difficulties in differentiating between implicit and explicit knowledge (Akakura, 2009).

However, there is a consensus (Akakura, 2009; Bowles, 2011; Ellis, 2005; Ellis & Loewen, 2007; Ellis et al., 2006) that it is possible to provide a moderately separate measurement of either implicit or explicit knowledge of language structures based on the tests incorporating the distinguishing criteria of the two types of language knowledge within their design. While constructing pure measurements of either implicit or explicit knowledge is impossible (Ellis, 2004, 2005), these experimental developments in measuring language knowledge have enabled closer approximations in discriminating implicit knowledge from explicit knowledge. Thus, it may now be feasible to better understand whether or not corrective feedback can improve L2 knowledge.

So this study by providing a moderately separate measurement of implicit and explicit knowledge of language structures based on tests incorporating the distinguishing criteria of the two types of language knowledge (Bowles, 2011; Ellis et al., 2006), and inspiring the weak interface position in cognitive psychology, tried to find the effects of implicit and explicit corrective feedback on acquisition of different grammatical features in ESL learners. Therefore, it is concerned with the problem of whether it is possible for both kinds of corrective feedback (i.e., implicit and explicit) to impact on both implicit and explicit knowledge of ESL learners. Additionally, it attempts to investigate whether different grammatical structures benefit from explicit and implicit corrective feedback to the same extent.

The findings of this study could provide a proper guideline for language teachers, educators or language program designers who are in a position to decide about pedagogical programs. Teachers may need to match different methods of corrective

feedback in accordance with different grammatical structures taught. It also could encourage SLA researchers to be more cautious about the interface between implicit and explicit knowledge and the impacts of each on the results of their experimental studies.

1.3 Objectives of the Study

The objectives of this study are:

1. To investigate the impact of implicit corrective feedback in the form of recast on different grammatical features in ESL learners'

a) implicit knowledge.

b) explicit knowledge.

2. To investigate the impact of explicit corrective feedback in the form of metalinguistic information on different grammatical features in ESL learners'

a) implicit knowledge.

b) explicit knowledge.

3. To investigate if there is a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on different grammatical features in ESL learners'

a) implicit knowledge.

b) explicit knowledge.

1.4 Research Questions

The present study is aimed at answering the following questions:

1. Is there any significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

2. Is there any significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

3. Is there a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

1.5 Research Hypothesis

The present study tries to test the following null hypothesis:

1. There is no significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

2. There is no significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

3. There is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

1.6 Significance of the Study

Corrective feedback is a controversial but an extremely relevant issue in SLA today. Specifically, research in SLA studied the effects of implicit and explicit types of corrective feedback (Carroll, 2001; Carroll & Swain, 1993; DeKeyser, 1993; Ellis et al., 2006; Havranek & Cesnik, 2003; Kim & Mathes, 2001; Leeman, 2003; Lyster, 2004; Mackey, 2006; Nagata, 1993; Muranoi, 2000; Rosa & Leow, 2004; Sanz, 2004). These studies have pointed out corrective feedback types and their contribution to language acquisition, but did not provide a clear understanding of the effectiveness of implicit and explicit corrective feedback on implicit and explicit knowledge of ESL learners (Bowles, 2011).

There has been a renewed interest in the role of implicit and explicit knowledge in L2 acquisition (e.g., Bowles, 2011; Doughty, 2003; Ellis, 2005; Sonbul & Schmitt, 2013) in recent years. With respect to the interface between these two types of knowledge, the argument turns around whether they set up two distinct knowledge

systems --noninterface position (Hulstijn, 2002; Krashen, 1981; Paradis, 1994) or, they interact at the representative level and thus one can be transformed into the other --the strong interface position (DeKeyser, 1998, 2003) or, explicit knowledge can be transformed into implicit knowledge under certain conditions —weak interface (Ellis, 1993, 1994b). Irrespective of these studies, the relation between implicit and explicit corrective feedback and implicit knowledge or explicit knowledge in SLA is still unknown.

Furthermore, the literature review has identified still unresolved debates in SLA such as whether implicit corrective feedback can facilitate L2 acquisition or whether explicit corrective feedback probably impedes the natural flow of communication and whether explicit knowledge can convert into implicit and vice versa. The answers to these questions would add to the existing knowledge of the roles of explicit and implicit knowledge (Polio, 2012) and the relationship of conscious and unconscious learning and ESL acquisition (Ellis, 2001) so as to either accept Krashen's claim that learners only learn through unconscious acquisition or other researchers' belief (Ellis, 1990; Schmidt, 1990, 1994, 2001; Schmidt & Frota, 1986) that learners benefit from focus on form, though attention has a crucial role in L2 acquisition.

The main concern of this research is to find out the impact of implicit and explicit corrective feedback on grammar acquisition of ESL learners in order to establish a clearer specific base for the speculations of L2 theorists regarding whether corrective feedback affects the transfer of explicit knowledge to implicit knowledge, or facilitates acquisition of implicit knowledge. This research thus is aimed at determining if corrective feedback is justified as advancing L2 acquisition.

As a result, this research made available a clear perception of how the human cognitive system works at the time of acquiring L2. Also, it can offer better policies to

practitioners in selecting corrective feedback types at the time of error occurrence in the learner.

Also, the existing research in the manner of corrective feedback is limited and further research is required to have a clear understanding on whether explicit or implicit corrective feedback helps learners more in restructuring their interlanguage. Finally, the body of research does not give us a clear picture of which type of feedback plays a more significant role in ESL acquisition. Therefore, the study undertaken further analyzes these issues in an attempt to answer these questions.

1.7 Goals of the Study

Within a cognitive approach to SLA, enhancing the ability to communicate confidently and fluently is recognized to be the crucial goal of pedagogy. Thus, it is appropriate for L2 instruction to focus on promoting implicit language knowledge along with explicit language knowledge (Ellis, 2008c).

1.7.1 Empirical Goal

A theory-driven goal of the present study is to provide empirical data to investigate whether implicit and explicit corrective feedback may impact on grammar acquisition of ESL learners, and also investigate whether corrective feedback approaches as well as improving explicit knowledge contributes to development of implicit knowledge of L2 learners. As advocates of the weak interface theory believe that explicit instruction, by aiding learners to notice linguistic forms in the input and carry out a comparison between what they have noticed and their own current interlanguage, may facilitate improving implicit knowledge (Ellis, 2008c).

1.7.2 Pedagogical Goal

Pedagogically, this study set to investigate which method of corrective feedback, recast or metalinguistic information, has more significant effect on acquisition of different grammatical features in ESL learners. Thus, the findings will provide appropriate guidelines, especially for language teachers to decide whether and how corrective feedback could be used in an instructional context.

1.7.3 Methodological Goal

Methodologically, this study hopes that, by measuring implicit and explicit knowledge of L2 learners separately, it can fill the gap found in previous feedback studies to overcome parts of the methodological limitation of previous studies in corrective feedback.

1.8 Definition of the Key Terms

Corrective Feedback. Corrective feedback is defined by Ellis et al. (2009) as "taking the form of responses to learner utterances that contain an error. The responses can indicate that an error has been committed, specify the correct target language form, or contain metalinguistic information about the nature of the error" (p. 303). A common classification of corrective feedback types is to distinguish feedback in terms of how implicit or explicit it is (Ding, 2012).

ESL learners. In this study, the term ESL learners refers to the learners who are learning English as an additional language. These students are already competent speakers of at least one home language and study English language in Malaysia.

Explicit corrective feedback. In the current study, explicit corrective feedback is in the form of metalinguistic information defined by Lyster and Ranta (1997) as comments or information related to the well-formedness of the learner's utterance.

Explicit knowledge. "Explicit knowledge is where information is stored in the brain and can be retrieved for use later" (Wilhelm et al., 2013, p. 391). It "consists of knowledge that learners are consciously aware of and that is typically only available through controlled processing" (Ellis, et al., 2006, p. 340). In the present study, explicit knowledge was represented by students' performance on explicit exam tests (UGJT & MKT) comprised of target grammatical structures of the study.

Grammar. In the current study, grammar refers to the target structures of the study which are Modal (can), Modal (have to), Past tense (regular), Present perfect (since & for), Comparatives, Unreal conditional.

Grammar teaching. "Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis, 2006b, p. 84).

Implicit corrective feedback. In this study, implicit corrective feedback is referring to the partial recast, which is a reformulation of part of learners' utterance minus error (Ellis, 2008c).

Implicit knowledge. "Implicit knowledge is the ability to do something without necessarily thinking about how to do it" (Wilhelm et al., 2013, p. 391). In other words, it refers to "knowledge that learners are only intuitively aware of and that is easily accessible through automatic processing" (Ellis, et al., 2006, p. 340). In the present study, implicit knowledge was represented by students' performance on implicit exam tests (EOIT & TGJT) comprised of target grammatical structures of the study.

Input and Intake. "Input is operationally defined as oral/written data of the target language (TL) to which L2 learners are exposed through various sources, and which is recognized by them as language input" (Kumaravadivelu, 1994, p. 34). However, intake is "what goes in and not what is available to go in" (Corder, 1967, as cited in Kumaravadivelu, 1994, p. 35). In other words, *Input* is considered the language to which L2 user is exposed, while the *intake* is that part of the input that is temporarily stored, processed and possibly integrated with an existing knowledge base (Chaudron, 1985; Gass, 1988; Reinders, 2012). However, for Schmidt (1990, as cited in Sato & Lyster, 2012) "intake is what learners consciously notice" (p. 593).

Postgraduate. In this study the term postgraduate refers to the lower-intermediate UMCCED English learners who had already acquired their Bachelor or Master degree in their own fields and received their offer letter from one of the Malaysian universities to register for Master or PhD courses, but they have to pass English courses as fulfilling the English language requirements in place of TOEFL or IELTS as a prerequisite for level admission.

Uptake. In this study "Learners' responses to feedback, referred to as uptake" (Ellis et. al., 2001, p. 281).

1.9 Detailed Description of the Study

1.9.1 Error Correction through Immediate Feedback

Fawbush (2010) inspired by a study from Lyster and Ranta (1997) introduced six general error correction ways through immediate feedback:

> *Explicit correction* refers to the explicit condition of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student said was incorrect; *Recasts* involve the teacher's reformulation of all or part of a student utterance, minus the error; *Clarification requests* indicate to students either the teacher has misunderstood their utterance or that the utterance is ill formed in some way and that a reformulation is necessary; *Metalinguistic Feedback* contains either comments, information, or questions related to the well

form of the student's utterance, without explicitly providing the correct form; *Elicitation* has three different techniques (i.e., a. Elicit completion of their own utterance by strategically pausing to allow students to fill in the blank as it were; b. Use questions to elicit the forms; c. Teachers occasionally ask students to reformulate their utterance); *Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error (Lyster & Ranta, 1997, pp. 46-49). Recasts, clarification requests, elicitation, and repetition all fall under the category of implicit feedback while explicit correction and metalinguistic feedback fall under the category of explicit correction (Fawbush, 2010, p. 19).

Lyster and Ranta (1997, as cited in Li, 2014) distinguish between explicit correction and recasts, with the other four feedback types "in that the former provide the correct form and do not encourage a response from the learner ('uptake'), while the latter, collectively called prompts, withhold the correct form and are more likely to be followed by learner uptake" (p. 196).

Recasts and metalinguistic feedback are the focus of this study.

1.9.2 Linguistic Knowledge

There are two competing positions about the definition of linguistic knowledge. The first one draws from the work of Chomsky, who said "linguistic knowledge consists of knowledge of the features of a specific language, which are derived from impoverished input (positive evidence) with the help of Universal Grammar" (Ellis et al., 2009, p. 10).

The other position draws from connectionist theories of language learning and its advocates in cognitive psychology such as Rumelhart and McLelland (1986), who said "linguistic knowledge as comprised of an elaborate network of nodes and internode connections of varying strengths that dictate the ease with which specific sequences or 'rules' can be accessed" (Ellis et al., 2009, p. 10). According to this view, then, "learning is driven primarily by input and it is necessary to posit only a relatively simple cognitive mechanism that is capable of responding both to positive evidence from the

input and to negative evidence available through corrective feedback" (Ellis et al., 2009, p.11). The present study was inspired by cognitive psychologists' definition of knowledge and the role of corrective feedback in language acquisition.

1.9.2.1 Implicit language knowledge

"Implicit language knowledge refers to *knowledge of a language* which may be accessed instantaneously during spontaneous comprehension or production" (Akakur, 2009, p. 13). Implicit language knowledge is intuitive knowledge enabling spontaneous language use, and with reference to L2 acquisition is also referred to as tacit knowledge (Reber, 1989), acquired knowledge (Krashen, 1981), procedural knowledge (DeKeyser, 1998), interlanguage (Hamilton, 2001; Selinker, 1992; Tarone, 1979), or learner language (Ellis & Barkhuizen, 2005).

Within implicit knowledge Ellis (1994b) distinguishes two kinds of language knowledge; *formulaic* and *rule-based* knowledge. Formulaic knowledge constitutes chunks of language such as "How are you?" that have become internalized expressions. Rule-based knowledge is a generalized and abstract concept about language that has become internalized. Skehan (1998) also makes this distinction where an *analytic rule-based* system and a *memory-driven exemplar-based* system work together to enable fluency and control over language use.

1.9.2.2 Explicit language knowledge

"Explicit language knowledge refers to *knowledge about the language* that can be described either by using technical syntactic rules of the language (metalinguistic knowledge) or by any language used to describe language use (metalanguage)" (Akakura, 2009, p. 13). "Both metalinguistic knowledge and metalanguage are

declarative and technical linguistic terminology known as metalinguistic or metalingual knowledge is part of metalanguage" (Akakura, 2009, p. 13).

Ellis (2008b) defines metalingual knowledge as "knowledge of the technical terminology needed to describe language which must be learnt through instruction or observation" (p. 114).

Explicit knowledge may be articulated (Ellis, 2004) or relied upon to monitor language production (Krashen, 1981). It is generally recognized that metalanguage may facilitate acquisition of explicit knowledge (Ellis, 2002). Cognitive psychologists view explicit knowledge of the L1 as acquired later than implicit knowledge through conscious efforts to learn representational structures of a language (Reber, 1989), whereas whether explicit knowledge comes later or before implicit knowledge depends on the learning context for L2 users (Akakura, 2009).

Explicit knowledge is also referred to as declarative knowledge (DeKeyser, 1998), language awareness (Alderson, Clapham, & Steel, 1997) or learned system (Krashen, 1981). Explicit language knowledge also encompasses all declarative rules about a language, but not all explicit language knowledge is necessarily manifested in technical metalinguistic terminology such as "present-progressive tense" or "definite article" (Ellis, 2004).

1.9.3 Distinction of Implicit/Explicit Knowledge from Implicit/Explicit Learning

An important point to be made when defining implicit and explicit knowledge is that they should be distinguished from implicit and explicit *learning* (Robinson et al., 2012). The latter terms necessitate reference to "subconscious" and "conscious" learning, whereas the former do not (Ellis, 1994a; Goujon et al., 2014). The concept of implicit and explicit *learning* refers to the process, whereas the knowledge of each refers to what has become uptake. Implicit and explicit knowledge are the end products

of learning, and should be considered separate from the learning process (Schmidt, 1994).

1.9.4 Distinction of Implicit/Explicit Knowledge from Controlled/Automatic Processing

Another distinction to be made is between controlled and automatic processing. According to the information processing perspective, L2 acquisition initially requires "the use of controlled processes with focal attention to task demands" but as performance improves, "attention demands are eased and automatic processes develop, allowing other controlled operations to be carried out in parallel with automatic processes" (McLaughlin, Rossman, & McLeod, 1983, p. 142). Both controlled and automatic processing might or might not occur under conscious awareness and it is for this reason that McLaughlin et al. (1983) argue they may not be equated with notions of explicit and implicit knowledge. Hulstijn and Hulstijn (1984) also make this distinction, separating, in their words, the dimensions of executive-control from a dimension of meta-cognitive knowledge. They consider both dimensions to consist of a range from controlled <-> automatic and implicit <-> explicit. Ellis (1997) also considers that both implicit and explicit language knowledge may be either controlled or automatic. Table 1.1 refers to Ellis's study of the dissimilarity of implicit/explicit language knowledge and controlled/automatic processing.

Table 1.1

The Dissimilarity of Explicit/Implicit Knowledge and Controlled/Automatic Processing

Type of knowledge	Controlled processing	Automatic processing
Explicit	A new explicit rule is used consciously and with deliberate effort	An old explicit rule is used consciously, but with relative speed
Implicit	A new implicit rule is used without awareness, but is accessed slowly and inconsistently	A fully learnt rule is used without awareness and without effort

Source. Adapted from Ellis (1997, p. 112)

According to Ellis, explicit knowledge is used initially with deliberate effort (A), but may later be used with less effort and relative speed (B), provided the L2 user is developmentally ready. Novel implicit knowledge is slow and inconsistent at first (C), but may later become effortless (D) after form-focused practice or meaningful communication. Distinguishing implicit and explicit language knowledge from automatic and controlled processing is important in understanding how language acquisition occurs. For example, it seems possible that the confusion over Krashen's terms "conscious" and "subconscious" (e.g., Gregg, 1984, p. 82) stems from Krashen conflating implicit and explicit language knowledge with automatic and controlled processes (DeKeyser, 1998). Likewise, Ellis criticizes a number of studies (Ercetin & Alptekin, 2013; O'Malley, Chamot, & Walker, 1987; Sorace, 1985) as wrongfully equating controlled processing with the explicit knowledge and automatic processing with implicit knowledge.

1.9.5 Measurement of Implicit and Explicit Language Knowledge

Pure measurements of either implicit or explicit knowledge currently do not exist (Akakura, 2009). Recent experimental developments in measuring language knowledge, however, has enabled closer approximations in discriminating between

implicit and explicit knowledge. Tangible plans of how to operationalize implicit and explicit knowledge by means of a number of instruments have been presented (Bowles, 2011; Ellis, 2005). Understanding why tests are considered to measure different types of L2 knowledge is essential before making inferences about the state of L2 knowledge. Therefore, this section will examine the common ways through which past studies have tried to investigate the constructs of implicit and explicit knowledge, and how they have informed test measures in discriminating fairly accurately between implicit and explicit knowledge.

1.9.5.1 Operationalization of implicit and explicit knowledge

Building on the study of Han and Ellis (1998), Ellis (2005) sought to develop a battery of instruments that would make available moderately distinct measurements of implicit and explicit knowledge and incorporate a measure of target structures in natural, unplanned language use. Ellis first hypothesized behavioral measures differentiating the two knowledge types. Three criteria hypothesized to translate into how the tests could be created so as to probabilistically obtain indications of the degree of the two knowledge types were: the amount of *time available*, with time pressure (implicit) vs. no pressure (explicit), the *focus of attention*, with primary focus on meaning (implicit) vs. primary focus on form (explicit) and the *utility of metalanguage*, not required (implicit) vs. encouraged (explicit). Additional conditions were hypothesized to provide supporting evidence that the test was in fact measuring what it purported to measure. These were: the *degree of awareness*, responses by feel (implicit) vs. responses by rule (explicit); *systematicity*, consistent responses (implicit) vs. variable responses (explicit); and the degree of *certainty in response*, high (implicit) vs. low (explicit). *Learnability*, related to the notion of a maturational factor in L2 acquisition that is age dependent (Long, 2007; Singleton & Ryan, 2004), was also cited

as an observed tendency, with early learning favored (implicit) vs. later form-focused instruction favored (explicit). These criteria are summarized in Table 1.2.

Table 1.2

Criteria for Measuring Implicit and Explicit Knowledge

Criteria Suited for	Criterion	Implicit knowledge	Explicit Knowledge	Current understanding
Test design	Primary focus of attention	meaning	form	Empirical support (Ellis et al., 2006)
	Time available	restricted	unrestricted	Empirical support (Han & Ellis, 1998; Ellis, 2005). Insufficient control as explicit knowledge may not be totally excluded (e.g., deGraaff, 1997). Difficult to impose consistently, particularly in writing
	Metalinguistic-Knowledge	not required	encouraged	Theoretical support (Elder & Manwaring, 2004)
Supporting evidence	Degree of awareness	response according to feel	response according to rule	Unreliable as dependent on self report
	Systematicity of response	consistent	variable	Empirical evidence for variable explicit knowledge (Han & Ellis, 1998)
	Degree of Certainty in response	high	low	Empirically unsupported (Ellis, 2005; Roehr, 2006)
	Learnability	early learning favored	Late explicit instruction favored	Theoretical support (Long, 2007; Singleton & Ryan, 2004)

Source. Adapted from Ellis (2005, p. 152)

Ellis (2005; Bowles, 2011; Ellis & Loewen, 2007) then explored the extent to which it is conceivable to differentiate implicit from explicit knowledge on the basis of behavioral measures hypothesized to distinguish the two knowledge types. In a study among 91 L2 participants and 20 L1 participants, knowledge of 17 English constructions deemed difficult by L2 users were examined using a set of five tests

consisting of an oral imitation test, oral narrative test, timed grammaticality judgment test, untimed grammaticality judgment test, and a metalinguistic knowledge test. Test scores were analyzed to determine whether there are two underlying dimensions (implicit and explicit) to L2 knowledge. A confirmatory factor analysis revealed that there were indeed two separate factors these tests loaded onto. The two oral tests (imitation/ narrative) and the timed grammaticality judgment test which required the unplanned language use under speeded conditions loaded on one factor. The untimed grammaticality judgment test and metalinguistic tests which were expected to be representative of analyzing explicit knowledge loaded on another.

The significance of this result is that it confirmed it is conceivable to measure implicit and explicit knowledge relatively separately by manipulating the conditions to elicit one type of language knowledge over the other. Ellis and Loewen (2007) and Bowles (2011) in separate studies confirm and support Ellis's results.

Using multiple measures of implicit as well as explicit knowledge was deemed necessary to avoid making erroneous inferences (Van Patten & Sanz, 1995), especially since no pure measures of implicit and explicit knowledge are possible and the various tests potentially able to measure them each have advantages and disadvantages for doing so.

1.9.6 Explicit Instruction

Instruction is said to be explicit when it comprises the rule explanation (DeKeyser, 1994), or when attention to rules underlying the input is provided (Ellis, 1994a, p. 642). Explicit instruction is also referred to as form-focused instruction (Spada, 2008) and encompasses both Focus on Form and Focus on Forms (Long, 1991, 1996). Whereas Focus on Form provides incidental instruction as the need arises during communicative uses of language, "Focus on Forms involves discrete grammatical forms

being selected and presented in an isolated and sequential way within syllabuses or lessons" (Long, 1991, 2000, cited in Akakura, 2009, p. 19). Explicit instruction can take a prescriptive or descriptive approach. A prescriptive approach explains the use of a target structure in terms of how it ought to be used in production, as opposed to the descriptive, which focuses on the possible forms actually observed in its use (Celce-Murcia, 1999).

1.9.7 Universally Problematic Structures

Ellis and his colleagues (2005, 2009) in their study mentioned 17 grammatical sentence structures as problematic structures to many language learners (see Table 1.3).

Table 1.3

Universally Problematic Structures for ESL learners

Structure	When acquired	Pedagogic grading	Grammatical type
Verb complements	Early	Lower intermediate	Syntactical
Regular past tense	Intermediate	Elementary/lower intermediate	Morphological
Question tags	Late	No clear focus at any level	Syntactical
Yes/no questions	Intermediate	Elementary/lower intermediate	Morphological
Modal verbs	Early	Various levels	Morphological
Unreal conditionals	Late	Lower.intermediate/ intermediate	Syntactical
Since and *for*	Intermediate	Lower intermediate	Syntactical
Indefinite article	Late	Elementary	Morphological
Ergative verbs	Late	Various levels	Syntactical
Possessive –s	Late	Elementary	Morphological
Plural –s	Early	No clear focus at any level	Morphological
Third person –s	Late	Elementary/lower intermediate	Morphological

Table 1.3 continued
Universally Problematic Structures for ESL learners

Relative clauses	Late	Intermediate/advanced	Syntactical
Embedded questions	Late	Intermediate	Syntactical
Dative alternation	Late	No clear focus at any level	Syntactical
Comparatives	Late	Elementary/intermediate	Syntactical
Adverb placement	Late	Elementary/lower intermediate	Syntactical

Source. Adapted from Ellis et al. (2009, p. 43)

1.9.8 Learning Difficulty Criteria

According to Ellis (2006a), there are potential determinants to be judged about what makes different grammar rules easy or difficult from two aspects of implicit and explicit knowledge. According to him, for implicit knowledge, frequency, saliency (i.e., ease of noticing), functional value (i.e., clarity or multiplicity of the function), regularity (i.e., the scope that a rule covers and the extent to which a rule holds true), and processability (i.e., related to Pienemann's (1999) account of the processing procedures that underlie the attested acquisition sequences of a range of grammatical structures in different languages) can serve as the criteria to determine the difficulty of the rules. For explicit knowledge, conceptual clarity (i.e., the degree of formal and functional simplicity) and metalanguage use (i.e., the technicality of metalanguage to formulate a rule) can be the determiners.

1.10 Outline of the Study

This study is composed of five chapters. Chapter 1 has provided brief insights into the focus of the study, which is about the analysis of the impact of implicit and explicit corrective feedback approaches on grammar acquisition of ESL learners by considering the interface issue between implicit and explicit knowledge. Chapter 2

explains the nature of language knowledge from a cognitive theoretical framework, followed by a review of previous studies. The chapter concludes by introducing the limitations and gaps in preceding studies and arguing the need for the current research. Chapter 3 introduces the methodology of the research, data collection and data analysis framework. Chapter 4 comprises of assumptions testing, analysis of research questions and findings of the study and Chapter 5 summarizes the whole findings, and examines the significance and inferences of the findings, followed by discussions about the implications, limitations and delimitations of the study and suggestions for future research.

1.11 Chapter Summary

This chapter has provided an overall view of the area of research, problem statement, objectives of the study, research questions and hypothesis followed by the significance and goals of the study. It also defined key terms as they are used in the study. Following this chapter is chapter 2 on the review of related literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter explains the nature of language knowledge from a cognitive theoretical framework. This will be followed by a review of studies examining the impacts of implicit and explicit corrective feedback on language acquisition of ESL learners and also the learning difficulty issue and related studies. The chapter concludes by introducing the gaps in previous studies and arguing for the need to investigate empirically the effect of implicit and explicit corrective feedback on different grammatical features in second language knowledge.

2.2 Theoretical Framework of the Study

The theoretical framework of the current study is based on the weak interface position of cognitive psychology toward implicit and explicit L2 knowledge.

2.2.1 Theory and Language Learning

The view of implicit and explicit L2 knowledge is firmly rooted in cognitive psychology. The distinction between implicit and explicit knowledge has attracted attention of a number of cognitive psychologists (e.g., Berry, 1994; Reber, 1989) and, not surprisingly, a number of SLA researchers (e.g., Bowles, 2011; Ellis, 1994b; N. Ellis, 2005; Krashen, 1981). The latter have been particularly concerned with the nature of the interface between the two types of knowledge, discussing whether explicit knowledge or learned knowledge transforms into implicit knowledge or acquired knowledge of grammatical forms.

The distinction between implicit and explicit knowledge underlies Krashen's Monitor Theory. Whereas there is no controversy about the claim that there are two types of knowledge, there is insistence that explicit knowledge is completely separate and cannot be transformed into implicit knowledge. This position has been known as the **Non-interface position**.

Krashen argued that when the learner's attention is focused on conveying of messages 'acquired knowledge' can be developed, thus neither practice, nor error correction has any role to enable 'learned knowledge' to become acquired. Moreover, he believed that the 'acquired system' initiates utterances, while the 'learnt system' works only at the time of monitoring the output. Monitoring is possible when learners are focused on form rather than meaning and have adequate time to access their 'learnt knowledge'. He has continued to maintain a non-interface position over the years (e.g., Krashen, 1994, 2003).

The Monitor Theory has been subjected to considerable **criticism** from McLaughlin (1978, 1987), Sharwood Smith (1981) and Gregg (1984) among others. McLaughlin (1987, p. 21), for example, argued that Krashen's acquired/learnt distinction is not tenable because it cannot be falsified; Krashen could not provide appropriate explanations of what he means by 'subconscious' and 'conscious', and "he has provided no way of independently determining whether a given process involves acquisition or learning". McLaughlin's criticisms, however, appear to be leveled primarily at Krashen's attempt to distinguish 'acquired' and 'learnt' knowledge at the level of process, but as Bialystok (1981) noted, the existence of two types of knowledge is widely recognized in cognitive psychology. Perhaps the main problem with Krashen's theory is his insistence that learnt knowledge cannot contribute to the acquisition of acquired knowledge.

Bialystok's (1978) Theory of L2 Learning was also built on the differentiating between implicit and explicit knowledge, but accords with an **interface** between implicit and explicit knowledge. Bialystok proposed that implicit knowledge is improved and facilitated through functional practicing which involves maximizing exposure to language communicatively; while explicit knowledge developed through formal practicing which involves either conscious study of L2 or attempts to automatize formerly well-read explicit knowledge. There is an interaction between implicit and explicit knowledge. Based on Bialystok's position, explicit knowledge could be converted into implicit knowledge by facilitating the role of formal practicing, while it could be derived from implicit knowledge through inference.

Whereas Krashen's position has remained more or less immutable over the years, Bialystok's has undergone considerable revision (see Bialystok 1981, 1982, 1990, 1991; Hulstijn, 1990). The development that concerns us most here is her reconceptualization of L2 knowledge. In the earlier model this was represented as a dichotomy, -- Knowledge was either implicit or explicit -- but in subsequent formulations it is represented in terms of the extent to which rules and items are 'controlled' or 'analyzed'. Again, Bialystok's definition of 'control' has shifted somewhat. Whereas initially (e.g., in Bialystok, 1982), it refers to the simplicity and quickness of accessibility of knowledge, in later interpretations (e.g., Bialystok & Ryan, 1985) it concerns three divertive roles: the selection of items of knowledge, their coordination, and the extent to which selection and coordination can be attained automatically. By 'analysis', Bialystok refers to the extent to which the learner has abstracted an account of some linguistic phenomenon: "Analysis of knowledge is the process by which mental representations of this knowledge are built up, structured, and made explicit for the learner" (Bialystok, 1991, p. 65). One way this can take place is by analyzing formulas (i.e., discovering the parts that make them up). It is tempting to see

this ‘analysis’ dimension as equivalent to the explicit/implicit distinction, with analyzed knowledge corresponding to explicit knowledge and unanalyzed to implicit. Bialystok, in fact, did equate analysis with the development of an explicit representation of knowledge, but she emphasized that analyzed knowledge need not involve consciousness. As she put it, “a criterion of consciousness seriously underestimates the level of analysis with which linguistic knowledge is represented” (1991, p. 68).

There are **a number of problems with Bialystok’s views** of language acquisition (see Hulstijn, 1990). In particular, the claim that language must begin with unanalyzed knowledge seems unwarranted in the case of L2 acquisition. Many instructed L2 learners begin with explicit knowledge.

Ellis’s (1994b) theory of instructing language acquisition is also based on the implicit/explicit distinction. Ellis (1997) takes a middle ground or weak interface position, and posits a condition for an interface to occur only when the L2 user is developmentally ready, and only for rules that are developmentally constrained.

Developmentally constrained rules are those which naturalistic acquisition studies have shown to be acquired in sequence, where simpler rules are acquired before complex ones (Ellis, 1994b). The main argument of Ellis’s weak interface is that if explicit knowledge about a particular language structure is provided when the language user is developmentally ready, it may facilitate the development of implicit knowledge. Views regarding developmental readiness as being a criterion for language acquisition are also supported by others (e.g., Mackey & Philp, 1998; White, 2008). Ellis’s theory also suggested a role for explicit knowledge as a facilitator of implicit knowledge. That is, explicit knowledge by assisting learners to notice linguistic forms of input and make a comparison between what they have noticed and their own current interlanguage (i.e., by noticing the gap) contributes indirectly to the development of implicit knowledge (Ellis, 2008c) (Figure 2.1). A corollary of this model is that not all L2 knowledge

originates in an explicit form; more often than not knowledge commences as implicit knowledge.

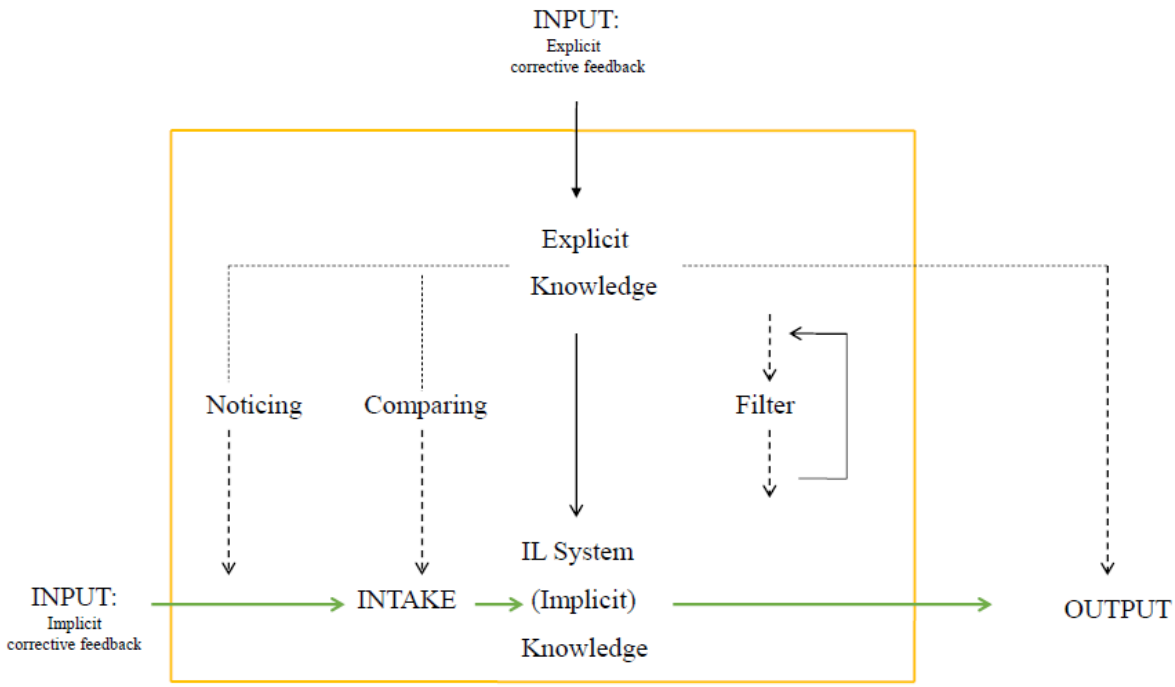

Figure 2.1. The theoretical framework of the study (adapted from Ellis, 2008c, p. 423)

Thus the model claims that there is both a direct and an indirect interface between explicit and implicit knowledge (albeit one circumscribed by developmental constraints). It also suggests that practice controls the use of declarative knowledge and guides the proceduralization and final automatization of language processing in the output (Ellis, 2007).

This figure also shows that explicit knowledge derived from formal instruction (e.g., corrective feedback) may convert into implicit knowledge (= can be used in spontaneous communication) but only when learners have reached a level of development that allows them to accommodate the new linguistic material. In such cases the learners' existing implicit or intuitive knowledge creates a type of filter that examines explicit knowledge and lets through those that are prepared to incorporate into the interlanguage system.

However, in other cases -- when the focus of the instruction is a grammatical property that is not subject to developmental constraints -- the filter does not operate, permitting learners to integrate the feature directly into implicit knowledge.

In summary, the dichotomous theoretical constructs of implicit and explicit knowledge have produced three hypothetical interface positions, each have linked pedagogical implications for the contribution of instruction in L2 acquisition.

Considering critics toward non-interface and strong-interface positions, this study was inspired by the weak interface position and hopes to provide empirical data to fill the gap between theory and pedagogy by separately measuring implicit and explicit knowledge.

2.2.2 Theory and Language Teaching

Each of the three interface positions has its own pedagogical approach to teaching grammar: the non-interface position favored the focus-on-meaning, the strong interface position favored the focus-on forms and the weak interface position favored the focus-on-form (Dalili, 2011). The difference between focus-on-meaning and focus-on-form(S) approaches to teaching grammar developed from the primary distinction between implicit and explicit knowledge. While the emphasis of focus-on-meaning approaches is on the development of implicit knowledge of grammatical features, the focus-on-form(S) approaches emphasize the development of explicit knowledge of grammatical features,

Ellis, Basturkmen, and Loewen (2002, cited in Dalili, 2011) introduced three main pedagogical approaches to focus on form and meaning as follows:

(a) Focus-on-meaning which ignores the role of grammatical features and highlights the function of meaning in communication. (b) Focus-on-formS which emphasizes teaching grammatical features and disregards the conveying meanings. (c) Focus-on-form which

pursues the combination of focus-on-meaning and focus-on-formS approaches. The pedagogical realizations of the three interface position are presented in the following:

2.2.2.1 The non-interface position and focus on meaning approach

Advocates of non-interface position believe that instruction should focus on promoting implicit or meaning based knowledge of language and assist learners to use language fluency, then explicit knowledge of language forms does not have any vital role in language learning. Thus, priority of instruction is on language fluency rather than language accuracy. In their view "second language learning can be achieved in much the same ways as first language acquisition and student errors are thought of as an incidental result of the second language learning process and are therefore inevitable" (Spada & Lightbown, 1993, p. 205). While learners are not supposed to produce grammatically correct sentences, teachers should not correct student errors because corrective feedback is seen as having no role in second language acquisition. Teachers were encouraged to create an atmosphere in which the students felt comfortable to talk and the focus in the classroom should be on communicating meaning rather than on producing target-like grammar. Thus, the primary emphasis of the pedagogical approaches emerged on this position (i.e., The immersion program, the content-based instruction and natural approach) is on fluency rather than accuracy (Harley & Swain, 1984; Krashen & Terrell, 1993; Swain, 1985, cited in Dalili, 2011).

The non-interface position in cognitive psychology, regardless of Krashen's anti-grammar effort and its effect on the SLA approaches faced severe criticisms. The foremost criticism against it was aggravated by immersion programs in which students were exposed to plentiful comprehensible input to improve production skills in communicative occasions. It was argued that the input just developed learner fluency and ignores improving their accuracy. Moreover, the learners more than comprehensible

input need to produce comprehensible output (Swain, 1985, cited in Dalili, 2011). Farther along, some researchers emphasized the role of attention to form by declaring that “SLA is largely driven by what learners pay attention to and what they understand of the significance of the noticed input to be” (Schmidt, 2001, pp. 3-4).

2.2.2.2 The strong interface position and focus on formS approach

Advocates of this position support the role of explicit focus-on-formS instructions in promoting L2 learning. They are followers of the generally held belief that “practice makes perfect” characterized as a skill-learning theory (DeKeyser, 1998). They argue that L2 forms are learned through PPP procedures. Dalili (2011) explained them as “(a) Presenting the targeted structure through explicit instruction, (b) Practicing the structure until it is followed by (c) Producing that structure” (p. 2119). So errors were to be avoided at all cost. It was believed that students should repeat practiced and prepared dialogues and that this would prevent them from making errors. Second language teachers were to provide instant and explicit corrective feedback when their students made errors, while students were never encouraged to find and correct their errors by themselves.

The PPP procedures and respectively its associated methodology in teaching grammar were widely similar to the traditional methods in Grammar Translation Method, the Audiolingual Method and subsequent versions of Oral Situation Approach.

Thus, inspiring behaviorist theories in PPP procedure in L2 learning and concerning accuracy to the extent of ignoring fluency, the strong interface position and the focus-on-formS approach likewise encountered sharp criticisms.

2.2.2.3 The weak interface position and focus on form approach

Advocates of this position support focus on form instruction in teaching grammar (Long, 1991). The aim of this approach is drawing attention of learners throughout meaning based instruction or at the time of form based problems in lessons, which their main focus is on the meaning or communication (Rohollahzadeh Ebadi, 2013).

"Corrective feedback could provide such noticing and/or comprehensible output, producing opportunities" (Lochtman, 2002, p. 274). According to this model, corrective feedback that provides a kind of attention and consciousness in learners not only facilitates explicit learning and explicit knowledge, but also implicit learning and implicit knowledge. Thus, it is believed that form in cooperation with meaning, implicit knowledge in the interface with explicit knowledge and accuracy together with fluency are all instantaneously taken into account and in this way criticisms against the former extreme positions of the interface are wiped out. The weak interface position and its pedagogical appearance, that is the focus-on-form instruction, are presently maintained as optimal integrative resolutions to the interface issue and form-meaning interaction.

In summary, the non-interface position underlined promoting implicit knowledge and suggested focus-on-meaning approach in teaching grammatical features. It cares for fluency, but ignores accuracy. The strong interface position highlighted the role of explicit knowledge and suggested focus-on-formS approach in teaching grammatical features. It cares about accuracy, but ignores fluency. Discarding the polarized outlooks of the non-interface and the strong interface positions, the weak interface position as has been advocated by this study pursued to establish a moderate position. This moderate position directed to the initiation of a newfangled integrative approach well-known as the focus-on-form instruction which focused on both form and meaning, implicit and explicit knowledge, and accuracy and fluency of grammar. This

advance has been roughly signified in outcomes of fresh SLA research. However, the research remains in its primary stage and further study of the efficacy of the presently practiced methods along with developing new pedagogical preferences seems to be crucial.

2.3 Review of the Related Studies

2.3.1 The Implicit and Explicit Corrective Feedback and Related Studies

From the pedagogical standpoint, corrective feedback specifically implicit versus explicit type has been a controversial issue in the field of research in second language teaching and learning since antiquity (Ellis, 2008c). However, there is no clear-cut conclusion regarding which type of corrective feedback (especially recast and metalinguistic information which is the focus of this study) is most effective for second language learning (Ellis, 2008c). In this section by reviewing both preceding (from 1993 to 2005) and contemporary studies (2006 to present) we try to shed light on the limitations of these studies to clarify the gaps still existing in this field of research.

2.3.1.1 Corrective feedback and related studies (from 1993 to 2005)

Some of the preceding studies (i.e., Carroll, 2001; Carroll & Swain, 1993; Havranek & Cesnik, 2003; Lyster, 2004; Muranoi, 2000; Nagata, 1993; Rosa & Leow, 2004) revealed that explicit corrective feedback, particularly metalinguistic information, outperformed different kinds of implicit corrective feedback, typically recasts. However, still the implicit method of feedback in some of these studies (Carroll, 2001; Carroll & Swain, 1993; Lyster, 2004; Muranoi, 2000) outperformed the control groups on the post-tests and shows its assistance of learning.

Carroll in 2001 tested effects of corrective feedback on 100 adult lower-intermediate ESL learners. She chose *to form nouns from verbs* as the target structures

of the study. The results revealed that all forms of corrective feedback helped students to learn the target structures of the study. However, explicit metalinguistic information facilitated generalization, but recast did not enable learners to form a generalization. The metalinguistic feedback group in these two studies (i.e., Carroll, 2001; Carroll & Swain, 1993) outperformed other groups in producing sentences, including *dative verbs* and *noun formation*, and metalingustic feedback also assists generalization to new items.

Carroll and Swain (1993) carried out a study with 100 adult Spanish ESL students at the lower-intermediate level. In this study *dative verbs* were taken as the target structures. Participants were channeled into one control and four experimental groups. Experimental groups received direct metalinguistic feedback, explicit rejection, recasts, and indirect metalinguistic feedback respectively. The result of the study has shown the preference of the experimental groups over the control group with distinct advantage of the metalinguistic group over other groups.

In 2003 Havranek and Cesnik designed a classroom study with 207 university students specialized in English. They selected *a range of English phonological, lexical and grammatical features* as target structures. Havranek and Cesnik applied some kinds of class tests, including translation, reading aloud and written and spoken completion tasks focused on target features. The results of their studies showed that explicit corrective feedback, especially metalinguistic information, outperformed implicit corrective feedback. The study also shows that recasts were the least effective form of corrective feedback.

Muranoi in 2000 had done a study on corrective feedback approaches. He chose the *English article system* as the target structure of his study. One hundred fourteen first-year Japanese college students participated in his study, out of which the data of 91 students analyzed. Muranoi divided his subjects into three groups. The first group

received repetition, recasts in communicative tasks, and explicit grammar explanation. The second group received focus-on-meaning task, and the third group acted as the control group. He used three instruments for measuring students' knowledge: a grammaticality judgment test, which later Ellis (2005, 2006a, 2009) and Bowles (2011) introduced as a valid instrument for measuring explicit knowledge, an oral production task, and a written production test. These entire tests were applied twice during two posttests five weeks apart. He concluded that both experimental groups outperformed the control group on both posttests, with the outperformance of the first group over second group on posttest one, but not on posttest two.

Nagata (1993) in his study tested the impact of corrective feedback on learners at university level. Japanese *passive structures (verbal predicates and particles)* were chosen as the target structures of the study. Thirty two students participated and were divided into two groups. The first group received feedback about what was omitted or not expected and the second group in addition to it received metalinguistic explanations. In this study instruction was based on the computer drills requiring students to answer the questions produced by an imaginary partner. Nagata applied written test with the same format as treatment task. As a result, this study showed the second group significantly outperformed first group on particles, but not verbal predicates. So metalinguistic explanation has a positive effect on acquisition of learners.

In 2004 two studies, one by Lyster and one by Rosa and Leow, were conducted on corrective feedback. In both studies three groups were assigned to conduct the research: (A) implicit corrective feedback in the form of recast, (B) explicit corrective feedback, and (C) a control group. In the study by Lyster, experimental groups performed better than the control group with a distinct preference of the explicit group over the implicit group in both immediate and delayed posttests. The same results achieved in the study by Rosa and Leow.

However, in a shift from these findings, some studies (i.e., DeKeyser, 1993; Kim & Mathes, 2001) show no significant differences between implicit and explicit groups.

DeKeyser (1993) compares the impact of implicit corrective feedback and explicit corrective feedback on a variety of features during normal class activities. He found no significant differences evident between two groups.

Kim and Mathes (2001) designed a study in this field. Twenty (20) Korean adult ESL learners were split into two groups: (A) explicit metalinguistic feedback, (B) and recasts. *Dative verbs* were selected as the target structure. Treatment was presented in two sessions. Assessments of the subjects were conducted through controlled production tasks. The result of the research revealed that although learners said they preferred explicit feedback, the two groups show no significant differences in producing sentences.

On the other hand, some other studies (Leeman, 2003; Sanz, 2004; Sheen, 2004) shows contradictory findings in that explicit groups did not show any preference over other groups and implicit feedback groups showed positive effects.

In 2003 Leeman conducted a research at a university level with 74 participants who were studying Spanish into four groups: (A) recast group, (B) negative evidence group, (C) enhanced salience with no feedback group, (D) control group. He selected *Spanish noun-adjective agreement* as the target structure of his research. Treatment of the study was a communicative task one-on-one between participants and the researcher with picture description tasks. The results of the posttest and a delayed posttest showed the preference of recast group over the control group. Thus, concluded that recasts were the most effective type of corrective feedback.

Sanz (2004) studied corrective feedback as part of instruction. He chose 28 Spanish first-year university learners. He focused his work on the *position of pronouns*.

The participants of the study were assigned into metalinguistic feedback group and implicit feedback group. The result of his tests, including sentence completion and written video restating, revealed explicit metalinguistic feedback did not show any advantage over the implicit group.

In 2004 also Sheen in a comparative study examined similarities and differences in teachers' error correction and learner uptake in four communicative classroom settings. The results of his studies revealed that recasts in two of these classes were much more frequent. This study also showed that in contexts where the focus of the recasts is more prominent and students are asked to attend to the linguistic form rather than meaning, recasts lead to more uptake and repair of learners. The study underscores the importance of influencing context on corrective feedback and learner uptake.

As a whole, making conclusions about the findings of these studies is not easy due to some factors. Some studies are empirical (e.g., Carroll, 2001; Carroll & Swain, 1993; Lyster, 2004; Rosa & Leow, 2004) others are not (e.g., DeKeyser, 1993; Havranek & Cesnik, 2003). The kind of the instruction that the learners performed differed in nature. In some studies, the activities were mechanical exercises (e.g., Carroll, 2001; Carroll & Swain, 1993; Nagata, 1993), in others they involved communicative tasks (e.g., Leeman, 2003; Muranoi, 2000; Rosa & Leow, 2004) and in some others, a combination of the two (DeKeyser, 1993).

Furthermore, the instruction in these studies is different in terms of whether it involved output processing (most of the studies) or input processing (Rosa & Leow, 2004; Sanz, 2004). They are also different in another feature, in some of the studies (e.g., Lyster, 2004; Muranoi, 2000), practice activities follows a description of the grammatical structure explicitly while others (e.g., Leeman, 2003; Sanz, 2004) did not. Moreover, the purpose and design of these studies are not the same and not all of them were designed to compare implicit and explicit corrective feedback. In most of these

studies, implicit feedback had taken the form of recasts (Carroll, 2001; Carroll & Swain, 1993; Kim & Mathes, 2001; Leeman, 2003; Lyster, 2004). Though Muranoi (2000) engaged recasts as well as requests for repetition, he also operationalized explicit feedback in unalike techniques. In some studies explicit corrective feedback is partial, simply pointing out that an error has occurred (e.g., Carroll & Swain, 1993; Leeman, 2003). Carroll (2001), Carroll and Swain (1993), Nagata (1993) and DeKeyser (1993) differentiated amid a form of minimal explicit corrective feedback which involves a description of the errors' nature, and extensive corrective feedback which involves more detailed metalinguistic knowledge. Because of the considerable differences in the designs and purposes, we cannot generalize the findings of these studies.

2.3.1.2 Corrective feedback and related studies (from 2006 to present)

In 2006 in a shift of methodology, distinguished between the implicit and explicit knowledge tests, Rod Ellis, Shawn Loewen, and Rosemary Erlam examined the effects of metalinguistic and recast feedbacks on the acquisition of *regular past tense, –ed*, in lower-intermediate students.

They used three instruments from a battery of five implicit and explicit tests which at first Ellis (2004, 2005) in his psychometric studies and later, Bowles (2011) introduced as validate tests for measuring the two knowledge areas separately. These tests are designed to tap the explicit and implicit knowledge by manipulating awareness, type of knowledge, self-report, learnability, systematicity and certainty of second language knowledge, the type of processing and accessibility of knowledge, and use of second language knowledge (Bowles, 2011).

Ellis and his advocates in this empirical study (2006) have chosen 34 participants with mean age of 25 years from a private language school in New Zealand. They assigned the participants, mostly from East Asia origin, in one control and two

experimental groups. The result of the study shows that explicit corrective feedback in the form of metalinguistic information, on the whole, outperformed implicit corrective feedback in the form of recast. In particular, explicit corrective feedback appears more probable to enhance learning.

The study, by using different instruments and methodology in measuring implicit and explicit knowledge separately, shed new light on the field of corrective feedback and overcomes the deficiencies of previous studies. It precisely shows the effects of recast and metalinguistic feedback on "past tense" understanding. However, the relative effects of recast and metalinguistic information on errors of other English structures, especially those known to be problematic for lower-intermediate learners still need further studies (Ellis et al., 2006).

Afterwards, the debate over corrective feedback in SLA continued still even in recent years (e.g., Falhasiri, Tavakoli, Hasiri, & Mohammadzadeh, 2011; Fawbush, 2010; Goo, 2012; Rassaie & Tavakoli, 2011; Rezaei & Derakhshan, 2011; Sato, 2010; Shintani & Ellis, 2013; Varnosfadrani & Basturkmen, 2009; Yang & Lyster, 2010). The findings of these studies did not show any consensus on the effectiveness of corrective feedback, particularly recast and metalinguistic information which are the focus of this study.

Falhasiri et al. (2011) in a joint study investigated two types of error, explicit description of interlingual errors and implicit clarification of intralingual errors on writing compositions of 23 undergraduate students both male and female with different majors. Frequency of students' errors based on the linguistic category in their writings was examined. The findings of this study show that explicit corrective feedback has formed a condition in which the students could compare the target forms with their present interlanguage forms to internalize them into their interlanguage systems. So it can be helpful to decrease the first language interference errors. This study also shows

that intralingual errors, although in a slightly less degree than interlinguals, also reduced after the implicit corrective feedback of target features.

Fawbush (2010) studied the impacts of implicit versus explicit corrective feedback on middle school ESL students in Minnesota. Eleven students 12 to 13 years old, mostly from Somalia, Cambodia, Korea, Vietnam and Argentina were divided into two groups, namely the recast and metalinguistic groups. The study tried to find out the impacts of the two types of corrective feedback on the acquisition of novice students over a familiar target structure instead of something entirely new. *Past tense –ed* was chosen as the target structure of the study. Treatment was conducted over two days, for two hours daily. Fawbush collected his data by administering the oral imitation test and metalinguistic knowledge test during pretest, immediate posttest and delayed posttest. The results of the tests suggest that both types of feedback are effective for L2 grammar acquisition with a slight outperformance for explicit corrective feedback. The study by distinguishing two implicit and explicit tests tried to overcome the limitations of previous studies about the efficiency of feedback type on *past tense –ed*. But still, because of its limited structure and participants it could not shed light on the problem.

Goo (2012) explored the relative effectiveness of recast and metalinguistic feedback on the acquisition of English *that*-trace filter. The study focused on the extent to which working memory capacity is related to the recast and metalinguistic feedback. Six intact classes at university level comprising 54 Korean EFL learners participated in this study and were assigned into two experimental (i.e., recast and metalinguistic) groups and one control group. The two experimental groups participated in two treatment sessions during which students were asked to participate in the tasks of the study. The tasks were designed such that students received either recast or metalinguistic corrective feedback on their erroneous utterances. A grammaticality judgment test and a written production test were administered in pretest and immediate

posttest to measure the efficacy of the two types of feedback. Results indicate that both recast and metalinguistic feedback are effective in promoting acquisition of the target construction.

Rassaei and Tavakoli (2011) in a study using tailor-made post tests investigated the efficacy of recast and metalinguistic corrective feedback on four grammatical structures, namely *auxiliaries*, *determiners* including *articles*, *demonstratives* and *quantifiers*, *prepositions* and *negation*. This study explores whether learners' gender influences the effectiveness of corrective feedback received during classroom interactions. However, the main deficiency of this study is not differentiating between recast and metalinguistic feedback and these two types of feedback were used interchangeably whenever the tasks demands and considered as corrective feedback.

Rezaei and Derakhshan in 2011 in their research examined the effect of recast and metalinguistic feedback in task-based grammar instruction. They selected their subjects according to the result of a Nelson test for intermediate, with sixty participants being randomly assigned into a control and two experimental groups. In this study *conditionals* and *wish statements* were chosen as target structures. The results of pretest, and a posttest administered after the treatment, revealed that both corrective feedback types were effective and metalinguistic feedback was more effective than recast.

Sato (2010) criticized previous studies of recast and said the lowest success rate in grammatical recasts was due to not differentiating between early development or late development grammatical structures. He categorized target grammatical structures as either early developmental (easy) or late developmental (difficult) to learn by using an established measurement based on the analysis of recasts and students' responses. This study examined the effect of recasts on Japanese high school students, and then explored the pedagogical implications. The study found that recasts can be effective for Japanese high school students' learning, irrespective of the degree of difficulty of

grammatical features. Although this study by distinguishing between easy and difficult structures to learn tries to overcome one of the deficiencies of previous studies, it still has a limitation in the number of chances of feedback occurring for each structure.

Shintani and Ellis (2013) in an empirical study compared the impact of metalinguistic explanation and direct written corrective feedback on learners' implicit and explicit knowledge of the English *indefinite article*. The study at first investigated the impact of written corrective feedback on adult ESL learners' L2 implicit and explicit knowledge. Then it compared the effect of direct corrective feedback (DCF) with metalinguistic explanation (ME). The impact of these two kinds of corrective feedback was estimated by an Error Correction Test and by examining the accuracy of the target structure (the English indefinite article) in a revised text and also new pieces of writing by 49 lower-intermediate ESL learners in an intensive language course in America. The result of this study indicated that DCF had no effect on accurate use of the target feature suggesting that it benefited neither implicit nor explicit knowledge. The results also were interpreted ME helped to develop learners' L2 explicit knowledge, but that the effect was not long-lasting and thus perhaps had no impact on their implicit knowledge. Learners' self-reports indicated that the DCF group did not develop awareness of the rule, whereas those receiving the ME did and were able to use it when revising their original text.

Varnosfadrani and Basturkmen (2009) in an empirical work compared the significant effect of implicit and explicit corrective feedback on learner performance. In their study 56 upper-intermediate adult EFL learners participated in two experimental groups, recast and metalinguistic. Treatment included two different passages for each learner. The learners were asked to restate the passages in their own words. Then the researcher selected some of the grammatical errors of the learner in each task passage and corrected them implicitly or explicitly. The researcher depends on the learners'

errors constructed individualized tailor-made tests. Descriptive statistics for all groups were calculated. Results revealed that explicit corrective feedback is more effective than implicit corrective feedback on acquisition of EFL learners with the preference of morphological over syntactical features. This study supports the Schmidt (1990) noticing hypothesis and recommends teachers to provide metalinguistic feedback on learners' errors. In this study *definite article (the), irregular past tense* and *plural S* are categorized as early developmental features and *indefinite article (a, an), third person singular S, regular past tense, active/passive voice* and *relative clauses* are categorized as late developmental features. Although this study by distinguishing different grammatical features tries somehow to overcome the limitations of past studies, but its nature did not shed light on the significant effect of corrective feedback on implicit and explicit knowledge of ESL learners.

Yang and Lyster (2010) in study involving 72 English as a Foreign Language (EFL) learners at university level in China examined the impacts of three different corrective feedback treatments (i.e., Prompt group, recast group and control group). The intervention program included form-focused production activity that elicited the target forms followed by immediate and delayed posttest. The result of the analysis of variance (ANOVA) revealed that corrective feedback is operational in developing language accuracy in the use of both *regular* and *irregular past tense*; however the effects of prompts were more than those of recasts in use of regular past tense forms. The result of this study confirms the needs for further studies to investigate which grammatical features would benefit from which method of corrective feedback. Although this study by using both oral and written tests tried to provide more clarification in this field of research, still the facilitative effect of each type of error correction to promote implicit and explicit knowledge is not clear yet.

2.3.2 The Learning Difficulty Issue and Related Studies

Related to the interface theory and L2 acquisition is the issue of whether the relative difficulty of grammatical structures relates to implicit and explicit knowledge. "As observed by many language teachers and researchers, L2 learners who can articulate the rules for particular grammatical features may not use the same features correctly in their spontaneous performance" (Spada & Tomita, 2010, p. 265). Certain experiential indication to support this is stated in a study by Ellis (2006a) in which the categorization of difficult and easy grammatical features was attempted with reference to distinguish between implicit and explicit knowledge of a L2. For his study, Ellis assumed that there are potential elements of what make various grammar rules easy or difficult as both implicit and explicit knowledge. According to him, for implicit knowledge, frequency, saliency (i.e., ease of noticing), functional value (i.e., clarity or multiplicity of the function), regularity (i.e., the scope that a rule covers and the extent to which a rule holds true), and processability (i.e., processing procedures that underlie the verified acquisition systems of a range of grammatical features in different languages) can serve as the criteria for determining the difficulty of the rules. For explicit knowledge, conceptual clarity (i.e., the degree of formal and functional simplicity) and metalanguage use (i.e., the technicality of metalanguage to formulate a rule) can be the determiners. For the experiment, implicit and explicit knowledge of 17 English grammar rules was measured using an oral imitation test, an oral narration test, a timed grammatically judgment test, an untimed grammatically judgment test, and a metalingusitc knowledge test (Ellis, 2005). The results showed that some rules might be easy in terms of explicit knowledge, but difficult in terms of implicit knowledge and vice versa. For instance, students gained higher marks on quizzes of explicit knowledge assessing the *plural -s, indefinite article* and *regular past tense –ed* than they did on quizzes of implicit knowledge assessing the same structures. Ellis indicates that "these

are all features for which ready rules-of-thumb are available and which many of the learners had probably been formally taught, [however] an easy to grasp feature does not guarantee its accurate use as implicit knowledge" (2006a, p. 458).

Robinson (1996) also explains the complexity of rules by distinguishing linguistic and pedagogic rules. Linguistic rules are abstract forms in which language knowledge is represented in the mind of L2 learners. Pedagogic rules are simplified, concrete, and limited versions of such linguistic rules. Robinson introduced structure and explanation complexities to explain the complexity of pedagogic rules (1996). Structure complexity is similar to Ellis's (2006a) conceptual clarity (i.e., the degree of formal and functional simplicity); explanation complexity is similar to metalinguistic use (i.e., the technicality of metalanguage to formulate a rule). Robinson claimed that the complexity of pedagogic rules can be estimated when both of these factors are taken into consideration. If the pedagogic rules are too complex, either from structure or from explanation complexity, this hampers learners' noticing and understanding, which does not facilitate rule acquisition. On the contrary, the complex rules require greater mental and communicative efforts and attentional resource allocation to the input (Robinson, 2005).

DeKeyser (2003) distinguishes the complexity of the rules by using "objective" and "subjective" difficulty. Objective difficulty is about the inherent difficulty of various rules based upon theoretical predictions. Subjective difficulty is about the concrete difficulty that L2 learners encounter in learning grammar rules. This distinction is in line with Robinson's distinction of linguistic and pedagogic rules. Even though linguistic rules can be characterized as "objective," the complexity, the theoretical qualities, and the abstractness of the grammar underlying natural languages make it hard to characterize easy and hard rules based solely on linguistic theory. Therefore, DeKeyser suggests that rule difficulty is ultimately an individual matter that

can be understood in the relationship between the rule's inherent linguistic complexity and the capability of learners to learn the rule. This subjective difficulty of the rule determines the level of effectiveness of explicit instruction even for the same rule.

In a later article DeKeyser (2005) pointed out three determinate factors in grammar difficulty: complexity of meaning, complexity of form, and complexity of the form-meaning relationship. DeKeyser contended that "regardless of the form used to express a meaning, the meaning itself can constitute a source of difficulty, because of novelty, abstractness, or a combination of both" (DeKeyser, 2005, p. 3). He further argued that "articles, classifiers, grammatical gender, and verbal aspect are notoriously hard to acquire for native speakers of L1s that do not have them or that use a very different system" (DeKeyser, 2005, p. 5). In explaining the complexity of form, DeKeyser stated that presuming the learner recognizes accurately the meanings they want to be articulated, "the difficulty of [the] form could be described as the number of choices involved in picking all the right morphemes and allomorphs to express these meanings and putting them in the right place" (DeKeyser, 2005, p. 5). Additionally, he argued that even if we suppose that form and meaning are not problematic, if their relationship is not clear obtaining the form-meaning mapping may still be difficult.

Hulstijn and de Graaff (1994, as cited in Spada & Tomita, 2010) also talked over complexity from a cognitive viewpoint in terms of ease and duration of the acquisition. They claimed that "the degree of complexity is contingent not so much on the number of forms in a paradigm, but rather, on the number (and/or the type) of criteria to be applied in order to arrive at the correct form" (p. 103). For instance, if the realization of the personal pronoun in language *X* comprises more stages to achieve the correct form than language *Y*, then the personal pronoun can be well thought-out a more complex form to acquire in language *X*. Hulstijn and de Graaff further maintained that

complexity interrelates with other elements such as semantic redundancy, scope and reliability of the rule and item learning.

From a pedagogical perspective, complexity has been defined from the viewpoint of easiness and difficulty of understanding and learning grammatical structures for students. Teachers mainly identify problematic grammatical structures by perceiving occurrence of the learners' errors. Structures considered difficult for L2 learners if they fail to use them accurately and systematically in their production. Robinson (1996) in his study determined the complexity of the structures by asking teachers which structures were easy and which were difficult for their learners.

Despite of the efforts to define complexity still there are some problems in this regard. For instance Spada and Tomita (2010) mentioned in the evidence that what is easy to describe is not necessarily easy to learn. Moreover, a particular rule could be difficult for one learner, but not for another due to the factors as aptitude and L1 background (DeKeyser, 2003). The following quotation by Housen, Pierrard, and Van Daele (2005) substantiate that there is not any consensus on having a generally accepted metric for distinctive between simple and complex language structures:

> Different studies use different criteria to distinguish between simple and complex structures. For example Krashen (1982) considers the 3rd person simple present '-s' marker in English as a formally simple structure because of its paradigmatic uniqueness while Ellis (1990) classifies it as formally complex because of the distance between the verb stem and the noun phrase with which it agrees. Both authors agree, however, that '-s' is a functionally simple structure. In contrast, DeKeyser (1998) considers '-s' to be functionally complex because of its highly syncretic nature, expressing several abstract grammatical functions simultaneously (present time, 3rd person, singular number). De Graaff (1997) operationalizes structure complexity as the total number of formal and functional grammatical criteria or features which determine the specific form and function of a given structure and which are essential for its effective noticing and processing. Yet another approach is exemplified by Robinson's (1996) study, where expert SLA teachers were asked to identify from a list of grammatical structures the ones they thought to be more difficult for their students (p. 242).

2.4 Limitation of the Previous Studies

Considering previous studies, Ellis et al. (2009) said "the main limitation of the research to date lies in the method of testing. Most of the studies did not include tests that can be considered valid measures of implicit knowledge. The kinds of tests used (grammaticality judgment tests, sentence completion, picture prompt tests, translation tests) favored the use of explicit knowledge" (p. 315). Therefore, it can be contended that they were biased in favor of explicit corrective feedback. The studies that used a test to measure explicit knowledge did not provide clear understandings of the effects of explicit and implicit corrective feedback (Bowles, 2011). Williams (2012, cited in Ellis & Shintani, 2013) proposed that "the crucial issue was whether [the] error feedback simply encourages learners to tap into their explicit knowledge or whether it also facilitates L2 development that means their implicit knowledge" (p. 2). "Bitchener (2012) was similarly concerned with whether error feedback had any effect on implicit knowledge" (Shintani & Ellis, 2013, p. 2). Polio (2012) argued that "establishing a research agenda on the roles of explicit and implicit knowledge … is crucial" (p. 408).

However, the present study attempts to fill this gap by investigating the relative effects of implicit and explicit corrective feedback on both implicit and explicit knowledge. Inspired by advances in the method of measuring L2 knowledge, especially in the recent study by Bowles (2011), the study aimed at finding out to what extent lower-intermediate ESL learners will acquire English structures in terms of implicit and explicit knowledge, and to determine whether/which implicit and explicit corrective feedback influences the two types of knowledge in any way.

2.5 Summary of the Chapter

The reviews of the relevant literature revealed that most of the studies in corrective feedback approaches and grammar acquisition are biased toward the

measurement of explicit knowledge and rare attention has been paid to the effect of the corrective feedback on implicit knowledge in ESL learners. Therefore, the current study by providing differential measurement of implicit and explicit knowledge tries to shed more light on the effect of the implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on grammar acquisition of ESL learners. The following chapter will elucidate the methodology used to carry out the study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The present study compares the effectiveness of two types of corrective feedback on grammar acquisition of ESL learners. This study investigates whether implicit corrective feedback in the form of recasts and explicit corrective feedback in the form of metalinguistic information will have a significant effect on different grammatical features in L2 acquisition by considering the interface issue between implicit and explicit knowledge. Central to the debate regarding implicit and explicit knowledge is the question of whether there is an interface between the two; that is, the possibility of one knowledge type becoming or transferring to the other (Akakura, 2009). Whereas the claim that there are two types of knowledge is not controversial, the issue of interface between them is still divisive.

The dichotomous theoretical constructs of implicit and explicit knowledge have produced three possible scenarios regarding their relationship (i.e., non-interface position, strong interface position, weak interface position). These three hypothetical interface positions each have linked pedagogical implications for the role of instruction, particularly the efficacy of corrective feedback in SLA. To empirically examine effects of implicit and explicit corrective feedback in terms of implicit and explicit knowledge, test measures designed to distinguish between the two knowledge types were used in this study.

The relative efficiency of both types of feedback were assessed by using the Elicited Oral Imitation Test (EOIT) and Timed Grammaticality Judgment Test (TGJT) for implicit knowledge; and Untimed Grammaticality Judgment Test (UGJT) and Metalinguistic Knowledge Test (MKT) for explicit knowledge. These tests were first

empirically used by Ellis (2005, 2006a). The researcher adapted them from a test battery of measuring implicit and explicit knowledge by Ellis et al. (2009). There were two testing times: a pretest and posttest.

The target structures of this study were chosen based on the judgments of 6 experts from the University of Malaya in the field of Linguistics and SLA from a list of universally problematic structures to learners (Ellis et al., 2009). The purpose for choosing the target structures from this list is first, attempt to select language structures that were known to be universally problematic to learners according to the SLA literature on error analysis (e.g., Kiparsky, 1971; Pienemann, 1989). Second, the structures selected in this list mostly cover the problematic structures for lower-intermediate learners, who are participants of the present study. Based on the purpose of the study there were three kinds of treatment covering target structures at the proficiency level. Group A (metalinguistic group) received explicit feedback, group B (recast group) received implicit feedback and group C (control group) had no chance to receive any feedback.

Metalinguistic explanations were provided first by repeating the learners' errors which were followed by metalinguistic information about the rule of the target language but the correct target language forms were not presented. Recasts in this study were those portions of learners' utterances that contain an error, so they were partial recasts. A quantitative study was conducted in an intensive course over a one-month period.

The purpose of considering SLA of these sentence structures in terms of implicit and explicit knowledge is to understand the extent to which implicit and explicit corrective feedback on these grammatical sentence structures is beneficial, not only in increasing knowledge *about* them (explicit knowledge), but in acquiring knowledge *of* them (implicit knowledge) in procedural use.

Therefore, this chapter at first provides a restatement of the research questions and hypothesis followed by research design and approach. The study has been conducted in three phases. Phase I explains the research site, subjects and sampling. Phase II describes treatment and data gathering, including treatment, target structures, lesson plan, designing the tasks of the study, a sample of the tasks, procedure of instructions, instruments and their rationality, pilot study, research procedures and administration of the tests. Finally, phase III allocates analysis and data analysis procedure followed by a summary of the chapter.

3.2 Research Questions and Hypothesis

The present study explored the following questions:

1. Is there any significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

2. Is there any significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

3. Is there a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge?

b) as measured by tests of explicit knowledge?

Based on the above-mentioned research questions, the following null hypothesis were made:

1. There is no significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

2. There is no significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

3. There is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

3.3 Research Design and Approach

The research design was an experimental pretest-treatment-posttest design with one control and two experimental groups (Creswell, 2011).

To adjust or control for differences between the groups based on their pretest scores, one-way analysis of covariance (ANCOVA) was used. “ANCOVA runs a way of statistically controlling the (linear) effect of variables, one does not want to examine in a study. These extraneous variables are called covariates, or control variables” (Pallant, 2010, p. 290). “ANCOVA allows you to remove covariates from the list of possible explanations of variance in the dependent variable by using statistical techniques rather than direct experimental methods” (Pallant, 2010, p. 290). “With a one-way analysis of covariance, each individual or case must have scores on three variables: independent variable, a covariate, and a dependent variable” (Pallant, 2010, p. 290).

In this study, the dependent variables were represented by posttest scores of implicit tests (i.e., *EOIT & TGJT*) and posttest scores of explicit tests (i.e., *UGJT & MKT*). The independent variables were the types of corrective feedback in three levels (recasts, metalinguistic information and no feedback), whereas, the covariate variables were pretest scores of implicit tests (i.e., *EOIT & TGJT*) and pretest scores of explicit tests (i.e., *UGJT & MKT*).

Furthermore, to explore the significance of the dual performance differences between the means of the students in the three groups Multiple Comparison (Post Hoc) analysis was used.

The research procedure is as illustrated in Figure 3.1.

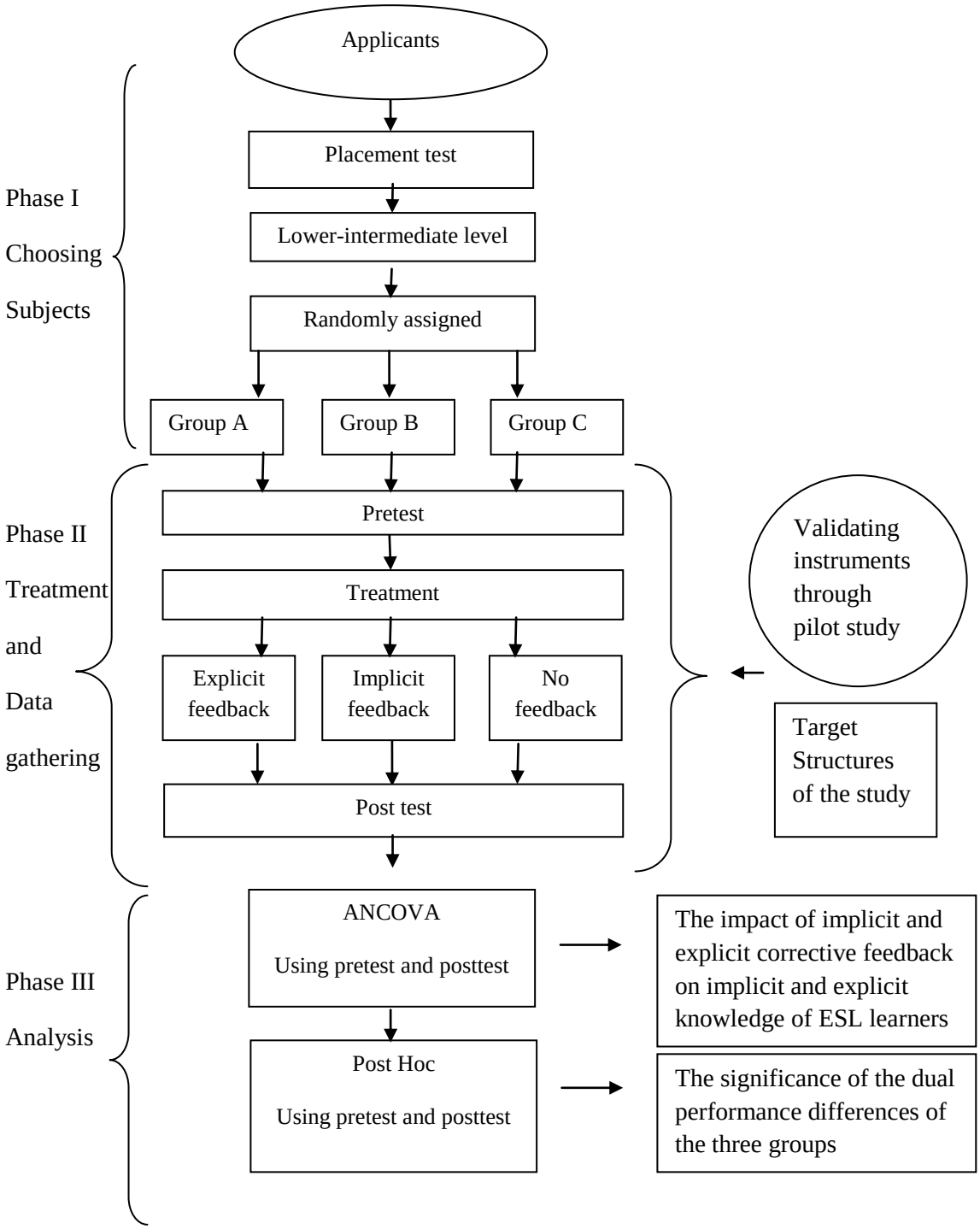

Figure 3.1. The research procedure of the study.

3.4 Phase I: Choosing Subjects

3.4.1 Research Site

The study has been conducted at the University of Malaya Centre for Continuing Education (UMCCED) from early February until May 2013 in Kuala Lumpur. The researcher received approval and formal admission from UMCCED for conducting this study (see Appendix 1 for permission and confirmation letters of UMCCED).

The English Language Proficiency (ELP) program in UMCCED has been established in response to the English language requirements of adults in both academic and non-academic fields. Stretching along a continuum from elementary to advanced, it is particularly intended to house students with different levels of English language proficiency, and assist them toward their aimed level. It is noteworthy to mention that the applicants are mature students who already retain the knowledge of their own fields, and that their need for English language proficiency is to improve their communicative skills. An interactive, integrated, learner and learning centered approach is implemented to make the course more interesting and effective. "The course is also giving due consideration to supporting supplementary skills such as critical thinking, confidence building and collaborative learning, and adopt a spiral mode of teaching where knowledge and skills are reinforced progressively to enable a deeper and more nuanced understanding of both" (UMCCED, 2013).

This program is accepted by University of Malaya (UM) and many other Malaysian universities and colleges as fulfilling the English language requirements in place of Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) for tertiary level admission.

3.4.1.1 Course objectives

The main objective of the English course in UMCCED is to enhance proficiency in the English language in a way that participants can communicate more effectively and efficiently to fulfil their various needs in social interaction and pursue academic activities, to be better prepared for taking English language examinations that form part of international study pre-requisites (such as IELTS and TOEFL). A secondary objective is to equip participants with adequate motivation and tools to continue their learning of the language independently and beyond the exit point of the program (UMCCED, 2013).

3.4.1.2 Placement test

One week before starting the English program in UMCCED students are required to sit for a placement test to determine their current English proficiency level. This test covers all four language skills and was completed by the participants in one session. UMCCED carefully designed this test based on University of Cambridge English for Speakers of Other Languages (ESOL) examinations and channel the applicants to the appropriate level based on their test scores. UMCCED's Registration form and sample of the placement test is attached in Appendix 2. The placement test score distribution is shown in Table 3.1.

Table 3.1

Distribution of Placement Test Scores

LEVEL	Listening (30%)	Speaking (10%)	Grammar Reading Writing (60%)	MARKS Total (100%)
Level 1: Beginner				< 24
Level 2: Elementary				25 – 39
Level 3: Lower intermediate				40 – 54
Level 4: Intermediate				55 – 69
Level 5: Upper intermediate				70 – 84
Level 6: Advanced				> 85

Source. Adapted from UMCCED registration documents (2013)

3.4.1.3 Course structure

The course comprises 6 levels: Beginner, Elementary, Lower Intermediate, Intermediate, Upper Intermediate and Advanced according to a placement test. These classes were held in 18 sessions during 4 weeks (Monday – Thursday: 6 hours x 4 days x 4 weeks = 96 hours, Alternate Fridays: 2 hours x 2 days = 4 hours, total hours = 100 hours). Table 3.2 shows proficiency measurement descriptors of each skill in the levels.

Table 3.2

Proficiency Measurement Descriptors of Each Skill Level

Skills / Levels	Listening/ Reading	Writing/ Speaking	Grammar/ Lexical Resources	Oral Fluency
Beginner	. Able to understand very basic spoken expressions and phrases used in very familiar situations related to personal and immediate needs . Able to understand very basic sentence structures used in very short and simple written texts	. Able to respond to simple stimuli and provide basic information on personal particulars and matters related to immediate needs using formulaic language	. Able to use short structures with very basic vocabulary to convey meaning related to personal matters	. Able to speak intelligibly but slowly and hesitantly with lengthy pauses
Elementary	. Able to understand frequently used spoken expressions related to familiar, everyday situations. . Able to understand simple narrative and descriptive written texts	. Able to perform simple tasks/ functions related to basic, routine spoken and written communication arising in familiar situations by using simple language structure	. Able to use predominantly simple structures accurately . Able to use basic vocabulary repetitively to convey meaning in relation to familiar situations	. Able to speak intelligibly but slowly. Often repeats and corrects, searching for the right expressions
Lower Intermediate	. Able to understand overall meaning of general information found in spoken texts in familiar situations . Able to understand short prose on familiar topics and guess at unfamiliar vocabulary if highly contextualized	. Able to provide simple, connected responses to situations commonly encountered in familiar contexts related to work, social and home environment . Able to compose short paragraphs and take notes on familiar topics	. Able to use predominantly simple sentences accurately. Basic errors may occur in more complex structures . Able to use vocabulary that is minimally adequate to convey meaning in relation to familiar situations	. Able to present an extended text at a suitable pace . Able to use some cohesive devices to develop ideas

Table 3.2, continued

Proficiency Measurement Descriptors of Each Skill Level

Skills / Levels	Listening/ Reading	Writing/ Speaking	Grammar/ Lexical Resources	Oral Fluency
Intermediate	. Able to grasp the main ideas in complex spoken language particularly in familiar situations Comprehend written discourse on familiar subjects in frequently used sentence patterns	. Able to provide a clear, detailed response to support views on a variety of subjects issue . Able to compose short narrative and descriptive essays, take detailed notes on familiar topics and manage simple correspondence	. Able to use a mix of sentence structures that are cohesive and coherent. Some errors occur in complex structures . Able to choose words that are mostly appropriate and varied	. Able to present an extended text with some language-related hesitation . Able to develop subject appropriately and logically using a variety of cohesive devices
Upper Intermediate	. Able to understand the ideas, arguments and implicit meaning in complex spoken language found in both familiar and unfamiliar situations . Able to comprehend, identify, distinguish and interpret main ideas and details in familiar and unfamiliar written discourse. Also to understand implicit meaning in these texts	. Able to provide a clear, relevant and well-structured response on complex subjects . Able to write effective summaries and expository essays	. Able to use a wide range of well-linked simple and complex structures. There may be a few errors in complex structures . Able to use vocabulary that is varied, appropriate and precise	. Able to present an extended text with occasional hesitation that is content-related . Able to develop subject well with flexible use of cohesive devices
Advanced	. Able to understand fully spoken language in a wide range of contexts . Able to comprehend, interpret and infer explicit and implicit meaning from a wide range of familiar and unfamiliar written discourse . Able to evaluate arguments, summarize and synthesize information from a number of sources	. Able to respond fully, accurately and appropriately in a wide range of situations following genre-specific conventions . Able to write argumentative essays and summarize and synthesis information from a number of sources	. Able to use a wide variety of structures and cohesive devices accurately and appropriately . Able to use a wide range of vocabulary and idiomatic expressions to convey precision in language and demonstrate an awareness of nuances of meaning	. Able to present an extended text spontaneously, fluently and precisely even in complex situations . Able to use cohesive devices skillfully and develop the subject competently

Source. Adapted from UMCCED examination documents (2013)

3.4.2 Participants of the Study

Based on the objectives and research design of the study, ESL learners at the lower-intermediate level participated in this study. This level is ideal for the study for three reasons. First, target structures of the study have been chosen from a list of structures, mostly problematic for lower intermediate level. Second, learners at the lower-intermediate level are likely to be familiar with and have explicit knowledge of these structures, since our purpose is not to examine whether corrective feedback assists the learning of a completely new structure, but rather whether it enables learners to gain greater control over a structure they have already partially mastered. Third, it is assumed that students at this level are familiar with communicative tasks of the study and could manage exercises perfectly.

One hundred and forty one male/female participants, whose scores on the placement test or previous class achievement test fulfilled the purpose of the study, were randomly assigned into three groups by the researcher, using the Random Number Generator Program (randnum.exe; see Appendix 3 for the table). Following a random assignment to the groups, with a flip of the coin, Group A (N = 47) was selected as the explicit group, Group B (N = 47) was selected as implicit group and Group C (N = 47) was selected as a control group. Random assignment helps ensure equivalence of groups since every student has an equal opportunity of being selected and assigned to experimental and control groups (Hatch & Lazaraton, 1991).

Figure 3.2 is a schematic for assigning subjects into three equivalence classes.

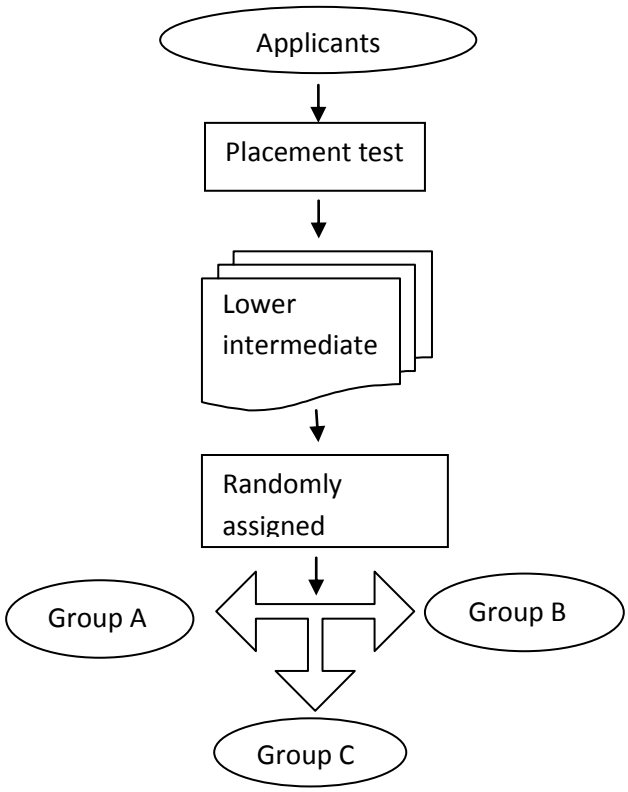

Figure 3.2. Schematic for assigning subjects into three equivalence classes.

Of the whole 141 students, five were excluded from the study since three of them missed at least one treatment session, and two of them did not take part in the posttest. Finally 136 students, including 125 male (91.9) and 11 female (8.1) from East Asia (85.3), South West Asia (11.8) and Africa (2.9) residing more than six months in Malaysia, participated in this study. Table 3.3 shows the final breakdown of students in each group.

Table 3.3

Number of Students in the Control and Experimental Groups

Subjects Total	Group A	Group B	Group C
136	47	45	44

3.4.3 Ethical Consideration

The goal of ethics in any research is to avoid hurting anyone or causing anyone to experience unpleasant outcomes due to the research actions (Cooper & Schindler, 2003, p. 114). According to Berg, the researcher must observe the rights, confidentiality, and well-being of the participants under study (Berg, 2007, p. 53). Accordingly, this study was conducted in an ethical and responsible manner by first explaining the research process to the participants so that they had a clear understanding of the topic of study and the research interest before signing the consent form (see Appendix 4). In addition, the researcher obtained approval of the UMCCED lecturer who kindly participated in this study to teach target structures and conduct the tasks of the study (see Appendix 5). Moreover, the information collected from the 136 participants were kept in a safe and secure cabinet, and would be destroyed after a few years.

3.5 Phase II: Treatment and Data Gathering

3.5.1 Target Structures

The target structures of this study were chosen based on the judgments of a panel of 6 experts and lecturers of the UM in the field of Linguistics and SLA from a list of universally problematic structures to learners (Ellis et al., 2009) by means of a Likert Scale. The questionnaire used a five-point scale of strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) (see Appendix 6 for questionnaire and judgment approval of target structures). The rating scale of the questionnaire determined the number of problematic structures to be used as target structures in the treatment phase.

Figure 3.3 is a schematic for choosing target structures of the study.

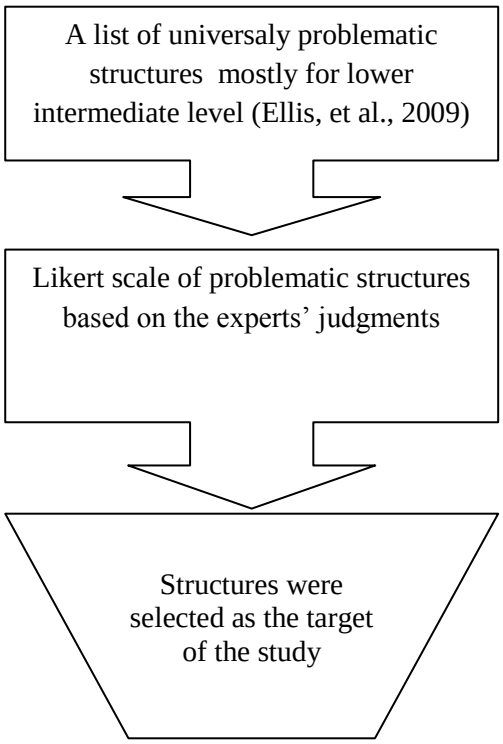

Figure 3.3. Schematic for the process of choosing target structures of the study.

The purpose of choosing the target structures from this list is first, attempt to select language structures that were known to be universally problematic to learners according to the SLA literature on error analysis (e.g., Kiparsky, 1971; Pienemann, 1989). Second, the structures selected in this list mostly cover the problematic structures for lower-intermediate learners (Ellis et al., 2009) who are the participants of the current study. Also, taking into consideration the lower-intermediate syllabus of the UMCCED (i.e., English Unlimited by Tilbury, 2010) selected for this study, the structures had not been taught as yet to the students in previous levels in this center. However, the aim of the study is to find out whether corrective feedback enables learners to gain greater control over a structure they have already partially mastered; as Lyster et al. (2013) stated, corrective feedback is more effective to trigger associations between existing knowledge structures. Table 3.4 shows the result of questionnaires for choosing target structures.

Table 3.4

Responses to Questionnaires Based on a Likert Scale for Choosing Target Structures

	Features	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree	Mean
1	Verb complements	1	1	1	3		3
2	Regular past tense		1	2	3		**3.3**
3	Question tags	1	1	2	2		2.8
4	Yes/no questions	1	4	1			2
5	Modal verbs		1	2	3		**3.3**
6	Unreal conditionals				4	2	**4.3**
7	Since and for			1	4	1	**4**
8	Indefinite article	1	1	1	3		3
9	Ergative verbs		2	1	3		3.1
10	Possessive –s	1	2		3		2.8
11	Plural –s	1	3		2		2.5
12	Third person –s	1	1	1	3		3
13	Relative clauses	1	1	1	2	1	3.1
14	Embedded questions	1	2	1	2		2.6
15	Dative alternation	1		2	3		3.1
16	Comparatives			3	3		**3.5**
17	Adverb placement		1	3	2		3.1

As shown in Table 3.4, *Regular past tense, Modal verbs (can, have to), Unreal conditionals, Since and for and Comparatives* were chosen as target structures of the study.

3.5.2 Lesson Plan

Based on the aim and target structures of the study, the researcher followed steps presented in Teaching English as a Second or Foreign Language (Celce-Murcia, 2001) to provide a lesson plan for the study. The *English Unlimited Pre-intermediate course book* (Tilbury, 2010) is currently used as the course book in the UMCCED for this level. The book covers all target structures of the study, so it was deemed suitable as an authentic text and source book with an appropriate level of task difficulty on which to base the intervention. The lesson plan was prepared for each target structure based on the related lesson and tasks of the book. In line with the objective of the study adaptation, if necessary, has been made.

Content validity of the lesson plan and appropriate time allocated for each lesson was assured by a panel of 5 experts of UMCCED who were proficient in TESL as well

as in teaching Lower-Intermediate level in this center (see Appendix 7 for lesson plan of the study and its judgment approval). Accordingly, three teaching hours (i.e., 3 x 45 = 135 minutes) was allocated for each lesson. Table 3.5 shows the lesson description of the study.

Table 3.5

Lesson Description of the Study

Lesson	Main focus
1	Simple past tense: Regular verb Pre-task: Focus on meaning Task cycle 1 Task cycle 2 Post-task: Focus on form
2	Present perfect with *since and for* Pre-task: Focus on meaning Task cycle 1 Task cycle 2 Post-task: Focus on form
3	Modal verbs: *have to, can* Pre-task: Focus on meaning Task cycle 1 Task cycle 2 Post-task: Focus on form
4	Comparatives Pre-task: Focus on meaning Task cycle 1 Task cycle 2 Post-task: Focus on form
5	Unreal conditionals Pre-task: Focus on meaing Task cycle 1 Task cycle 2 Post-task: Focus on form

3.5.3 Tasks of the Study

Based on the theoretical framework and objectives of the study the tasks used in the treatment phase of this study were what Ellis called *focused tasks*; in other words, "they were designed to encourage the use of particular linguistic forms and, to this end, learners were provided with certain linguistic prompts" (Ellis, 2004, p. 237).

3.5.3.1 The psycholinguistic rationale for tasks of the study

Drawing on Schmidt's Noticing Hypothesis, Ellis (1993, 1994b) proposes a weak interface model where explicit knowledge is seen as facilitating implicit learning in two major ways. First, it aids the process of noticing. That is, if learners are armed with explicit knowledge of a linguistic feature, they are more likely to notice its occurrence in the communicative input they receive and thus to learn it implicitly. In other words explicit knowledge helps to make a feature salient. Second, explicit knowledge may assist noticing-the-gap. If learners know about a particular feature they are better equipped to detect the difference between what they themselves are saying and how the feature is used in the input they receive. Explicit knowledge of the feature can make it easier for them to carry out "cognitive comparisons" or to compare their own norms with the target norms exemplified in the feedback.

The roles of explicit knowledge have been shown in the following Figure 3.4. In this model, implicit learning is characterized as a process involving two stages: (1) intake (i.e., forms are taken into short-term memory), and (2) the acquisition of implicit knowledge (i.e., forms enter long-term memory). Explicit knowledge, acquired through self-study, conscious reflection on the nature of one's implicit knowledge or formal instruction, serves to prime the intake through noticing and to feed the internal monitoring that arises when learners notice the gap between their output and what they know consciously according to this cognitive account learning is an implicit process

that cannot be directly influenced through instruction but that can be facilitated by explicit knowledge.

According to Ellis (2003) a theory of teaching based on such an account emphasized: (a) The need for opportunities to learn implicitly through communication. (b) The importance of attending to form when communicating (i.e., 'noticing'). (c) The need to teach explicit knowledge separately as a means of facilitating attention to form.

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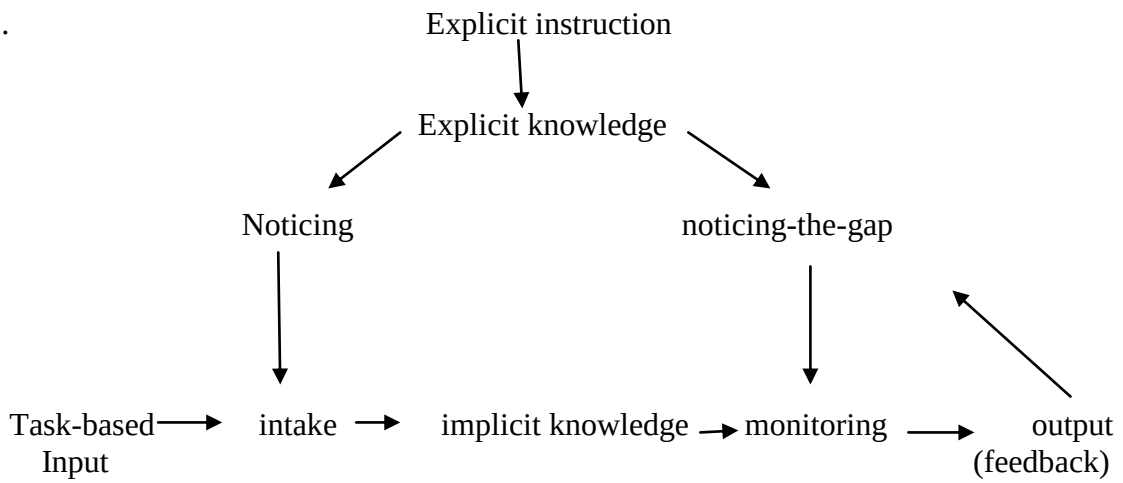

Figure 3.4. The role of focused tasks in second language learning (adapted Ellis, 2003, p. 149).

3.5.3.2 Framework of the tasks

Based on the objectives of the study, all the groups participated in focused tasks following Willis's framework (1996) that were designed to encourage the use of the target forms during narrative retelling. These tasks provided the context for corrective feedback. Table 3.6 shows the framework of the task of the study.

Table 3.6

Framework of the Tasks of the Study

Task	Activity
1. Pre-task	The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might also highlight useful words and phrases, but would not pre-teach new structures. This phase is mainly a preparatory stage for task-cycle stage.
2. Task-cycle	This stage consists of three elements: task, planning, and reports.
2.1 Task	The task is done by students either in pair or in groups using whatever language they can recall. The teacher monitors the learners, but do not intervene to correct errors of form.
2.2 Planning	Students prepare a short oral or written report to tell the class how they did the task and what the outcome was. Meanwhile the teacher can polish and correct their language.
2.3 Report	Here the students give their oral or written report to the class and meanwhile the teacher comments on the content of their reports, rephrases perhaps but gives no overt public correction.
3. Language Focus	In the first two stages, students put their emphasis on the meaning of their language; while in the third stage, they focus their attention on the form. This stage includes two steps:
3.1 Language Analysis	Here the teacher sets some language-focused tasks based on the texts students have read. Students analyze the language with a primary focus on form.
3.2 Language Practice	Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion.

Source. Adapted from Willis (1996a; p. 38 as cited in Rezaie & Derakhshan, 2011)

3.5.3.3 Sample of the tasks

First, students were given a written story. They were told that they would have five minutes to read the story and that they needed to read it carefully because they would be asked to retell it in as much detail as possible. They were not allowed to make any written notes. Then, the story was removed and replaced with a list of verbs that students were told they would need in order to retell the story. The students were given about five minutes to plan the retelling of the story. They were told that they would not be able to use any prompts other than the listed verbs. The opening words of the story were written on the board, to clearly establish a context for using the target structure. For instance, if the task was prepared to teach "past tense" as one of the target structures, the opening words would be: "Yesterday, …". The learners were then asked to listen to each retelling of the story. They were also told that each retelling may have missed some information and they were to listen carefully to identify what was missed. At the time of retelling the story in case of producing errors, Group A received explicit feedback from the lecturer in the form of metalinguistic information (x), Group B received implicit feedback in the form of recast (y) and Group C received no feedback.

Figure 3.5 describes the types of corrective feedback that each experimental group has been received during the task phase of the study.

Experimental Groups	Types of feedback	Interactional device	Description
A	Explicit	Metalinguistic information	The teacher first repeats the error and then supplies the metalinguistic information. (x) Student: He **leave** the house yesterday. Teacher: **leave - you need past tense form** Student: He left the house yesterday.
B	Implicit	Recasts	The teacher provides the correct form without any overt noticing or explanation. The recasts have been normally partial typed. (y) Student: He **leave** the house yesterday. Teacher: **left** Student: He left the house yesterday.

Figure 3.5. Corrective feedback approaches during task phase of the study.

The task is designed in such a way to ensure the attention of the entire class was focused as much as possible on the speaker.

3.5.4 Procedures of the Treatment

For the purpose of the study, three groups received the same amount of instruction. The intervention program started in the fourth week of March and ended in the first week of May 2013. The program consisted of five lessons; each lesson takes three teaching hours for each group. All the intervention classes met once a week at different times of the day and all the groups covered the same content and material under the same lecturer.

To start the intervention program, permission was first obtained from the head and academic consultant of the English center (see Appendix 1). Then the researcher interviewed four experienced lecturers who taught lower-intermediate level in the English center and finally chose the one who was not only very active in teaching but also had previous experience in the academic process. Accordingly, the same instructor was responsible for conducting the tasks in all the three groups. After signing the consent form to participate in this study, the lecturer has a training session with the researcher to have a better understanding of the intervention methods to fulfill the aim of the study. The lecturer taught each target structure according to the lesson plan of the study (see Appendix 7).

Instructions for all the groups were the same except for the kind of feedback students received during the communicative tasks of the study for each target structure. Li (2010, as cited in Lyster et al., 2013) explained, “with all groups receiving the same instruction but different corrective feedback treatment, any effects observed in the between-group comparisons must be due to the corrective feedback treatments” (p. 14). “In contrast, the results of corrective feedback studies may be less robust when the

control groups do not participate in equivalent instructional activities" (Lyster et al., 2013, p. 14). Respectively, in the case of students' error, group A received feedback in the form of metalinguistic information and group B received feedback in the form of recasts and group C continued to the equivalent instructional activities but received no feedback. The researcher was present in the classroom during each session to manually record on paper all cases of the use of the target structures and each case of corrective feedback. Moreover, all the sessions were audio recorded by a Samsung model F470 recorder. Table 3.7 shows the number of target forms elicited and instances of feedback in experimental groups during the tasks of the study.

Table 3.7

Number of Target Forms Elicited and Instances of Feedback

Type of Feedback	Total target forms elicited	Total incorrect target forms elicited	Instances of feedback
Metalinguistic			
Lesson 1	44	29	29
Lesson 2	48	31	30
Lesson 3	50	41	37
Lesson 4	33	27	24
Lesson 5	41	38	33
Recasts			
Lesson 1	46	27	25
Lesson 2	51	38	32
Lesson 3	47	40	37
Lesson 4	35	31	28
Lesson 5	39	36	35

3.5.5 Research Instruments

3.5.5.1 Instruments for assessing implicit knowledge

(a) Elicited Oral Imitation Test (EOIT). This test consists of a set of 24 belief statements. Half of the statements (i.e., 12 statements) are grammatically correct and another half are grammatically incorrect statements. In this test four statements, two grammatical and two ungrammatical, are allocated to each target structure. Each statement was presented orally, one by one, on an audiotape: Test takers were required first to indicate whether the sentence is True or False, or whether they are not sure about it. This was intended to focus their attention on the meaning. Then, they were required to restate the statement verbally in correct English. Learners' answers to all statements were audio-recorded. These then were analyzed to establish whether required occasions for applying of the target structure had been established. Each reproduced statement was allocated a score of either 1 (the grammatically correct target structure was correctly reproduced or the grammatically incorrect target structure was corrected) or 0 (the target structure was avoided, the grammatically correct target structure was attempted but incorrectly imitated, or the grammatically incorrect target structure were imitated but not corrected). If a learner self-corrects, then only the initial incorrect imitation was scored, since it is felt that this would provide a better measure of learners' implicit knowledge. Scores were expressed as percentage correct (Adapted from Bowles, 2011; Ellis et al., 2009).

(b) Timed Grammaticality Judgment Test (TGJT). The TGJT consists of 36 sentences, equally divided between grammatical and ungrammatical structures. So, there were 6 sentences judged for each target feature (i.e., three grammatical and three ungrammatical sentences). The test was delivered in written form on the computer screen within a specific time limit, using PowerPoint slides for each student in computer labs. Participants were asked to judge whether each sentence is grammatical or

ungrammatical by ticking the correct response in their answer sheets. The time limit for each sentence was specified on the basis of native speakers' average response time for each sentence in a pilot study. To allow for the slower processing speed of ESL learners an additional 20% of the time taken for each sentence was added. The time allowed for judging the individual sentences ranged from 5 to 10 seconds. Each item was scored dichotomously as correct/incorrect, with items left unanswered scored as incorrect. A percentage accuracy score was calculated (Adapted from Bowles, 2011; Ellis et al., 2009).

3.5.5.2 Instruments for assessing explicit knowledge

(a) Untimed Grammaticality Judgment Test (UGJT). The UGJT included the same types of sentences as the TGJT but in different order. It was also delivered in written form but on paper. Participants were required to indicate whether each sentence is True or False, just as they had done in the TGJT, except that they were instructed to answer at their own pace because the test had no set time limit (Adapted from Bowles, 2011; Ellis et al., 2009).

(b) Metalinguistic knowedge test (MKT). This test is based on the test designed in Alderson, Clapham, and Steel (1997) as reported in Ellis et al. (2009). This is an untimed test in two parts. In the first part the learners were presented with 12 ungrammatical sentences, based on the target structures. The part of the sentence containing the error in each item was underlined. Learners were required to select the rule that best explains each error out of 4 choices provided. In the second part students were presented with another 12 sentences. In front of each sentence was a bracket within which a grammatical feature is mentioned. Students were asked to find the item requested and underline it in the presented sentence. And finally a total percentage accuracy score was calculated (Adapted from Bowles, 2011; Ellis et al., 2009).

As stated earlier**,** the EOIT and the TGJT are designed to measure implicit knowledge of our target structures. “These tests are designed to elicit the learners ‘feel’ for what was grammatical, they will require learners to process language without encouraging the use of metalinguistic knowledge” (Ellis et al., 2009, p. 46). “UGJT and MKT are designed to measure explicit knowledge, favor the use of ‘rule’ and are unpressured, it will focus attention on form and encourage the application of metalinguistic knowledge” (see Table 3.8) (Ellis et al., 2009, p. 46).

Table 3.8

Design Features of the Tests in Test Battery

Criterion	EOIT	TGJT	UGJT	MKT
Degree of awareness	Feel	Feel	Rule	Rule
Time available	Pressured	Pressured	Unpressured	Unpressured
Focus of attention	Meaning	Form	Form	Form
Utility of Knowledge of Metalanguage	No	No	Yes	Yes

Source. Adapted from Ellis et al. (2009, p. 47)

3.5.5.3 Rationality to choose the implicit and explicit instruments

Ellis (2004, 2005, cited in Ellis et al., 2009) discussed the theoretical grounds for applying these tests. He argued:

> Tests of explicit knowledge need to elicit a test performance, in which the learners *ar*e encouraged to apply rules, are under no time pressure, are consciously focused on form, and have a need to apply metalinguistic knowledge. In contrast, tests of implicit knowledge need to elicit [the] use of language where the learners operate by feel, are pressured to perform in real time, are focused on meaning, and have little need to draw on metalinguistic knowledge. Grammaticality judgment test and metalinguistic test were designed to meet the criteria for tests of explicit knowledge, whereas the oral imitation test and timed grammaticality judgment test were designed to satisfy the criteria for tests of implicit knowledge (p. 348).

These tests were based on the distinguishing characteristics (i.e., awareness, type of knowledge, systematicity and certainty of L2 knowledge, accessibility of knowledge, use of L2 knowledge, self-report, and learnability) of implicit and explicit knowledge (Bowles, 2011). Ellis (2008c) regarded these tests as supporting Hulstijn's (2005) study about the distinctiveness of the two types of knowledge while suggesting that it may be possible to measure them independently (p. 211).

3.5.6 Pilot Study and its Procedures

After obtaining permission to conduct the research from the UMCCED, the pilot study was conducted in February 2013 as a precursor to the main study with two purposes: first, to establish reliability and validity of instruments; second, to fix the time required for administering each instrument. To find out the psychometric properties (i.e., reliability, validity and item analysis) of the tests, the researcher administered the instruments to a pilot group of 94 students having the same language proficiency level as the sample group. While there is little agreement among authors concerning how large a sample should be in Principal Component Analysis, which is performed in the pilot study, the recommendation generally is the larger the better. However, according to Hatch and Lazaraton (1991) to have at least 100 +/- 10 cases would be suitable for Principal Component Analysis. To fix the time required for administering each instrument, the average response time for each sentence by native speakers plus slower processing speed of ESL learners were considered.

A background questionnaire was also filled by each participant, which revealed the majority of L2 users (87%) were of East Asian origin. The mean age of L2 participants, who were staying more than six months in Malaysia, was 29 years.

3.5.6.1 Stage I: Establish reliability

Reliability of all four tests was estimated by means of internal consistency of responses to every item in each of the tests. One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient (Pallant, 2010). The tests for measuring implicit knowledge consisted of elicited oral imitation test and timed grammaticality judgment test. These had a focus of attention on meaning, and were conducted under time-pressure. The tests used to measure explicit knowledge were a grammaticality judgment test and a metalinguistic knowledge test, each with a primary focus on form. The measures of explicit knowledge were self-paced; participants were given no restrictions on the amount of time to reflect on their knowledge. The tests were conducted in a language laboratory at UMCCED for all participants in the following order: EOIT, TGJT, UGJT, and MKT. This order of presentation ensured that the explicit knowledge tests would not prime learners. The number of target items tested in each test is described in Table 3.9.

Table 3.9

Number of Target Items Tested in the Pilot Study

Test	Grammatical Items	Ungrammatical Items	Total
EOIT	12	12	24
TGJT	18	18	36
UGJT	18	18	36
MKT	12	12	24

The four tests took around two hours to complete by participants. Tests' content is provided in Appendix 8. Using the Statistical Package for the Social Sciences (SPSS) version 21, the Cronbach's alpha coefficient was calculated for the tests. To check the reliability of all tests the researcher firstly checked the Inter-Item Correlation Matrix for negative values. All values were positive, indicating that the items are measuring the

same underlying characteristic (Pallant, 2010). Secondly, the researcher checked the Cronbach's alpha value.

For the EOIT, the overall alpha coefficient of the entire scale was .870. Furthermore, examination of item-total correlations indicated that all items contributed to the consistency of scores with item-total correlations higher than .67.

For the TGJT, the overall alpha coefficient of the entire scale was .906. Furthermore, examining item-total correlations indicated that all items contributed to the consistency of scores with item-total correlations higher than .59.

For the UGJT, the overall alpha coefficient of the entire scale was .816. Furthermore, examining item-total correlations indicated that all items contributed to the consistency of scores with item-total correlations higher than .62.

For the MKT, the overall alpha coefficient of the entire scale was .863. Furthermore, examining item-total correlations indicated that all items contributed to the consistency of scores with item-total correlations higher than .58.

As it summarized in table 3.10 the reliability values of the four tests of the study are above .80 so suggesting very good internal consistency (Pallant, 2010).

Table 3.10

Reliability (Cronbach's alpha) Value of Instruments

Test	N of participants	N of items	Cronbach's alpha
EOIT	94	24	.870
TGJT	94	36	.906
UGJT	94	36	.816
MKT	94	24	.863

Moreover, the Corrected Item-Total Correlation values in the Item-Total Statistics table of analysis indicates that the degree to which each item correlates with

the total score are more than .3. So, according to Pallant (2010) it shows the correlation of each item with the total score is appropriate.

3.5.6.2 Stage II: Establish validity

Evidence for test validity was first investigated through a panel of five UM experts in Faculty of Language and Linguistics (see Appendix 9).

Second, in order to check for evidence that the tests may tap the types of knowledge as hypothesized, construct validity of the instruments was assessed. Construct validity is defined as "the extent to which we can interpret a given test score as an indicator of the ability(ies) or construct(s) we want to measure" (Bachman & Palmer, 1996, as cited in Purpura, 2004, p. 150). Some evidence for the construct validity of a test may be indicated by a relationship between tests seeking to measure the same constructs. In order to investigate whether the EOIT, TGJT, UGJT and MKT predominantly assessed the types of knowledge as hypothesized, a Principal Component Analysis (SPSS Version 21) was conducted. Principal Component Analysis is directed toward enabling one to use fewer variables to provide the same information that one would obtain from a larger set of variables (Leech, Barrett, & Morgan, 2005). Prior to Principal Components Analysis, the bivariate correlation matrix was visually inspected as a preliminary assessment of inter-item correlation. Most values were in the moderate range (.3) and above. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was then calculated, which is a ratio of the sum of the squared correlations to the sum of the squared correlations plus squared partial correlations. As the partial correlations decrease in size, which indicates distinct factors may emerge from the factor analysis, the KMO value will approach 1.0. Thus, the KMO is useful to predict if data are likely to factor well. The KMO value for the SEQ was acceptable at .794 indicating factor analysis was appropriate for the scale. Additionally, as it shows in table 3.11 Bartlett's

Test of Sphericity was significant [χ^2 (11.28) = 2884.824], hence the null hypothesis that the correlation matrix was an identity matrix was rejected.

Table 3.11

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.794
Bartlett's Test of Sphericity	Approx. Chi-Square	2884.824
	Df	1128
	Sig.	.000

By rejecting the null hypothesis the correlation matrix was deemed acceptable for factor analytic techniques. Initial results revealed high communalities ranging from .488 to .831, and factors with eigenvalues of greater than 1.00, accounting for 69.25% of variance. Upon inspection of the scree plot (see Figure 3.6), and judging from previous theory, two factors which capture much more of the variance (44.74%) were retained.

Figure 3.6 shows the Scree plot of the sores in Principal Component Analysis.

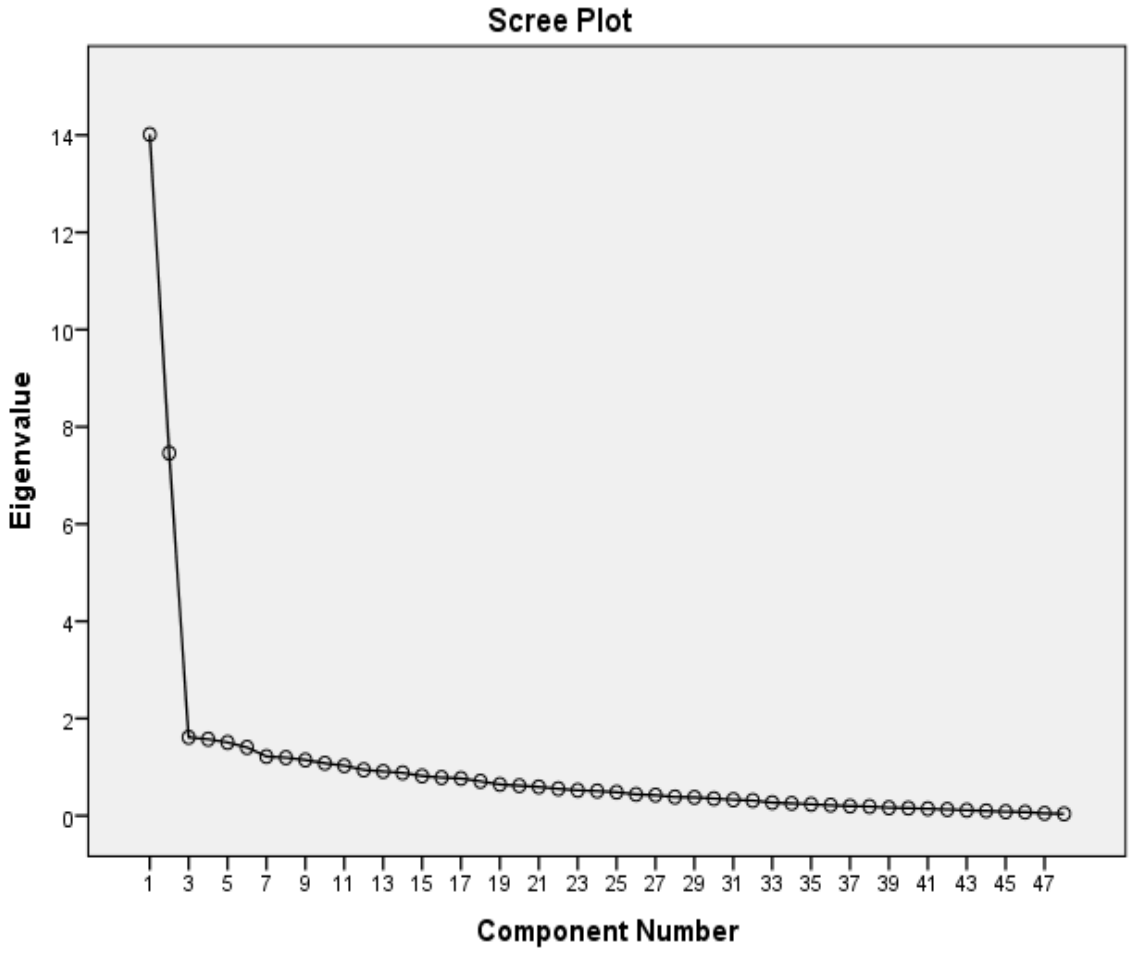

Figure 3.6. The Scree plot in Principal Component Analysis.

Additionally, Component Matrix table which shows the unrotated loadings of each of the items on the two components indicated that most of the items load quite strongly (above .4) on the first two components.

The result of Principal Component Analysis supports the results of Ellis's (2005) study that found their EOIT and TGJT loaded on one factor (implicit knowledge) and the UGJT and MKT loaded on the second factor (explicit knowledge) when a two factor solution was imposed. The rationale for imposing two factors in Ellis's study was based on the theory (Ellis, 2005) that implicit and explicit knowledge each represent separate constructs.

Ideally, an additional Confirmatory Factor Analysis which assumes all associations between factors as unanalyzed may also be conducted, as has been pointed out by Isemonger (2007). However, as the Principal Components Factor Analysis yielded two factors, a Confirmatory Factor Analysis was not conducted.

Third, a decision was taken to examine the psychometric properties of the grammatical and ungrammatical sentences in the UGJT separately. This was motivated by previous research (Bialystok, 1978; Ellis et al., 2009; Gutierrez, 2013; Hedgcock, 1993), which pointed to the fact that L2 learners respond differently to the grammatical and ungrammatical sentences in a Grammaticality judgment test. Pearson Product Moment Coefficients were then calculated between the grammatical and ungrammatical sentences in the UGJT and all other test measures. The results are shown in Table 3.12. The grammatical sentences' scores correlated significantly with the other tests, but more strongly with the EOIT (r = .859) and TGJT (r = .876) than with the MKT (r = .005). In contrast, the ungrammatical sentences' scores correlated very strongly with the MKT (r = .79) and less strongly with the EOIT (r = -.029) and TGJT (r = .008). This suggested that in the case of UGJT the scores for the ungrammatical sentences would provide a better measure of explicit knowledge than the scores for the grammatical sentences or total scores.

Table 3.12

Correlation Matrix of Grammatical and Ungrammatical Structures in UGJT with Other Three Tests

Tests	TGJT	UGJT grammatical structures	UGJT ungrammatical structures	MKT
EOIT	.894*	.859*	-.029	-.144
TGJT		.876*	.008	-.084
UGJT grammatical structures			.067	.005
UGJT ungrammatical structures				.791*

* Correlation is significant at the .05 level.

Thus, in this study, as proposed by the previous studies, a combined mean score of the ungrammatical sentences on the UGJT and the scores from MKT (based on a total percentage accuracy score) was calculated for each of the target structures to measure explicit knowledge.

3.5.6.3 Stage III: Fix time required for administering each instrument

Three native speakers in UMCCED participated in a session conducted in the center with the purpose of fixing the time interval of each item in the TGJT. The time limit for each sentence was specified on the basis of average response time for each sentence by native speakers. Considering slower processing speed of ESL learners, especially in lower-intermediate level than native speakers, 20% of the time taken for each sentence is added for each sentence. The time interval between each sentence ranged from 5 to 10 seconds.

3.5.7 Research Procedures and Administration of the Tests

According to the regulation of the UMCCED, one week prior to the start of the program, students were required to take part in a session to complete a placement test. The course consisted of six levels and applicants were channeled to the appropriate level based on their scores on this test (as discussed under Research Site). One hundred and thirty six lower-intermediate students who participated in this study were randomly assigned into three groups including two experimental groups and a control group.

Two days prior to the start of the intervention program, learners involved in the study were required to sign consent forms and join in a session to complete the entire pretest. The posttest was conducted at the end of the intervention program.

During each testing session, four tests (i.e., two tests for measuring implicit knowledge and two tests for measuring explicit knowledge) were administered. These tests were originally used by Ellis (2005) and were adapted here, if necessary, to measure implicit and explicit knowledge of our target structures. Table 3.13 shows suggested measurement of each test (see Appendix 10 for permission of author; see Appendix 11 for the instruments of the study). Two versions of the tests were created for use over the two testing sessions (i.e., pretest and posttest); in each, the same statements were used in a different order. Reliability (Cronbach's alpha) of each test was estimated in a pilot study.

Table 3.13 shows the instruments of study for measuring implicit and explicit knowledge.

Table 3.13

Tests for Measuring Implicit and Explicit Knowledge in Pretest & Posttest

Measuring Implicit knowledge		Measuring Explicit Knowledge	
EOIT	TGJT	UGJT	MKT

These tests were administered in this order: (A) EOIT, (B) TGJT, (C) UGJT, (D) MKT. As in Ellis (2005, 2006a) and Bowles (2011), the tests were administered in a consistent order, with those designed to tap implicit knowledge administered before that those designed to tap explicit knowledge. This order of presentation ensured that the explicit knowledge tests would not prime learners (Bowles, 2011).

All the tests included a number of training examples as practice for participants. The oral imitation test was completed in a one-on-one meeting between the researcher and the participants. This was followed by the TGJT, the UGJT, and the MKT which were completed in a single session lasting approximately 2 hours in a computer lab.

The intervention program based on the purpose of the study has been conducted (as discussed under the procedure of the treatments as explained earlier).

One day after the intervention program ended, students participated in a posttest session at the language center. It is important to note here that test-retest effect was considered to be diminished by using different versions of the tests after a six-week interval. Students' scores of each test were analyzed as explained in the following section.

3.6 Phase III: Analysis

3.6.1 Data Collection and Data Analysis Framework

Analysis of covariance (ANCOVA), and Multiple Comparison (Post Hoc) analysis were used to analyze the data. Descriptive statistics for the three groups on all four tests were also calculated. In the present study, the researcher used the significant level $\alpha = .05$ ($p < .05$). Data collection and data analysis procedure for each research question illustrated in Table 3.14.

Table 3.14

Illustration of Data Collection and Data Analysis Procedure for Each Research Question

	Research Questions	Data Collection	Variables	Data Analysis
1	Is there any significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners, a) as measured by tests of implicit knowledge? b) as measured by tests of explicit knowledge?	Pretest and Posttest	a) Independent: Implicit corrective feedback Dependent: Implicit knowledge b) Independent: Implicit corrective feedback Dependent: Explicit knowledge	Analysis of covariance (ANCOVA) and Multiple comparison (Post Hoc)
2	Is there any significant effect of explicit corrective feedback in the form of metalinguistic feedback on the acquisition of different grammatical features in ESL learners, a) as measured by tests of implicit knowledge? b) as measured by tests of explicit knowledge?	Pretest and Posttest	a) Independent: Explicit corrective feedback Dependent: implicit knowledge b) Independent: Explicit corrective feedback Dependent: Explicit knowledge	Analysis of covariance (ANCOVA) and Multiple comparison (Post Hoc)
3	Is there a significant difference on the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic feedback on the acquisition of different grammatical features in ESL learners, a) as measured by tests of implicit knowledge? b) as measured by tests of explicit knowledge?	Pretest and Posttest	a) Independent: implicit and explicit corrective feedback Dependent: implicit knowledge b) Independent: implicit and explicit corrective feedback Dependent: explicit knowledge	Analysis of covariance (ANCOVA) and Multiple comparison (Post Hoc)

In order to find out about the implicit knowledge of our target structures, (a) total score, (b) separate score, and (c) combined mean score of each target structure in EOIT & TGJT for each of the learner was calculated.

For the explicit knowledge of our target structures, (a) total score, (b) separate score, and (c) combined mean score of each target structure in UGJT and MKT for each of the learner was calculated. As discussed in the pilot study, for the UGJT the scores of ungrammatical sentences were calculated for each of the target structures. The decision to examine grammatical and ungrammatical items separately in UGJT was motivated by previous research (Bowles, 2011; Ellis, 2005, cited in Ellis, Loewen, & Erlam, 2006), which showed that these might measure different types of knowledge (i.e., ungrammatical sentences provide a stronger measure of explicit knowledge).

To analyze the data, ANCOVA has been conducted one time for scores of the three groups' implicit tests; a second time for scores of the three groups' explicit tests. This was followed by the multiple comparison (Post Hoc) analysis one time for the pairwise comparison of the mean scores for implicit knowledge tests and second time for the pairwise comparison of the mean scores for explicit knowledge tests.

3.7 Summary of the Chapter

This chapter has discussed the research design and methodology of the study including three phases. Phase one discussed the research site, participants, and ethical considerations. In phase two the researcher at first explained treatment, including choosing the target structures of the study, lesson plan, tasks of the study and psycholinguistic rationale of the tasks, design of the tasks, sample of the tasks and procedures of instruction. Then research instruments including instruments for assessing implicit and explicit knowledge, the rationale for choosing these instruments and instrument for placement test were discussed. Estimating the reliability and validity of

the instruments and appropriate time for conducting each test has been achieved through a pilot study. This phase was completed by discussing the research procedure and administration of the tests. In phase three the researcher introduced analysis of the study, including data analysis procedure. The researcher ends this chapter by summary of the chapter. The following chapter would discuss the results of the analyses according to the research questions.

CHAPTER 4

ANALYSIS AND RESULTS

4.1 Introduction

As discussed in Chapters One and Three of this research, the current study attempted to answer the three research questions on the effectiveness of two different methods of corrective feedback on grammar acquisition of ESL learners. The data collected in the study were analyzed using SPSS version 21. Following Pallant's (2010) suggestion, for ensuring proper research techniques, all data were double checked after being keyed into the SPSS sheet and random checks were made on the results of various statistical procedures.

As a precursor to the main study, the researcher conducted a pilot study with two purposes: (i) to establish reliability and validity of instruments; (ii) to fix the time required for administering of each test (procedure and result of the pilot study have been shown in Chapter Three).

To analyze the data of the main study, the researcher at first conducted the preliminary assumption testing of parametric tests to ensure the homogeneity of subjects and explore the differences between the three groups, if any. Following preliminary assumption testing (i.e., test of normality, linearity, homogeneity of regression slopes and equality of variance) ANCOVA has been conducted one time for scores of the three groups' implicit tests, using pretest scores as covariate and posttest scores as dependent variable; a second time for scores of the three groups' explicit tests, using pretest scores as covariate and posttest scores as dependent variable. To explore the significant differences of acquisition of the three groups in implicit and explicit knowledge, the Scheffe's test one time for the pairwise comparison of the mean scores for implicit

knowledge and second time for the pairwise comparison of the mean scores for explicit knowledge has been conducted.

To answer research questions of the study, data analysis was assessed for the three groups together, in the first procedure for combined mean scores of implicit tests (i.e., EOIT and the TGJT), through which segment (a) of each research question and hypothesis could be tested; and in the second procedure for combined mean scores of explicit tests (i.e., UGJT and MKT), through which segment (b) of each research question and hypothesis could be tested. This is motivated by the fact that one procedure of ANCOVA for all the groups would reduce the probability of making type I error (i.e., the rejection of the null hypothesis of the study while it is true). Data analysis was first conducted for total scores of the tests, then to imply the result more specifically, the scores of the students for each of the six grammatical structures (i.e., target structures of the study) were calculated individually, using the same procedure. The analysis was followed by discussion and summary of the chapter.

4.2 Assumptions Testing

Pallant (2010) holds that four assumptions should be met before one decides to run parametric tests: (1) test of normality, (2) linearity, (3) homogeneity of regression slope, (4) equality of variance. Along the same line these assumptions were tested one time for scores of implicit tests and the other for the scores of the explicit tests as follows:

4.2.1 Assumption 1: Test of Normality

"The importance of the normal distribution is undeniable since it is an underlying assumption of many statistical procedures. When the normality assumption is violated, interpretation and inferences may not be reliable or valid" (Razali & Wah, 2010, p. 126). The three most common procedures in assessing whether a random sample of independent observations of size *n* comes from a population with a normal distribution are: graphical methods (Q-Q-plots, histograms, boxplots), numerical methods (skewness and kurtosis indices) and formal normality tests (Shapiro-Wilk test, Kolmogorov-Smirnov test, Lilliefors test and Anderson-Darling test). Even though the graphical methods are useful tools in checking normality for a sample of *n* independent observations, they are still insufficient to provide conclusive evidence that the normal assumption holds. Therefore, "to support the graphical methods, more formal methods which are the numerical methods (i.e., descriptive statistics) or formal normality tests (i.e., theory driven) should be performed before making any conclusion about the normality of the data" (Razali & Wah, 2010, p. 126). "Statistical tests have the advantage of making objective judgments of normality, but are disadvantaged by sometimes not being sensitive enough at low sample sizes or overly sensitive to large sample sizes" (Lund Research, 2013, p. 3). Thus, to be safe enough, this study applied numerical methods. Procedure of assessing normality by SPSS version 21 has been conducted to assess the normality of scores for implicit and explicit scores.

4.2.2.1 Screening and cleaning outliers

Prior to the process of distribution analysis to avoid distortion of the overall result, an attempt has been made to detect any outliers through box plots. As presented in Figure 4.1 and 4.2 the box plots for the whole scores of implicit and explicit tests show that there were no outliers in the population. However, five students were

excluded from the study since they missed at least one treatment session or did not participate in the posttest. Thus, as a whole data from 136 participants have been kept in the data set in all the stages of data analysis.

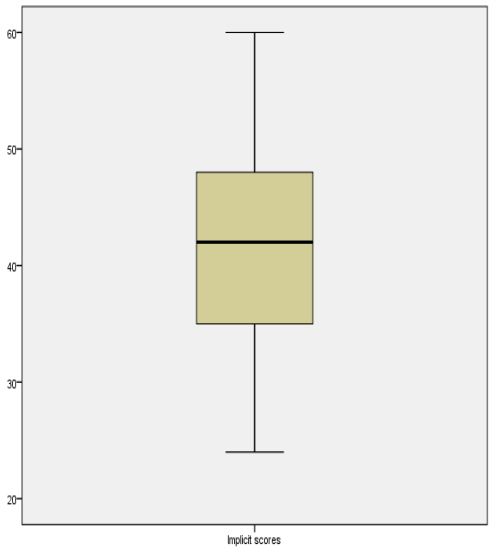

Figure 4.1. Boxplot of the implicit scores.

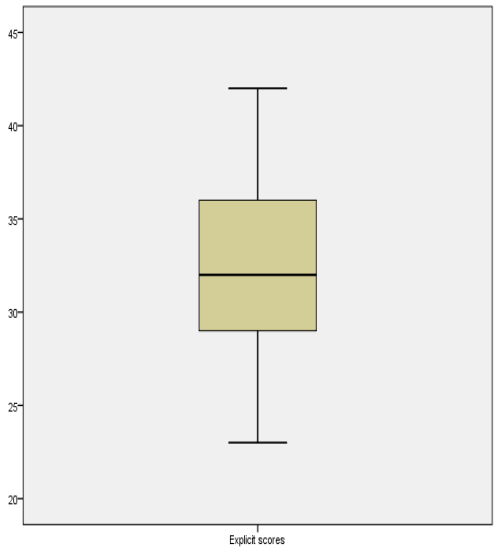

Figure 4.2. Boxplot of the explicit scores.

4.2.2.2 Statistical analysis

Implicit scores. As a preliminary step in distribution analyses the researcher observed the output for *5% Trimmed Mean*. The descriptive table shows that the origin mean (39.8162) for the groups and this new trimmed means (39.7941) are not very different, indicating that extreme scores are not having a strong influence on the means. Table 4.1 shows the result.

Table 4.1

Descriptive Scores of Implicit Tests

	Statistic	Std. Error
Mean	39.8162	.68466
5%Trimmed mean	39.7941	
Skewness	-.016	.208
Kurtosis	-.799	.413

Table 4.1 also shows the Skewness (-.016) and Kurtosis (-.799) of implicit scores. To determine whether the value is large enough to claim that our scores are normally distributed, the skew value (-.016) was simply divided by the standard error of skew (.208) to create a *Z* score. This yielded a *Z* score of (-.07) which was interpreted to be non-significant, as it did not exceed the absolute value of 1.96, $p < .05$ (Tabachnick & Fidell, 2007) for a sample less than 300.

A similar procedure was conducted for kurtosis. The value for the kurtosis (-.799) was divided by the standard error of kurtosis (.413). This yielded a *Z* score (-1.93) which was interpreted to be non-significant, as it was not exceeding the absolute value of 1.96, $p < .05$ (Tabachnick & Fidell, 2007) for samples less than 300. Thus, the scores of the implicit tests could be regarded as normal.

Explicit scores. As a preliminary step in distribution analyses the researcher observed the output for *5% Trimmed Mean*. The descriptive table shows that the origin mean (32.3824) for the groups and this new trimmed means (32.3693) are not very different. So indicating extreme scores are not having a strong influence on the means. Table 4.2 shows the result.

Table 4.2

Descriptive Scores of Explicit Tests

	Statistic	Std. Error
Mean	32.3824	.41957
5%Trimmed mean	32.3693	
Skewness	.107	.208
Kurtosis	-.800	.413

Table 4.2 also shows the Skewness (.107) and Kurtosis (-.800) of explicit scores. To determine whether the value is large enough to claim that our scores are normally distributed, the skew value (.107) was simply divided by the standard error of skew (.208) to create a *Z* score. This yielded a *Z* score of .514 which was interpreted to be non-significant, it did not exceed the absolute value of 1.96, $p < .05$ (Tabachnick & Fidell, 2007) for a sample less than 300.

A similar procedure was conducted for kurtosis. The value for the kurtosis (-.800) was divided by the standard error of kurtosis (.413). This yielded a *Z* score (-1.93) which was interpreted to be non-significant, as it was not exceeding the absolute value of 1.96, $p < .05$ (Tabachnick & Fidell, 2007) for samples less than 300. Thus, the scores of the explicit tests could be regarded as normally distributed.

4.2.2 Assumption 2: Linearity

Procedure of assessing linearity by SPSS 21 version has been conducted using *Graphs, Legacy Dialogs and* then *Scatter/Dot* for each implicit and explicit pretest scores as covariate (X axis) and implicit and explicit posttest scores as the dependent variable (Y axis).

Implicit scores. Figure 4.3 shows linearity score graphs of the three groups.

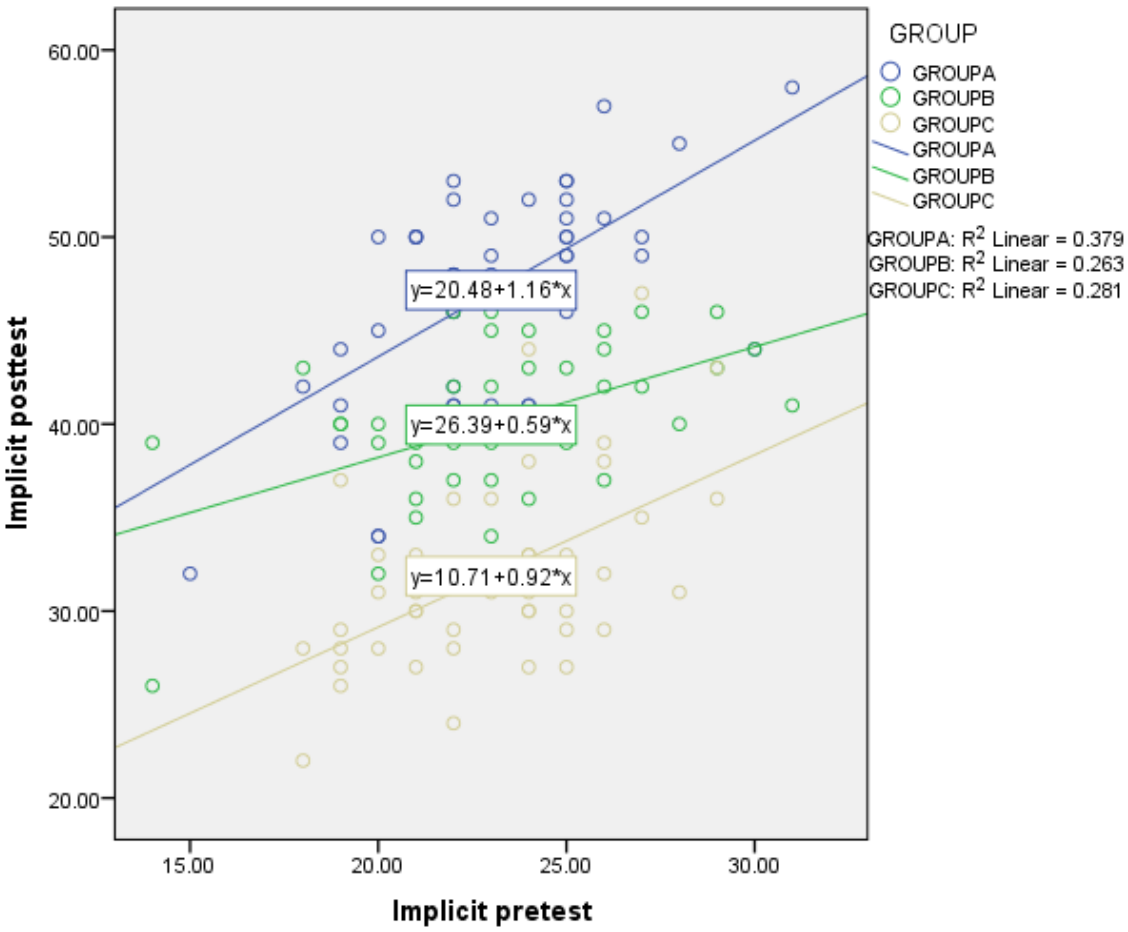

*Figure 4.*3. Three groups: Linearity score graph of implicit pretest.

To examine the linearity the researcher checked the general distribution of scores for each group. As shown in Figure 4.3 there appears to be at least an approximate linear (straight-line) relationship for each group, so we have not violated the assumption of a linear relationship.

Explicit scores. Figure 4.4 shows linearity score graphs of the three groups.

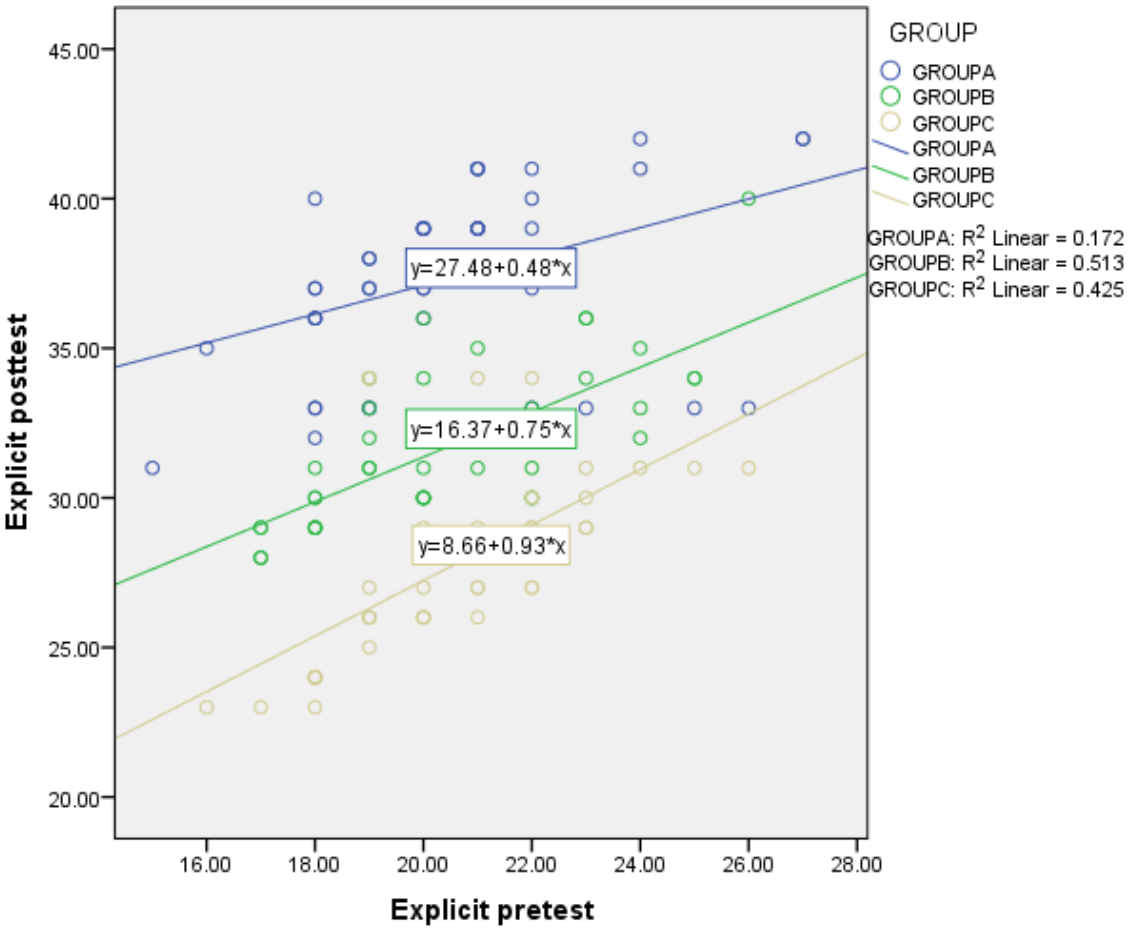

Figure 4.4. Three groups: Linearity score graphs of explicit pretest.

To examine the linearity the researcher checked the general distribution of scores for each group. As seen in Figure 4.4 there appears to be at least an approximate linear (straight-line) relationship for each group, so we have not violated the assumption of a linear relationship.

4.2.3 Assumption 3: Homogeneity of Regression Slopes

This assumption concerns the relationship between the covariate and the dependent variable for each of the groups. Thus we need to check whether there was any interaction between the covariate and the treatment or experimental manipulation. To do this the procedure of assessing homogeneity of regression slopes by SPSS 21 version has been conducted using *Analysis, General Linear Model*, then on *Univariate* for each implicit and explicit posttest score as dependent variable and implicit and explicit pretest score as covariate and grouping variable as fixed factor.

Implicit scores. The output obtained from this procedure indicated the significance level of the interaction is .109. So it is more than .05. It means that the assumption has not been violated. According to Pallant (2010) if the significance level of the interaction is more than .05, the interaction is not statistically significant, indicating that the assumption has not been violated. Table 4.3 shows tests of between-subjects effects.

Table 4.3

Test of Between-Subjects Effects with Implicit Posttest as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value
Implicit pretest	1051.129	1	1051.129	59.195	.000
Group*Implicit pretest	80.237	2	40.118	2.259	.109
Error	2308.435	130	17.757		
Total	224211.000	136			

Explicit scores. The output obtained from this procedure indicated the significance level of the interaction is .099. So it is more than .05. It means that the assumption has not been violated. According to Pallant (2010) if the significance level of the interaction is more than .05, the interaction is not statistically significant,

indicating that the assumption has not been violated. Table 4.4 shows tests of between-subjects effects.

Table 4.4

Test of Between-Subjects Effects with Explicit Posttest as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value
Explicit pretest	380.059	1	380.059	70.089	.000
Group*Explicit pretest	25.535	2	12.767	2.354	.099
Error	704.929	130	5.423		
Total	145844.000	136			

4.2.4 Assumption 4: Equality of Variance

The final assumption concerns equality of variance. This assumption tests whether the variance in scores is the same for each of the three groups. To do this, the procedure of assessing equality of variance by SPSS 21 version has been conducted.

Implicit scores. To check the result, the researcher examined "Levene's Test of Equality of error variances". This test shows whether the assumption of equality of variance was met. The result is shown in Table 4.5.

Table 4.5

Levene's Test of Equality of Error Variances[a] *with Implicit Total Posttest Scores as Dependent Variable*

F	Df1	Df2	Sig.
.758	2	133	.471

As shown in Table 4.5 the *p* value is .471. So, it is greater than .05. Therefore, the value is not significant. This means that the result was not violating the assumption of equality of variance.

Explicit scores. To check the result, the researcher examined "Levene's Test of Equality of Error". This test shows whether the assumption of equality of variance was met. Table 4.6 shows the result.

Table 4.6

Levene's Test of Equality of Error Variances[a] *with Explicit Total Posttest Scores as Dependent Variable*

F	Df1	Df2	Sig.
2.090	2	133	.128

As seen in Table 4.6 the *p* value is .128. So it is greater than .05. Therefore, the value is not significant. This means that the result has not violated the assumption of equality of variance.

Now that we have finished checking the assumptions, we can proceed with the data analysis of the study to explore the differences between our treatment groups.

4.3 Research Question One (Q1)

- Is there any significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

This research question explores (a) whether implicit corrective feedback in the form of recast has a significant effect on different grammatical features in ESL learners' implicit knowledge; (b) whether implicit corrective feedback in the form of recast has a significant effect on different grammatical features in ESL learners' explicit knowledge.

To answer the (a) segment of this research question a combined mean score for the EOIT and the TGJT (i.e., for measuring implicit knowledge) of the total target

structures' mean were calculated, ANCOVA and Post Hoc Scheffe comparison were used. Then to imply the result more specifically the procedure were run again for each of the six grammatical structures separately.

To answer the (b) segment of this research question a combined mean score for the ungrammatical sentences on the UGJT and the scores of the MKT (i.e., for measuring explicit knowledge) of the total target structures' mean were calculated, ANCOVA and Post Hoc Sheffe comparison were used. Then to imply the result more specifically the procedure were run again for each of the six grammatical structures separately.

Data analysis has been conducted for the three groups together in one procedure for implicit tests and another for explicit tests. This is motivated by the fact that one procedure of ANCOVA for all the groups would reduce the probability of making type I error (i.e., the rejection of the null hypothesis of the study while it is true). However, for ease of interpretation each pairwise comparison of the groups is presented in an individual table following its related research question (The results of Multiple Comparison among three groups were presented in Appendix 12). Thus, in order to answer this research question the following null hypothesis was proposed:

H0. There is no significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

4.3.1 Result: Q1 Segment (a)

To adjust or control for differences between the groups based on their pretest implicit scores, an ANCOVA was conducted using implicit pretest scores as a covariate. Procedure of ANCOVA by SPSS has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge after controlling for differences between students in their pretest scores. "Test of Between Subjects Effects" was examined to find out whether our three groups are significantly different in terms of their scores on implicit posttest. Table 4.7 shows the results.

Table 4.7

Test of Between-Subjects Effects with Implicit Posttest Total Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta squared
Implicit pretest total scores	1008.649	1	1008.649	55.739	.000	.297
Group	5218.945	2	2609.472	144.202	.000	.686
Error	2388.672	132	18.096			
Total	224211.000	136				

Table 4.7 shows that the three groups differed in implicit knowledge significantly with F (2, 132) = 144.202, p value < .05. Another value which is important to consider in ANCOVA analysis is the "effect size" (i.e., eta). As shown in Table 4.7 the value of partial eta squared is .686. Converting the value to a percentage by multiplying by 100 shows that 68 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate effect. The other value Table 4.7 concerns is the influence of our covariate. As presented in this table the relationship between the

covariate and the dependent variable is significant (*p* value < .05), while controlling for the independent variable (Group). In fact, the value explained 29 percent of the variance in the dependent variable (partial eta squared of .29 multiplied by 100).

The final table in the ANCOVA output "Estimated marginal means" provides adjusted means on the dependent variable for each of our groups. "Adjusted" refers to the fact that the effect of the covariate has been statistically removed (Pallant, 2010). Based on the research question, the analyzed data for the implicit group and the control group are presented here. Table 4.8 presents the means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling for the pretest effect.

Table 4.8

Adjusted and Unadjusted Means and Variability for Implicit Posttest Total Scores of Implicit and Control Groups, Using Implicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	40.044	4.15	39.974[a]	.634
Control (C)	44	31.886	5.10	31.912[a]	.641

As is evident from Table 4.8, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table shows that students in the implicit group (*M* = 40.044, *SD* = 4.15) scored higher than students in the control group (*M* = 31.886, *SD* = 5.10).

To explore the significance of the dual performance differences between the means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. "Scheffe test" examines multiple comparisons among the groups. To do this the "Scheffe test" in SPSS has been

conducted. Table 4.9 shows the result of the Scheffe's test for the pairwise comparison of mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.1 for multiple comparisons among the three groups).

Table 4.9

Comparison of Implicit and Control Groups with Implicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	8.15808*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.9 shows that the mean difference between the implicit group and the control group (= 8.15) is significant at the $p < .05$ level. Therefore, the following results based on the implicit mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher mean score (M = 40.044, SD = 4.15) than did students in the control group (M = 31.886, SD = 5.10) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners.

Now the same procedure has been conducted for each structure.

4.3.1.1 Structure one (S1): Modal (can)

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Modal (can)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.10.

Table 4.10

Test of Between-Subjects Effects with Implicit Posttest S1 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Implicit pretest S1 scores	71.971	1	71.971	27.105	.000	.170
Group	65.906	2	32.953	12.410	000	.158
Error	350.495	132	2.655			
Total	7227.000	136				

a. S1 = Modal (can)

Table 4.10 shows that the three groups differed in implicit knowledge of S1 significantly with F (2, 132) = 12.410, p value < .05. The value of partial eta squared is .15 which shows that 15 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as small effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 17 percent of the variance in the dependent variable (partial eta squared of .17 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group presents in Table 4.11.

Table 4.11

Adjusted and Unadjusted Means and Variability for Implicit Posttest S1 Scores of Implicit and Control Groups, Using Implicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	7.066	1.42	7.048[a]	.243
Control (C)	44	6.113	1.54	6.151[a]	.246

Table 4.11 presents the means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 7.066, SD = 1.42) scored higher than students in the control group (M = 6.113, SD = 1.54).

To explore the significance of the dual performance differences between the S1 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.12 shows the result of the Scheffe’s test for the pairwise comparison of S1 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.2 for multiple comparisons among the three groups).

Table 4.12

Comparison of Implicit and Control Groups with Implicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.95303*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.12 shows that the S1 mean difference between the implicit group and the control group (= .95) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S1 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S1 mean score (M = 7.066, SD = 1.42) than did students in the control group (M = 6.113, SD = 1.54) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *Modal can* structure.

4.3.1.2 Structure two (S2): Modal (have to)

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Modal (have to)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.13.

Table 4.13

Test of Between-Subjects Effects with Implicit Posttest S2 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Implicit pretest S2 scores	8.079	1	8.079	2.601	.109	.019
Group	105.668	2	52.834	17.007	.000	.205
Error	410.068	132	3.107			
Total	7369.000	136				

a. S2 = Modal (have to)

Table 4.13 shows that the three groups differed in implicit knowledge of S2 significantly with F (2, 132) = 17.007, $p < .05$. The value of partial eta squared is .20 which shows that 20 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as small effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 01 percent of the variance in the dependent variable (partial eta squared of .01 multiple by 100). The adjusted means of the dependent variable for implicit group and control group presented in Table 4.14.

Table 4.14

Adjusted and Unadjusted Means and Variability for Implicit Posttest S2 Scores of Implicit and Control Groups, Using Implicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	7.177	1.41	7.170[a]	.263
Control (C)	44	5.954	1.68	5.946[a]	.266

Table 4.14 presents the S2 means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 7.177, SD = 1.41) scored higher than students in the control group (M = 5.954, SD = 1.68).

To explore the significance of the dual performance differences between the S2 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.15 shows the result of the Scheffe’s test for the pairwise comparison of S2 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.3 for multiple comparisons among the three groups).

Table 4.15

Comparison of Implicit and Control Groups with Implicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	1.22323*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.15 shows that the S2 mean difference between the implicit group and the control group (= 1.22) is significant at the $p < .05$ level. Therefore, the following results based on the implicit S2 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S2 mean score (*M* = 7.177, *SD* = 1.41) than did students in the control group (*M* = 5.954, *SD* = 1.68) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *Modal have to* structure.

4.3.1.3 Structure three (S3): Past tense

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Past tense* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of analysis is shown in Table 4.16.

Table 4.16

Test of Between-Subjects Effects with Implicit Posttest S3 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean square	*F*-Value	*p*-value	Partial Eta squared
Implicit pretest S3 scores	12.028	1	12.028	7.130	.009	.051
Group	262.012	2	131.006	77.656	.000	.541
Error	222.684	132	1.687			
Total	6901.000	136				

a. S3 = Past tense

Table 4.16 shows that the three groups differed in implicit knowledge of S3 significantly with F (2, 132) = 77.656, p value < .05. The value of partial eta squared is .54 which shows that 54 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 5 percent of the variance in the dependent variable (partial eta squared of .051 multiple by 100). The adjusted means of the dependent variable for the implicit and the control group presented in Table 4.17.

Table 4.17

Adjusted and Unadjusted Means and Variability for Implicit Posttest S3 Scores of Implicit and Control Groups, Using Implicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	6.822	1.07	6.813[a]	.194
Control (C)	44	5.113	1.64	5.130[a]	.196

Table 4.17 presents the S3 means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 6.822, SD = 1.07) scored higher than students in the control group (M = 5.113, SD = 1.64).

To explore the significance of the dual performance differences between the S3 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.18 shows the result of the Scheffe’s test for the pairwise comparison of S3 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.4 for multiple comparisons among the three groups).

Table 4.18

Comparison of Implicit and Control Groups with Implicit Posttest S3 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	1.70859*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.18 shows that the S3 mean difference between the implicit group and the control group (= 1.70) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S3 mean scores for implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S3 mean score (M = 6.822, SD = 1.07) than did students in the control group (M = 5.113, SD = 1.64) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *Past tense* structure.

4.3.1.4 Structure four (S4): Present perfect (since & for)

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Present perfect (since & for)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.19.

Table 4.19

Test of Between-Subjects Effects with Implicit Posttest S4 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Implicit pretest S4 scores	110.442	1	110.442	197.968	.000	.600
Group	147.624	2	73.812	132.308	.000	.667
Error	73.640	132	.558			
Total	6839.000	136				

a. S4 = Present perfect (since & for)

Table 4.19 shows that the three groups differed in implicit knowledge of S4 significantly with F (2, 132) = 132.308, p value < .05. The value of partial eta squared is .66 which shows that 66 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 60 percent of the variance in the dependent variable (partial eta squared .60 multiple by 100). The adjusted means on the dependent variable for implicit group and control group presented in Table 4.20.

Table 4.20

Adjusted and Unadjusted Means and Variability for Implicit Posttest S4 Scores of Implicit and Control Groups, Using Implicit Pretest S4 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	6.977	1.21	6.964[a]	.111
Control (C)	44	5.590	1.16	5.581[a]	.113

Table 4.20 presents the S4 means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 6.977, *SD* = 1.21) scored higher than students in the control group (*M* = 5.590, *SD* = 1.16).

To explore the significance of the dual performance differences between the S4 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.21 shows the result of the Scheffe’s test for the pairwise comparison of S4 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.5 for multiple comparisons among the three groups).

Table 4.21

Comparison of Implicit and Control Groups with Implicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	1.38687*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.21 shows that the S4 mean difference between the implicit group and the control group (= 1.38) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S4 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S4 mean score (M = 6.977, SD = 1.21) than did students in the control group (M = 5.590, SD = 1.16) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.3.1.5 Structure five (S5): Comparatives

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Comparative* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.22.

Table 4.22

Test of Between-Subjects Effects with Implicit Posttest S5 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Implicit pretest S5 scores	153.281	1	153.281	390.449	.000	.747
Group	171.801	2	85.901	218.813	.000	.768
Error	51.820	132	.393			
Total	5370.000	136				

a. S5= Comparative

Table 4.22 shows that the three groups differed in implicit knowledge of S5 significantly with F (2, 132) = 218.813, p value < .05. The value of partial eta squared is .76 which shows that 76 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate to large effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 74 percent of the variance in the dependent variable (partial eta squared .74 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group presented in Table 4.23.

Table 4.23

Adjusted and Unadjusted Means and Variability for Implicit Posttest S5 Scores of Implicit and Control Groups, Using Implicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	6.155	1.26	6.156[a]	.093
Control (C)	44	4.590	1.26	4.593[a]	.094

Table 4.23 presents the S5 means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 6.155, SD = 1.26) scored higher than students in the control group (M = 4.590, SD = 1.26).

To explore the significance of the dual performance differences between the S5 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.24 shows the result of the Scheffe’s test for the pairwise comparison of S5 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.6 for multiple comparisons among the three groups).

Table 4.24

Comparison of Implicit and Control Groups with Implicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	1.56465*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.24 shows that the S5 mean difference between the implicit group and the control group (= 1.56) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S5 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S5 mean score (M = 6.155, SD = 1.26) than did students in the control group (M = 4.590, SD = 1.26) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *comparative* structure.

4.3.1.6 Structure six (S6): Unreal conditional

Procedure of ANCOVA for combined mean scores of the EOIT and TGJT (i.e., implicit tests) for scores of *Unreal conditional* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in implicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.25.

Table 4.25

Test of Between-Subjects Effects with Implicit Posttest S6 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Implicit pretest S6 scores	89.742	1	89.742	212.528	.000	.617
Group	217.135	2	108.568	257.111	.000	.796
Error	55.738	132	.422			
Total	4762.000	136				

a. S6 = Unreal conditional

Table 4.25 shows that the three groups differed in implicit knowledge of S6 significantly with F (2, 132) = 257.111, p value < .05. The value of partial eta squared is .79 which shows that 79 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate to large effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 61 percent of the variance in the dependent variable (partial eta squared .61 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group presented in Table 4.26.

Table 4.26

Adjusted and Unadjusted Means and Variability for Implicit Posttest S6 Scores of Implicit and Control Groups, Using Implicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.844	1.14	5.855[a]	.097
Control (C)	44	4.045	1.03	4.020[a]	.098

Table 4.26 presents the S6 means and standard deviations of the implicit group and the control group for implicit knowledge, before and after controlling of pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 5.844, *SD* = 1.14) scored higher than students in the control group (*M* = 4.045, *SD* = 1.03).

To explore the significance of the dual performance differences between the S6 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.27 shows the result of the Scheffe’s test for the pairwise comparison of S6 mean scores of the implicit group and the control group for implicit knowledge (see Appendix 12, Table 12.7 for multiple comparisons among the three groups).

Table 4.27

Comparison of Implicit and Control Groups with Implicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	1.79899*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.27 shows that the S6 mean difference between the implicit group and the control group (= 1.79) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S6 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S6 mean score (M = 5.844, SD = 1.14) than did students in the control group (M = 4.045, SD = 1.03) on implicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners for *Unreal conditional* structure.

4.3.2 Result: Q1. Segment (b)

Furthermore, to adjust or control for differences between the groups based on their pretest explicit scores, an ANCOVA was conducted using explicit pretest scores as a covariate. Procedure of ANCOVA by SPSS has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge after controlling for differences between students in their pretest scores. "Test of Between Subjects Effects" was examined to find out whether our three groups are significantly different in terms of their scores on explicit posttest. Table 4.28 shows the result.

Table 4.28

Test of Between-Subjects Effects with Explicit Posttest Total Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest total scores	358.835	1	358.835	64.844	.000	.329
Group	2142.695	2	1071.348	193.600	.000	.746
Error	730.463	132	5.534			
Total	145844.000	136				

Table 4.28 shows that the three groups differed in explicit knowledge significantly F (2, 132) = 193.600, p value < .05.

Another value which is important to consider in ANCOVA analysis is the "effect size" (i.e., eta). As shown in Table 4.28 the value of partial eta squared is .746. Converting the value to a percentage by multiplying by 100 shows that 74 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as a moderate effect. The other value this table concerns is the influence of our covariate. As it is presented in Table

4.28 the relationship between the covariate and the dependent variable is significant (*p* value < .05), while controlling for the independent variable (group). In fact, it explained 32 percent of the variance in the dependent variable (partial eta squared of .32 multiplied by 100).

The final table in the ANCOVA output "Estimated marginal means" provides adjusted means on the dependent variable for each of our groups. "Adjusted" refers to the fact that the effect of the covariate has been statistically removed. Based on the research question, the analyzed data for implicit group and control group presents here. Table 4.29 presents the means and standard deviations for the implicit group and the control group of explicit knowledge, before and after controlling for pretest effect.

Table 4.29

Adjusted and Unadjusted Means and Variability for Explicit Posttest Total Scores of Implicit and Control Groups, Using Explicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	31.800	2.50	31.756 [a]	.351
Control (C)	44	27.681	3.07	27.708[a]	.355

As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 31.800, *SD* = 2.50) scored higher than students in the control group (*M* = 27.681, *SD* = 3.07).

To explore the significance of the dual performance differences between the means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc – Scheffe test) analysis was used. "Scheffe test" examines multiple comparisons among the groups. To do this SPSS 21 version has been conducted. Table

4.30 shows the result of the Scheffe's test for the pairwise comparison of mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.8 for multiple comparisons among the three groups).

Table 4.30

Comparison of Implicit and Control Groups with Explicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	4.11818*
Control (C)	-------	-------

*The mean difference is significant at the .05 level.

Table 4.30 shows that the mean difference between the implicit group and the control group (= 4.11) is significant at ($p < .05$) level. Therefore, the following results based on the explicit mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher mean score (M = 31.800, SD = 2.50 than did students in the control group (M = 27.681, SD = 3.07) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners.

Now the same procedure has been conducted for each structure.

4.3.2.1 Structure one (S1): Modal (can)

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Modal (can)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.31.

Table 4.31

Test of Between-Subjects Effects with Explicit Posttest S1 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S1 scores	37.401	1	37.401	55.203	.000	.295
Group	41.775	2	20.888	30.830	.000	.318
Error	89.431	132	.678			
Total	3896.000	136				

a. S1= Modal (can)

Table 4.31 shows that the three groups differed in explicit knowledge of S1 significantly with $F(2, 132) = 30.830$, p value < .05. The value of partial eta squared is .31 which shows that 31 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as small effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 29 percent of the variance in the dependent variable (partial eta squared .29 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group presented in Table 4.32.

Table 4.32

Adjusted and Unadjusted Means and Variability for Explicit Posttest S1 Scores of Implicit and Control Groups, Using Explicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.377	.77	5.370[a]	.123
Control (C)	44	4.477	.66	4.479[a]	.124

Table 4.32 presents the means and standard deviations for the implicit group and the control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 5.377, SD = .77) scored higher than students in the control group (M = 4.477, SD = .66).

To explore the significance of the dual performance differences between the S1 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.33 shows the results of the Scheffe’s test for the pairwise comparison of S1 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.9 for multiple comparisons among the three groups).

Table 4.33

Comparison of Implicit and Control Groups with Explicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.90051*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.33 shows that the S1 mean difference between the implicit group and the control group (= .90) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S1 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S1 mean score (M = 5.377, SD = .77) than did students in the control group (M = 4.477, SD = .66) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *Modal can* structure.

4.3.2.2 Structure (S2): Modal (have to)

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Modal (have to)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.34.

Table 4.34

Test of Between-Subjects Effects with Explicit Posttest S2 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S2 scores	25.466	1	25.466	26.948	.000	.170
Group	41.325	2	20.662	21.864	.000	.249
Error	124.745	132	.945			
Total	3951.000	136				

a. S2= Modal (have to)

Table 4.34 shows that the three groups differed in explicit knowledge of S2 significantly with F (2, 132) = 21.864, p value < .05. The value of partial eta squared is .24 which shows that 24 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as small effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 17 percent of the variance in the dependent variable (partial eta squared .17 multiple by 100). The adjusted means of the

dependent variable for each of the implicit group and the control group presented in Table 4.35.

Table 4.35

Adjusted and Unadjusted Means and Variability for Explicit Posttest S2 Scores of Implicit and Control Groups, Using Explicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.333	.92	5.332[a]	.145
Control (C)	44	4.522	.79	4.527[a]	.147

Table 4.35 presents the S2 means and standard deviations for the implicit group and the control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 5.333, *SD* = .92) scored higher than students in the control group (*M* = 4.522, *SD* = .79).

To explore the significance of the dual performance differences between the S2 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.36 shows the results of the Scheffe’s test for the pairwise comparison of S2 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.10 for multiple comparisons among the three groups).

Table 4.36

Comparison of Implicit and Control Groups with Explicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.81061*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.36 shows that the S2 mean difference between the implicit group and the control group (= .81) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S2 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S2 mean score (*M* = 5.333, *SD* = .92) than did students in the control group (*M* = 4.522, *SD* = .79) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *Modal have to* structure.

4.3.2.3 Structure three (S3): Past tense

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Past tense* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.37.

Table 4.37

Test of Between-Subjects Effects with Explicit Posttest S3 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S3 scores	33.294	1	33.294	77.697	.000	.371
Group	85.049	2	42.525	99.237	.000	.601
Error	56.564	132	.429			
Total	4580.000	136				

a. S3= Past tense

Table 4.37 shows that the three groups differed in explicit knowledge of S3 significantly with F (2, 132) = 99.237, p value < .05. The value of partial eta squared is .60 which shows that 60 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 37 percent of the variance in the dependent variable (partial eta squared of .37 multiple by 100). The adjusted means of

the dependent variable for the implicit group and the control group presented in Table 4.38.

Table 4.38

Adjusted and Unadjusted Means and Variability for Explicit Posttest S3 Scores of Implicit and Control Groups, Using Explicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.622	.88	5.600[a]	.098
Control (C)	44	4.727	.78	4.740[a]	.099

Table 4.38 presents the S3 means and standard deviations for the implicit group and the control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (M = 5.622, SD = .88) scored higher than students in the control group (M = 4.727, SD = .78).

To explore the significance of the dual performance differences between the S3 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.39 shows the results of the Scheffe’s test for the pairwise comparison of S3 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.11 for multiple comparisons among the three groups).

Table 4.39

Comparison of Implicit and Control Groups with Explicit Posttest S3 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.89495*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.39 shows that the S3 mean difference between the implicit group and the control group (= .89) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S3 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S3 mean score (M = 5.622, SD = .88) than did students in the control group (M = 4.727, SD = .78) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *Past tense* structure.

4.3.2.4 Structure four (S4): Present perfect (since & for)

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Present perfect (since & for)* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of analysis shows in Table 4.40.

Table 4.40

Test of Between-Subjects Effects with Explicit Posttest S4 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S4 scores	42.294	1	42.294	82.825	.000	.386
Group	86.585	2	43.292	84.781	.000	.562
Error	67.404	132	.511			
Total	4339.000	136				

a. S4= Present perfect (since & for)

Table 4.40 shows that the three groups differed in explicit knowledge of S4 significantly with F (2, 132) = 84.781, p value < .05. The value of partial eta squared is .56 which shows that 56 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 38 percent of the variance in the dependent variable (partial eta squared .38 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group presented in Table 4.41.

Table 4.41

Adjusted and Unadjusted Means and Variability for Explicit Posttest S4 Scores of Implicit and Control Groups, Using Explicit Pretest S4 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.466	.99	5.464[a]	.107
Control (C)	44	4.568	.89	4.543[a]	.108

Table 4.41 presents the S4 means and standard deviations for the implicit group and the control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 5.466, *SD* = .99) scored higher than students in the control group (*M* = 4.568, *SD* = .89).

To explore the significance of the dual performance differences between the S4 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” was used for multiple comparisons among the groups. Table 4.42 shows the results of the Scheffe’s test for the pairwise comparison of S4 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.12 for multiple comparisons among the three groups).

Table 4.42

Comparison of Implicit and Control Groups with Explicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.89848*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.42 shows that the S4 mean difference between the implicit group and the control group (= .89) is significant at the ($p < .05$) level. Therefore, the following results based on the explicit S4 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S4 mean score ($M = 5.466$, $SD = .99$) than did students in the control group ($M = 4.568$, $SD = .89$) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.3.2.5 Structure five (S5): Comparatives

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Comparative* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of the analysis is shown in Table 4.43.

Table 4.43

Test of Between-Subjects Effects with Explicit Posttest S5 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S5 scores	23.802	1	23.802	49.700	.000	.274
Group	96.270	2	48.135	100.507	.000	.604
Error	63.218	132	.479			
Total	4022.000	136				

a. S5= Comparative

Table 4.43 shows that the three groups differed in explicit knowledge of S5 significantly with F (2, 132) = 100.507, p value < .05. The value of partial eta squared is .60, which shows that 60 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as a moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 27 percent of the variance in the dependent variable (partial eta squared .27 multiple by 100). The adjusted means of the dependent variable for the implicit group and the control group are presented in Table 4.44.

Table 4.44

Adjusted and Unadjusted Means and Variability for Explicit Posttest S5 Scores of Implicit and Control Groups, Using Explicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	5.088	.84	5.128[a]	.103
Control (C)	44	4.340	.88	4.346[a]	.104

Table 4.44 presents the S5 means and standard deviations for the implicit group and the control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the implicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the implicit group (*M* = 5.088, *SD* = .84) scored higher than students in the control group (*M* = 4.340, *SD* = .88).

To explore the significance of the dual performance differences between the S5 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” was used for multiple comparisons among the groups. Table 4.45 shows the results of the Scheffe’s test for the pairwise comparison of S5 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.13 for multiple comparisons among the three groups).

Table 4.45

Comparison of Implicit and Control Groups with Explicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.74798*
Control (C)	-------	-------

*The mean difference is significant at the .05 level.

Table 4.45 shows that the S5 mean difference between the implicit group and the control group (= .74) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S5 mean scores for the implicit group and the control group would be implied:

- Students in the implicit group obtained a significantly higher S5 mean score (*M* = 5.088, *SD* = .84) than did students in the control group (*M* = 4.340, *SD* = .88) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *comparative* structure.

4.3.2.6 Structure six (S6): Unreal conditional

Procedure of ANCOVA for combined mean scores of ungrammatical sentences on the UGJT and the scores from the MKT (i.e., explicit tests) for *Unreal conditional* structure has been conducted to examine whether the experimental groups scored significantly higher than the control group in explicit knowledge of this structure after controlling for differences between students in their pretest scores. The result of analysis is shown in Table 4.46.

Table 4.46

Test of Between-Subjects Effects with Explicit Posttest S6 Mean Scores of the Three Groups as Dependent Variable

Source	Sum of Squares	Df	Mean Square	*F*-Value	*p*-value	Partial Eta Squared
Explicit pretest S6 scores	39.381	1	39.381	151.164	.000	.534
Group	103.337	2	51.669	198.329	.000	.750
Error	34.389	132	.261			
Total	3955.000	136				

a. S6= Unreal conditional

Table 4.46 shows that the three groups differed in explicit knowledge of S6 significantly with F (2, 132) = 198.329, p value < .05. The value of partial eta squared is .75 which shows that 75 percent of the variance in the dependent variable is explained by the independent variable. According to Cohen (1988, pp. 284-287) this would be considered as a moderate effect. This table also indicates that the relationship between the covariate and the dependent variable is significant (p value < .05), while controlling for the independent variable (Group). It explained 53 percent of the variance in the dependent variable (partial eta squared .53 multiple by 100). The adjusted means on the dependent variable for implicit group and control group are presented in Table 4.47.

Table 4.47

Adjusted and Unadjusted Means and Variability for Explicit Posttest S6 Scores of Implicit and Control Groups, Using Explicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Implicit (B)	45	4.911	.76	4.860[a]	.076
Control (C)	44	4.409	.72	4.437[a]	.077

Table 4.47 presents the S6 means and standard deviations for the implicit group and control group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between implicit group and control group remains after differences in pretest scores are controlled. This table also shows that students in implicit group (*M* = 4.911, *SD* = .76) scored higher than students in the control group (*M* = 4.409, *SD* = .72).

To explore the significance of the dual performance differences between the S6 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.48 shows the results of the Scheffe’s test for the pairwise comparison of S6 mean scores of the implicit group and the control group for explicit knowledge (see Appendix 12, Table 12.14 for multiple comparisons among the three groups).

Table 4.48

Comparison of Implicit and Control Groups with Explicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Implicit (B)	Control (C)
Implicit (B)	-------	.50202*
Control (C)	-------	-------

*The mean difference is significant at the .05 level.

Table 4.48 shows that the S6 mean difference between implicit group and control group (= .50) is significant at the ($p < .05$) level. Therefore, the following results based on the explicit S6 mean scores for implicit group and control group would be implied:

- Students in implicit group obtained a significantly higher S6 mean score (M = 4.911, SD = .76) than did students in the control group (M = 4.409, SD = .72) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *Unreal conditional* structure.

- Now based on the results of Q1 segment (a) and (b), it can safely be suggested that the impact of implicit feedback in the form of recast on implicit knowledge as well as explicit knowledge of grammatical features in ESL learners is significant. Therefore, we can reject the proposed null hypothesis.

4.4 Research Question Two (Q2)

- Is there any significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

This research question explores (a) whether explicit corrective feedback in the form of metalinguistic information has a significant effect on different grammatical features in ESL learners' implicit knowledge; (b) whether explicit corrective feedback in the form of metalinguistic information has a significant effect on different grammatical features in ESL learners' explicit knowledge.

To answer the (a) segment of this research question a combined mean score for the EOIT and the TGJT (i.e., for measuring implicit knowledge) of the total target structures' mean were calculated, ANCOVA and Post Hoc Scheffe comparison were used. Then to imply the result more specifically the procedure were run again for the six grammatical structures separately.

To answer the (b) segment of this research question a combined mean score for the ungrammatical sentences on the UGJT and the scores of the MKT (i.e., for measuring explicit knowledge) of the total target structures' mean were calculated, ANCOVA and Post Hoc Scheffe comparison were used. Then to imply the result more specifically the procedure were run again for the six grammatical structures separately.

Data analysis has been conducted for the three groups together, in one procedure for implicit tests and another for explicit tests. This is motivated by the fact that one procedure of ANCOVA for all the groups would reduce the probability of making type I error (i.e., the rejection of the null hypothesis of the study while it is true). However,

for ease of interpretation each pairwise comparison of the groups is presented in an individual table following its research question (The results of the Scheffe test among three groups were presented in Appendix 12). Thus, in order to answer this research question the following null hypothesis was proposed:

H0. There is no significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

4.4.1 Result: Q2 Segment (a)

As it was presented in Table 4.7 (p. 104) the result of ANCOVA for total scores of the implicit tests indicates that the three groups differed significantly with (F (2, 132) = 144.202, p =.00, eta squared =.68) after controlling differences in their pretest scores. Table 4.49 presents the means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect.

Table 4.49

Adjusted and Unadjusted Means and Variability for Implicit Posttest Total Scores of Explicit and Control Groups, Using Implicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	47.021	5.74	47.064[a]	.621
Control (C)	44	31.886	5.10	31.912[a]	.641

As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 47.021, SD = 5.74) scored higher than students in the control group (M = 31.886, SD = 5.10).

To explore the significance of the dual performance differences between the means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.50 shows the results of the Scheffe’s test for the pairwise comparison of mean scores of the explicit group and the control group for implicit knowledge.

Table 4.50

Comparison of Explicit and Control Groups with Implicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	15.13491*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.50 indicates difference of mean score of the explicit group with the control group (= 15.13) is significant at the ($p < .05$) level. Therefore, the following results based on the implicit mean scores for explicit group and control group would be implied:

- Students in explicit group obtained a significantly higher mean score (M = 47.021, SD = 5.74) than did students in the control group (M = 31.886, SD = 5.10) for implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners.

Now the same procedure has been conducted for each structure.

4.4.1.1 Structure one (S1): Modal (can)

As it was presented in Table 4.10 (p. 107) the result of ANCOVA for scores of *Modal (can)* structure in the implicit tests indicates that the three groups differed significantly with F (2,132) = 12.410, p value < .05, eta squared = .15) after controlling differences in their pretest scores. Table 4.51 shows the adjusted S1 means of the dependent variable for the explicit group and the control group.

Table 4.51

Adjusted and Unadjusted Means and Variability for Implicit Posttest S1 Scores of Explicit and Control Groups, Using Implicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.872	2.24	7.855 [a]	.238
Control (C)	44	6.113	1.54	6.151[a]	.246

Table 4.51 presents the means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 7.872, SD = 2.24) scored higher than students in the control group (M = 6.113, SD = 1.54).

To explore the significance of the dual performance differences between S1 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.52 shows the results of the Scheffe’s test for the pairwise comparison of S1 mean scores of the explicit group and the control group for implicit knowledge.

Table 4.52

Comparison of Explicit and Control Groups with Implicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	1.75870*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.52 shows that S1 mean difference between the explicit group and the control group (= 1.75) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S1 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S1 mean score (M = 7.872, SD = 2.24) than did students in the control group (M = 6.113, SD = 1.54) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Modal can* structure.

4.4.1.2 Structure two (S2): Modal (have to)

As shown in Table 4.13 (p. 110) the result of ANCOVA for scores of *Modal (have to)* structure in the implicit tests indicates that the three groups differed significantly with F (2, 132) = 17.007, p value < .05, eta squared = .20) after controlling differences in their pretest scores. The adjusted S2 means of the dependent variable for the explicit group and the control group is presented in Table 4.53.

Table 4.53

Adjusted and Unadjusted Means and Variability for Implicit Posttest S2 Scores of Explicit and Control Groups, Using Implicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.085	2.12	8.100 [a]	.257
Control (C)	44	5.954	1.68	5.946[a]	.266

Table 4.53 presents S2 means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.085, SD = 2.12) scored higher than students in the control group (M = 5.954, SD = 1.68).

To explore the significance of the dual performance differences between S2 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.54 shows the results of the Scheffe’s test for the pairwise comparison of S2 mean scores of the explicit and the control group for implicit knowledge.

Table 4.54

Comparison of Explicit and Control Groups with Implicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	2.13056*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.54 shows that S2 mean difference between the explicit group and the control group (= 2.13) is significant at the ($p < .05$) level. Therefore, the following results based on the implicit S2 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S2 mean score (M = 8.085, SD = 2.12) than did students in the control group (M = 5.954, SD = 1.68) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Modal have to* structure.

4.4.1.3 Structure three (S3): Past tense

As presented in Table 4.16 (p. 113) the result of ANCOVA for scores of *Past tense* structure in the implicit tests indicates that the three groups differed significantly with F (2, 132) = 77.656, p value < .05, eta squared = .54) after controlling differences in their pretest scores. Table 4.55 shows the adjusted S3 means of the dependent variable for the explicit group and the control group.

Table 4.55

Adjusted and Unadjusted Means and Variability for Implicit Posttest S3 Scores of Explicit and Control Groups, Using Implicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.531	1.21	8.526[a]	.189
Control (C)	44	5.113	1.64	5.130[a]	.196

Table 4.55 presents S3 means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.531, SD = 1.21) scored higher than students in the control group (M = 5.113, SD = 1.64).

To explore the significance of the dual performance differences between S3 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.56 shows the results of the Scheffe’s test for the pairwise comparison of S3 mean scores of the explicit group and the control group for implicit knowledge.

Table 4.56

Comparison of Explicit and Control Groups with Implicit Posttest S3 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	3.41828*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.56 shows that S3 mean difference between the explicit group and the control group (= 3.41) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S3 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S3 mean score (M = 8.531, SD = 1.21) than did students in the control group (M = 5.113, SD = 1.64) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Past tense* structure.

4.4.1.4 Structure four (S4): Present perfect (since & for)

As it was shown in Table 4.19 (p. 116) the result of ANCOVA for scores of *Present perfect (since & for)* structure in the implicit tests indicates that the three groups differed significantly with F (2,132) = 132.308, p value < .05, eta squared = .66) after controlling differences in their pretest scores. The adjusted S4 means of the dependent variable for the explicit group and the control group is presented in Table 4.57.

Table 4.57

Adjusted and Unadjusted Means and Variability for Implicit Posttest S4 Scores of Explicit and Control Groups, Using Implicit Pretest S4 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.106	1.14	8.129[a]	.109
Control (C)	44	5.590	1.16	5.581[a]	.113

Table 4.57 presents S4 means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.106, SD = 1.14) scored higher than students in the control group (M = 5.590, SD = 1.16).

To explore the significance of the dual performance differences between S4 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.58 shows the results of the Scheffe’s test for the pairwise comparison of S4 mean scores of the explicit group and the control group for implicit knowledge.

Table 4.58

Comparison of Explicit and Control Groups with Implicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	2.51547*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.58 shows that S4 mean difference between the explicit group and the control group (= 2.51) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S4 mean scores for the explicit group and the control group would be implied:

- Students in explicit group obtained a significantly higher S4 mean score (M = 8.106, SD = 1.14) than did students in the control group (M = 5.590, SD = 1.16) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.4.1.5 Structure five (S5): Comparatives

As it was presented in Table 4.22 (p.119) the result of ANCOVA for scores of *Comparative* structure in implicit tests indicates that the three groups differed significantly with F (2,132) = 218.813, p value < .05, eta squared = .76) after controlling differences in their pretest scores. Table 4.59 shows the adjusted means of the dependent variable for the explicit group and the control group.

Table 4.59

Adjusted and Unadjusted Means and Variability for Implicit Posttest S5 Scores of Explicit and Control Groups, Using Implicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.340	1.20	7.338[a]	.091
Control (C)	44	4.590	1.26	4.593[a]	.094

Table 4.59 presents S5 means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 7.340, SD = 1.20) scored higher than students in the control group (M = 4.590, SD = 1.26).

To explore the significance of the dual performance differences between S5 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.60 shows the results of the Scheffe’s test for the pairwise comparison of S5 mean scores of the explicit group and the control group for implicit knowledge.

Table 4.60

Comparison of Explicit and Control Groups with Implicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	2.74952*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.60 shows that S5 mean difference between the implicit group and the control group (= 2.74) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S5 mean scores for the explicit group and the control group would be implied:

- Students in explicit group obtained a significantly higher S5 mean score (M = 7.340, SD = 1.20) than did students in the control group (M = 4.590, SD = 1.26) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *comparative* structure.

4.4.1.6 Structure six (S6): Unreal conditional

As it was shown in Table 4.25 (p. 122) the result of ANCOVA for scores of *Unreal conditional* structure in implicit tests indicates that the three groups differed significantly with F (2,132) = 257.111, p < .05, eta squared = .79) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the control group is presented in Table 4.61.

Table 4.61

Adjusted and Unadjusted Means and Variability for Implicit Posttest S6 Scores of Explicit and Control Groups, Using Implicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.085	.95	7.099[a]	.095
Control (C)	44	4.045	1.03	4.020[a]	.098

Table 4.61 presents S6 means and standard deviations of the explicit group and the control group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 7.085, SD = .95) scored higher than students in the control group (M = 4.045, SD = 1.03).

To explore the significance of the dual performance differences between S6 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.62 shows the results of the Scheffe’s test for the pairwise comparison of S6 mean scores of the explicit group and the control group for implicit knowledge.

Table 4.62

Comparison of Explicit and Control Groups with Implicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	3.03965*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.62 shows that S6 mean difference between the explicit group and the control group (= 3.03) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S6 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S6 mean score (*M* = 7.085, *SD* = .95) than did students in the control group (*M* = 4.045, *SD* = 1.03) on implicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Unreal conditional* structure.

4.4.2 Result: Q2. Segment (b)

As it was presented in Table 4.28 (p.125) the result of ANCOVA for total scores of explicit tests indicates that the three groups differed significantly with F (2, 132) = 193.600, p =.00, eta squared =.74) after controlling differences in their pretest scores. Table 4.63 presents means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect.

Table 4.63

Adjusted and Unadjusted Means and Variability for Explicit Posttest Total Scores of Explicit and Control Groups, Using Explicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	37.340	2.97	37.358 [a]	.343
Control (C)	44	27.681	3.07	27.708[a]	.355

As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the experimental group (M = 37.340, SD =2.97) scored significantly higher than students in the control group (M = 27.681, SD = 3.07).

To explore the significance of the dual performance differences between the means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.64 shows the results of the Scheffe’s test for the pairwise comparison of mean scores of the explicit group and the control group for explicit knowledge.

Table 4.64

Comparison of Explicit and Control Groups with Explicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	9.65861*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.64 indicates the difference of mean score of the explicit group with the control group (= 9.65) is significant at the $p < .05$ level. Therefore, the following results based on the explicit mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher mean score (*M* = 37.340, *SD* =2.97) than did students in the control group (*M* = 27.681, *SD* = 3.07) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners.

4.4.2.1 Structure one (S1): Modal (can)

As it was presented in Table 4.31 (p. 128) the result of ANCOVA for scores of *Modal (can)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 30.830, p value < .05, eta squared = .31) after controlling differences in their pretest scores. Table 4.65 shows the adjusted means of the dependent variable for the explicit group and the control group.

Table 4.65

Adjusted and Unadjusted Means and Variability for Explicit Posttest S1 Scores of Explicit and Control Groups, Using Explicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	5.808	1.32	5.815 [a]	.120
Control (C)	44	4.477	.66	4.479[a]	.124

Table 4.65 presents means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 5.808, SD = 1.32) scored higher than students in the control group (M = 4.477, SD = .66).

To explore the significance of the dual performance differences between S1 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. Multiple comparisons among the groups were made using “Scheffe test”. Table 4.66 shows the results of the Scheffe’s test for the pairwise comparison of S1 mean scores of the explicit group and the control group for explicit knowledge.

Table 4.66

Comparison of Explicit and Control Groups with Explicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	1.33124*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.66 shows that S1 mean difference between the explicit group and the control group (= 1.33) is significant at the ($p < .05$) level. Therefore, the following results based on the explicit S1 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S1 mean score (*M* = 5.808, *SD* = 1.32) than did students in the control group (*M* = 4.477, *SD* = .66) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Modal can* structure.

4.4.2.2 Structure two (S2): Modal (have to)

As it was presented in Table 4.34 (p.131) the result of ANCOVA for scores of *Modal (have to)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 21.864, p value < .05, eta squared = .24) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the control group presents in Table 4.67.

Table 4.67

Adjusted and Unadjusted Means and Variability for Explicit Posttest S2 Scores of Explicit and Control Groups, Using Explicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	5.872	1.36	5.870 [a]	.142
Control (C)	44	4.522	.79	4.527[a]	.147

Table 4.67 presents S2 means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 5.872, SD = 1.36) scored higher than students in the control group (M = 4.522, SD = .79).

To explore the significance of the dual performance differences between S2 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. Using “Scheffe test,” multiple comparisons were made among the groups. Table 4.68 shows the results of the Scheffe’s test for the pairwise comparison of S2 mean scores of the explicit group and the control group for explicit knowledge.

Table 4.68

Comparison of Explicit and Control Groups with Explicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	1.34961*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.68 shows that S2 mean difference between the explicit group and the control group (= 1.34) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S2 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S2 mean score (*M* = 5.872, *SD* = 1.36) than did students in the control group (*M* = 4.522, *SD* = .79) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Modal have to* structure.

4.4.2.3 Structure three (S3): Past tense

As it was presented in Table 4.37 (p.134) the result of ANCOVA for scores of *Past tense* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 99.237, p value < .05, eta squared = .60) after controlling differences in their pretest scores. Table 4.69 shows the adjusted means of the dependent variable for the explicit group and the control group.

Table 4.69

Adjusted and Unadjusted Means and Variability for Explicit Posttest S3 Scores of Explicit and Control Groups, Using Explicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.659	.78	6.669[a]	.095
Control (C)	44	4.727	.78	4.740[a]	.099

Table 4.69 presents S3 means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.659, SD = .78) scored higher than students in the control group (M = 4.727, SD = .78).

To explore the significance of the dual performance differences between the S3 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.70 shows the results of the Scheffe’s test for the pairwise comparison of S3 mean scores of the explicit group and the control group for explicit knowledge.

Table 4.70

Comparison of Explicit and Control Groups with Explicit Posttest S3 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	1.93230*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.70 shows that S3 mean difference between the explicit group and the control group (= 1.93) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S3 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S3 mean score (*M* = 6.659, *SD* = .78) than did students in the control group (*M* = 4.727, *SD* = .78) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Past tense* structure.

4.4.2.4 Structure four (S4): Present perfect (since & for)

As it was shown in Table 4.40 (p. 137) the result of ANCOVA for scores of *Present perfect (since & for)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 84.781, p value < .05, eta squared = .56) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the control group is presented in Table 4.71.

Table 4.71

Adjusted and Unadjusted Means and Variability for Explicit Posttest S4 Scores of Explicit and Control Groups, Using Explicit Pretest S4 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.468	.83	6.494[a]	.104
Control (C)	44	4.568	.89	4.543[a]	.108

Table 4.71 presents S4 means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.468, SD = .83) scored higher than students in the control group (M = 4.568, SD = .89).

To explore the significance of the dual performance differences between the S4 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.72 shows the results of the Scheffe’s test for the pairwise comparison of S4 mean scores of the the explicit group and the control group for explicit knowledge.

Table 4.72

Comparison of Explicit and Control Groups with Explicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	1.89990*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.72 shows that S4 mean difference between the explicit group and the control group (= 1.89) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S4 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S4 mean score ($M = 6.468$, $SD = .83$) than did students in the control group ($M = 4.568$, $SD = .89$) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.4.2.5 Structure five (S5): Comparatives

As it was presented in Table 4.43 (p. 140) the result of ANCOVA for scores of *Comparative* structure in explicit tests indicates that the three groups differed significantly with (F (2, 132) = 100.507, p value < .05, eta squared = .60) after controlling differences in their pretest scores. Table 4.73 shows the adjusted means of the dependent variable for the explicit group and the control group.

Table 4.73

Adjusted and Unadjusted Means and Variability for Explicit Posttest S5 Scores of Explicit and Control Groups, Using Explicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.425	.68	6.384[a]	.101
Control (C)	44	4.340	.88	4.346[a]	.104

Table 4.73 presents S5 means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.425, SD = .68) scored higher than students in the control group (M = 4.340, SD = .88).

To explore the significance of the dual performance differences between S5 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.74 shows the results of the Scheffe’s test for the pairwise comparison of S5 mean scores of the explicit group and the control group for explicit knowledge.

Table 4.74

Comparison of Explicit and Control Groups with Explicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	2.08462*
Control (C)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.74 shows that S5 mean difference between the explicit group and the control group (= 2.08) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S5 mean scores for the explicit group and the control group would be implied:

- Students in the explicit group obtained a significantly higher S5 mean score (*M* = 6.425, *SD* = .68) than did students in the control group (*M* = 4.340, *SD* = .88) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *comparative* structure.

4.4.2.6 Structure six (S6): Unreal conditional

As it was shown in Table 4.46 (p. 143) the result of ANCOVA for scores of *Unreal conditional* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 198.329, p value < .05, eta squared = .75) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the control group presents in Table 4.75.

Table 4.75

Adjusted and Unadjusted Means and Variability for Explicit Posttest S6 Scores of Explicit and Control Groups, Using Explicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.425	.74	6.449[a]	.074
Control (C)	44	4.409	.72	4.437[a]	.077

Table 4.75 presents S6 means and standard deviations of the explicit group and the control group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the control group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.425, SD = .74) scored higher than students in the control group (M = 4.409, SD = .72).

To explore the significance of the dual performance differences between S6 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.76 shows the results of the Scheffe’s test for the pairwise comparison of S6 mean scores of the explicit group and the control group for explicit knowledge.

Table 4.76

Comparison of Explicit and Control Groups with Explicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Control (C)
Explicit (A)	-------	2.01644*
Control (C)	-------	-------

*The mean difference is significant at the .05 level.

Table 4.76 shows that the S6 mean difference between explicit group and control group (= 2.01) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S6 mean scores for the explicit group and the control group would be implied:

- Students in explicit group obtained a significantly higher S6 mean score (M = 6.425, SD = .74) than did students in the control group (M = 4.409, SD = .72) on explicit knowledge. Thus, there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Unreal conditional* structure.

- Now based on these results it can safely be suggested that the impact of explicit feedback in the form of metalinguistic information on implicit knowledge as well as explicit knowledge of grammatical features in ESL learners is significant. Therefore, we can reject the proposed null hypothesis.

4.5 Research Question Three (Q3)

- Is there a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

This research question explores (a) whether there is a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners' implicit knowledge; (b) whether there is a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners' explicit knowledge.

To answer the (a) segment of this research question a combined mean score for the EOIT and the TGJT (i.e., for measuring implicit knowledge) of the total target structures' mean were calculated, ANCOVA and Post Hoc Scheffe comparison were used. Then to imply the result more specifically the procedure were run again for the six grammatical structures separately.

To answer the (b) segment of this research question a combined mean score for the ungrammatical sentences on the UGJT and the scores of the MKT (i.e., for measuring explicit knowledge) of the total target structures' mean were calculated, ANCOVA and Post Hoc Sheffe comparison were used. Then to imply the result more specifically the procedure were run again for the six grammatical structures separately.

Data analysis has been conducted for the three groups together, in one procedure for implicit tests and another for explicit tests. This is motivated by the fact that one procedure of ANCOVA for all the groups would reduce the probability of making type I

error (i.e., the rejection of null hypothesis of the study while it is true). However, for ease of interpretation each pairwise comparison of the groups is presented in an individual table following its research question (The result of the Scheffe test among three groups were presented in Appendix 12). Thus, in order to answer this research question the following null hypothesis was proposed:

H0. There is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

a) as measured by tests of implicit knowledge.

b) as measured by tests of explicit knowledge.

4.5.1 Result: Q3 Segment (a)

As presented in Table 4.7 (p. 104) the result of ANCOVA for total scores of implicit tests indicates that the three groups differed significantly with (F (2, 132) = 144.202, p =.00, eta squared = .68) after controlling differences in their pretest scores. Table 4.77 presents means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect.

Table 4.77

Adjusted and Unadjusted Means and Variability for Implicit Posttest Total Scores of Explicit and Implicit Groups, Using Implicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	47.021	5.74	47.064[a]	.621
Implicit (B)	45	40.044	4.15	39.974[a]	.634

As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 47.021, SD = 5.74) scored significantly higher than students in the implicit group (M = 40.044, SD = 4.15).

To explore the significance of the dual performance differences between the means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.78 shows the results of the Scheffe’s test for the pairwise comparison of mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.78

Comparison of Explicit and Implicit Groups with Implicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	6.97683*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.78 indicates difference of mean score of the explicit group with the implicit group (= 6.97) is significant at the $p < .05$ level. Therefore, the following results based on the implicit mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher mean score (*M* = 47.021, *SD* = 5.74) than did students in the implicit group (*M* = 40.044, *SD* = 4.15) on implicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners.

Now the same procedure has been conducted for each structure.

4.5.1.1 Structure one (S1): Modal (can)

As it was presented in Table 4.10 (p. 107) the result of ANCOVA for scores of *Modal (can)* structure in implicit tests indicates that the three groups differed significantly with F (2,132) = 12.410, p value < .05, eta squared = .15) after controlling differences in their pretest scores. Table 4.79 shows the adjusted S1 means of the dependent variable for the explicit group and the implicit group.

Table 4.79

Adjusted and Unadjusted Means and Variability for Implicit Posttest S1 Scores of Explicit and Implicit Groups, Using Implicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.872	2.24	7.855[a]	.238
Implicit (B)	45	7.066	1.42	7.048[a]	.243

Table 4.79 presents means and standard deviations of the explicit group and the implicit group on implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M= 7.872, SD = 2.24) scored higher than students in the implicit group (M = 7.066, SD = 1.42).

To explore the significance of the dual performance differences between S1 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.80 shows the results of the Scheffe’s test for the pairwise comparison of S1 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.80

Comparison of Explicit and Implicit Groups with Implicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	.80567
Implicit (B)	-------	-------

Table 4.80 shows that S1 mean difference between the explicit group and the implicit group (= .80) is not significant at ($p < .05$) level. Therefore, the following results based on the implicit S1 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group did not obtain a significant higher S1 mean score (M= 7.872, SD = 2.24) than did students in the implicit group (M = 7.066, SD = 1.42) on implicit knowledge. Thus, there is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Modal can* structure.

4.5.1.2 Structure two (S2): Modal (have to)

As it was shown in Table 4.13 (p. 110) the result of ANCOVA for scores of *Modal (have to)* structure in implicit tests indicates that the three groups differed significantly with F (2, 132) = 17.007, p value < .05, eta squared = .20) after controlling differences in their pretest scores. The adjusted S2 means of the dependent variable for the explicit group and the implicit group is presented in Table 4.81.

Table 4.81

Adjusted and Unadjusted Means and Variability for Implicit Posttest S2 Scores of Explicit and Implicit Groups, Using Implicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.085	2.12	8.100 [a]	.257
Implicit (B)	45	7.177	1.41	7.170 [a]	.263

Table 4.81 presents S2 means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.085, SD = 2.12) scored higher than students in the implicit group (M = 7.177, SD = 1.41).

To explore the significance of the dual performance differences between S2 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.82 shows the results of the Scheffe’s test for the pairwise comparison of the S2 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.82

Comparison of Explicit and Implicit Groups with Implicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	.90733
Implicit (B)	-------	-------

Table 4.82 presents S2 mean differences between the explicit group and the implicit group. This table shows that S2 mean difference between the explicit group and the implicit group (= .90) is not significant at ($p < .05$) level. Therefore, the following results based on the implicit S2 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group did not obtain a significant higher S2 mean score ($M = 8.085$, $SD = 2.12$) than did students in the implicit group ($M = 7.177$, $SD = 1.41$) on implicit knowledge. Thus, there is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on implicit knowledge of ESL learners for *Modal have to* structure.

4.5.1.3 Structure three (S3): Past tense

As it was presented in Table 4.16 (p. 113) the result of ANCOVA for scores of *Past tense* structure in implicit tests indicates that the three groups differed significantly with F (2, 132) = 77.656, p value < .05, eta squared = .54) after controlling differences in their pretest scores. Table 4.83 shows the adjusted S3 means of the dependent variable for the explicit group and the implicit group.

Table 4.83

Adjusted and Unadjusted Means and Variability for Implicit Posttest S3 Scores of Explicit and Implicit Groups, Using Implicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.531	1.21	8.526[a]	.189
Implicit (B)	45	6.822	1.07	6.813[a]	.194

Table 4.83 presents S3 means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.531, SD = 1.21) scored higher than students in the implicit group (M = 6.822, SD = 1.07).

To explore the significance of the dual performance differences between the S3 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.84 shows the results of the Scheffe’s test for the pairwise comparison of S3 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.84

Comparison of Explicit and Implicit Groups with Implicit Posttest S3 Mean Score as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.70969*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.84 shows that S3 mean difference between the explicit group and the implicit group (= 1.70) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S3 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S3 mean score (M = 8.531, SD = 1.21) than did students in the implicit group (M = 6.822, SD = 1.07) on implicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners for *Past tense* structure.

4.5.1.4 Structure four (S4): Present perfect (since & for)

As it was shown in Table 4.19 (p. 116) the result of ANCOVA for scores of *Present perfect (since & for)* structure in implicit tests indicates that the three groups differed significantly with F (2, 132) = 132.308, p value < .05, eta squared = .66) after controlling differences in their pretest scores. The adjusted S4 means of the dependent variable for the explicit group and the implicit group is presented in Table 4.85.

Table 4.85

Adjusted and Unadjusted Means and Variability for Implicit Posttest S4 Scores of Explicit and Implicit Groups, Using Implicit Pretest S4 Mean Score as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	8.106	1.14	8.129[a]	.109
Implicit (B)	45	6.977	1.21	6.964[a]	.111

Table 4.85 presents S4 means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 8.106, SD = 1.14) scored higher than students in the implicit group (M = 6.977, SD = 1.21).

To explore the significance of the dual performance differences between the S4 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.86 shows the results of the Scheffe’s test for the pairwise comparison of S4 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.86

Comparison of Explicit and Implicit Groups with Implicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.12861*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.86 shows that S4 mean difference between the explicit group and the implicit group (= 1.12) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S4 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S4 mean score (M = 8.106, SD = 1.14) than did students in the implicit group (M = 6.977, SD = 1.21) on implicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.5.1.5 Structure five (S5): Comparatives

As it was presented in Table 4.22 (p. 119) the result of ANCOVA for scores of *Comparative* structure in implicit tests indicates that the three groups differed significantly with F (2, 132) = 218.813, p value < .05, eta squared = .76) after controlling differences in their pretest scores. Table 4.87 shows the adjusted means of the dependent variable for the explicit group and the implicit group.

Table 4.87

Adjusted and Unadjusted Means and Variability for Implicit Posttest S5 Scores of Explicit and Implicit Groups, Using Implicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.340	1.20	7.338[a]	.091
Implicit (B)	45	6.155	1.26	6.156[a]	.093

Table 4.87 presents S5 means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 7.340, SD = 1.20) scored higher than students in the implicit group (M = 6.155, SD = 1.26).

To explore the significance of the dual performance differences between the S5 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.88 shows the results of the Scheffe’s test for the pairwise comparison of S4 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.88

Comparison of Explicit and Implicit Groups with Implicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.18487*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.88 shows that S5 mean difference between the explicit group and the implicit group (= 1.18) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S5 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S5 mean score (M = 7.340, SD = 1.20) than did students in the implicit group (M = 6.155, SD = 1.26) on implicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners for *comparative* structure.

4.5.1.6 Structure six (S6): Unreal conditional

As it was shown in Table 4.25 (p. 122) the result of ANCOVA for scores of *Unreal conditional* structure in implicit tests indicates that the three groups differed significantly with F (2, 132) = 257.111, p value < .05, eta squared = .79) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the implicit group is presented in Table 4.89.

Table 4.89

Adjusted and Unadjusted Means and Variability for Implicit Posttest S6 Scores of Explicit and Implicit Groups, Using Implicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	7.085	.95	7.099[a]	.095
Implicit (B)	45	5.844	1.14	5.855[a]	.097

Table 4.89 presents S6 means and standard deviations of the explicit group and the implicit group for implicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 7.085, SD = .95) scored higher than students in the implicit group (M = 5.844, SD = 1.14).

To explore the significance of the dual performance differences between the S6 means of the students in the three groups in implicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.90 shows the results of the Scheffe’s test for the pairwise comparison of S6 mean scores of the explicit group and the implicit group for implicit knowledge.

Table 4.90

Comparison of Explicit and Implicit Groups with Implicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.24066*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.90 presents the S6 mean differences between the explicit group and the implicit group. This table shows that S6 mean difference between the explicit group and the implicit group (= 1.24) is significant at ($p < .05$) level. Therefore, the following results based on the implicit S6 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S6 mean score ($M = 7.085$, $SD = .95$) than did students in the implicit group ($M = 5.844$, $SD = 1.14$) on implicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners for *Unreal conditional* structure.

4.5.2 Result: Q3. Segment (b)

As it was presented in Table 4.28 (p. 125) the result of ANCOVA for total scores of explicit tests indicates that the three groups differed significantly with F (2, 132) = 193.600, p =.00, eta squared =.74) after controlling differences in their pretest scores. Table 4.91 presents means and standard deviations of the explicit group and the implicit group for explicit knowledge, before and after controlling pretest effect.

Table 4.91

Adjusted and Unadjusted Means and Variability for Explicit Posttest Total Scores of Explicit and Implicit Groups, Using Explicit Pretest Total Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	37.340	2.97	37.358 [a]	.343
Implicit (B)	45	31.800	2.50	31.756 [a]	.351

As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 37.340, SD =2.97) scored significantly higher than students in the implicit group (M = 31.800, SD = 2.50).

To explore the significance of the dual performance differences between the means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. To do this SPSS has been conducted. Table 4.94 shows the results of the Scheffe’s test for the pairwise comparison of the mean scores of the explicit group with the implicit group for explicit knowledge.

Table 4.92

Comparison of Explicit and Implicit Groups with Explicit Posttest Total Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	5.54043*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.92 indicates difference of mean score of the explicit group with the implicit group (= 5.54) is significant at the $p < .05$) level.

Therefore, the following results based on the explicit mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher mean score (*M* = 37.340, *SD* =2.97) than did students in the implicit group (*M* = 31.800, *SD* = 2.50) on explicit knowledge. Thus, the effect of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on explicit knowledge of ESL learners.

Now the same procedure has been conducted for each structure.

4.5.2.1 Structure one (S1): Modal (can)

As it was presented in Table 4.31 (p. 128) the result of ANCOVA for scores of *Modal (can)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 30.830, p value < .05, eta squared = .31) after controlling differences in their pretest scores. Table 4.93 shows the adjusted means of the dependent variable for the explicit group and the implicit group.

Table 4.93

Adjusted and Unadjusted Means and Variability for Explicit Posttest S1 Scores of Explicit and Implicit Groups, Using Explicit Pretest S1 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	5.808	1.32	5.815 [a]	.120
Implicit (B)	45	5.377	.77	5.370[a]	.123

Table 4.93 presents means and standard deviations of the explicit group and the implicit group on explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 5.808, SD = 1.32) scored higher than students in the implicit group (M = 5.377, SD = .77).

To explore the significance of the dual performance differences between S1 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.94 shows the results of the Scheffe’s test for the pairwise comparison of the S1 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.94

Comparison of Explicit and Implicit Groups with Explicit Posttest S1 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	.43073
Implicit (B)	-------	-------

Table 4.94 shows that the S1 mean difference between the explicit group and the implicit group (= .43) is not significant at (p < .05) level. Therefore, the following results based on the explicit S1 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group did not obtain a significant higher S1 mean score (M = 5.808, SD = 1.32) than did students in the implicit group (M = 5.377, SD = .77) on explicit knowledge. Thus, there is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Modal can* structure.

4.5.2.2 Structure two (S2): Modal (have to)

As shown in Table 4.34 (p. 131) the result of ANCOVA for scores of *Modal (have to)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 21.864, p value < .05, eta squared = .24) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the implicit group is presented in Table 4.95.

Table 4.95

Adjusted and Unadjusted Means and Variability for Explicit Posttest S2 Scores of Explicit and Implicit Groups, Using Explicit Pretest S2 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	5.872	1.36	5.870 [a]	.142
Implicit (B)	45	5.333	.92	5.332 [a]	.145

Table 4.95 presents S2 means and standard deviations of the explicit group and the implicit group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 5.872, SD = 1.36) scored higher than students in the implicit group (M = 5.333, SD = .92).

To explore the significance of the dual performance differences between the S2 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.96 shows the results of the Scheffe’s test for the pairwise comparison of the S2 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.96

Comparison of Explicit and Implicit Groups with Explicit Posttest S2 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	.53901
Implicit (B)	-------	-------

Table 4.96 shows that S2 mean difference between the explicit group and the implicit group (= .53) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S2 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group did not obtain a significantly higher S2 mean score (M = 5.872, SD = 1.36) than did students in the implicit group (M = 5.333, SD = .92) on explicit knowledge. Thus, there is no significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on explicit knowledge of ESL learners for *Modal have to* structure.

4.5.2.3 Structure three (S3): Past tense

As it was presented in Table 4.37 (p. 134) the result of ANCOVA for scores of *Past tense* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 99.237, p value < .05, eta squared = .60) after controlling differences in their pretest scores. Table 4.97 shows the adjusted means of the dependent variable for the explicit group and the implicit group.

Table 4.97

Adjusted and Unadjusted Means and Variability for Explicit Posttest S3 Scores of Explicit and Implicit Groups, Using Explicit Pretest S3 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.659	.78	6.669[a]	.095
Implicit (B)	45	5.622	.88	5.600[a]	.098

Table 4.97 presents S3 means and standard deviations for the explicit group and the implicit group on explicit knowledge, before and after controlling for pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.659, SD = .78) scored higher than students in the implicit group (M = 5.622, SD = .88).

To explore the significance of the dual performance differences between the S3 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.98 shows the results of the Scheffe’s test for the pairwise comparison of the S3 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.98

Comparison of Explicit and Implicit Groups with Explicit Posttest S3 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.03735*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.98 shows that S3 mean difference between the explicit group and the implicit group (= 1.03) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S3 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S3 mean score (M = 6.659, SD = .78) than did students in the implicit group (M = 5.622, SD = .88) on explicit knowledge. Thus, the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on explicit knowledge of ESL learners for *Past tense* structure.

4.5.2.4 Structure four (S4): Present perfect (since & for)

As it was shown in Table 4.40 (p. 137) the result of ANCOVA for scores of *Present perfect (since & for)* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 84.781, p value < .05, eta squared = .56) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the implicit group presents in Table 4.99.

Table 4.99

Adjusted and Unadjusted Means and Variability for Explicit Posttest S4 Scores of Explicit and implicit Groups, Using Explicit Pretest S4 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.468	.83	6.494[a]	.104
Implicit (B)	45	5.466	.99	5.464[a]	.107

Table 4.99 presents S4 means and standard deviations of the explicit group and the implicit group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.468, SD = .83) scored higher than students in the implicit group (M = 5.466, SD = .99).

To explore the significance of the dual performance differences between the S4 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.100 shows the results of the Scheffe’s test for the pairwise comparison of the S4 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.100

Comparison of Explicit and Implicit Groups with Explicit Posttest S4 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.00142*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.100 shows that S4 mean difference between the explicit group and the implicit group (= 1.00) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S4 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S4 mean score (M = 6.468, SD = .83) than did students in the implicit group (M = 5.466, SD = .99) on explicit knowledge. Thus, the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on explicit knowledge of ESL learners for *Present perfect (since & for)* structure.

4.5.2.5 Structure five (S5): Comparatives

As it was presented in Table 4.43 (p. 140) the result of ANCOVA for scores of *Comparative* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 100.507, p value < .05, eta squared = .60) after controlling differences in their pretest scores. Table 4.101 shows the adjusted means of the dependent variable for the explicit group and the implicit group.

Table 4.101

Adjusted and Unadjusted Means and Variability for Explicit Posttest S5 Scores of Explicit and Implicit Groups, Using Explicit Pretest S5 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.425	.68	6.384[a]	.101
Implicit (B)	45	5.088	.84	5.128[a]	.103

Table 4.101 presents S5 means and standard deviations of the explicit group and the implicit group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.425, SD = .68) scored higher than students in the implicit group (M = 5.088, SD = .84).

To explore the significance of the dual performance differences between the S5 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.102 shows the results of the Scheffe’s test for the pairwise comparison of the S5 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.102

Comparison of Explicit and Implicit Groups with Explicit Posttest S5 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.33664*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.102 shows that S5 mean difference between the explicit group and the implicit group (= 1.33) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S5 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S5 mean score ($M = 6.425$, $SD = .68$) than did students in the implicit group ($M = 5.088$, $SD = .84$) on explicit knowledge. Thus, there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners for *comparative* structure.

4.5.2.6 Structure six (S6): Unreal conditional

As it was shown in Table 4.46 (p. 143) the result of ANCOVA for scores of *Unreal conditional* structure in explicit tests indicates that the three groups differed significantly with F (2, 132) = 198.329, p value < .05, eta squared = .75) after controlling differences in their pretest scores. The adjusted means of the dependent variable for the explicit group and the implicit group presents in Table 4.103.

Table 4.103

Adjusted and Unadjusted Means and Variability for Explicit Posttest S6 Scores of Explicit and Implicit Groups, Using Explicit Pretest S6 Mean Scores as Covariate

		Unadjusted		Adjusted	
Group	*N*	*M*	*SD*	*M*	*SE*
Explicit (A)	47	6.425	.74	6.449[a]	.074
Implicit (B)	45	4.911	.76	4.860[a]	.076

Table 4.103 presents S6 means and standard deviations of the explicit group and the implicit group for explicit knowledge, before and after controlling pretest effect. As is evident from this table, virtually no difference between the explicit group and the implicit group remains after differences in pretest scores are controlled. This table also shows that students in the explicit group (M = 6.425, SD = .74) scored higher than students in the implicit group (M = 4.911, SD = .76).

To explore the significance of the dual performance differences between the S6 means of the students in the three groups in explicit knowledge, Multiple Comparisons (Post Hoc-Scheffe test) analysis was used. “Scheffe test” examines multiple comparisons among the groups. Table 4.104 shows the results of the Scheffe’s test for the pairwise comparison of the S6 mean scores of the explicit group and the implicit group for explicit knowledge.

Table 4.104

Comparison of Explicit and Implicit Groups with Explicit Posttest S6 Mean Scores as Dependent Variable

	Mean differences	
Group	Explicit (A)	Implicit (B)
Explicit (A)	-------	1.51442*
Implicit (B)	-------	-------

*The mean difference is significant at the 0.05 level.

Table 4.104 shows that S6 mean difference between the explicit group and the implicit group (= 1.51) is significant at ($p < .05$) level. Therefore, the following results based on the explicit S6 mean scores for the explicit group and the implicit group would be implied:

- Students in the explicit group obtained a significantly higher S6 mean score (*M* = 6.425, *SD* = .74) than did students in the implicit group (*M* = 4.911, *SD* = .76) on explicit knowledge. Thus, the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on explicit knowledge of ESL learners for *Unreal conditional* structure.

- Now based on these results it can safely be suggested that the impact of explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit as well as explicit knowledge of grammatical features in ESL learners. Therefore, we can reject the proposed null hypothesis.

4.6 Summary of the Chapter

This chapter was exclusively allocated to the data analysis of the study and its results. In this chapter, the research questions were answered based on the analysis of the collected data. The results of the collected data and its statistical analysis indicate that: (i) there is a significant effect for implicit feedback in the form of recast on implicit knowledge of ESL learners; (ii) there is a significant effect for implicit feedback in the form of recast on explicit knowledge of ESL learners; (iii) there is a significant effect for explicit feedback in the form of metalinguistic information on implicit knowledge of ESL learners; (iv) there is a significant effect for explicit feedback in the form of metalinguistic information on explicit knowledge of ESL learners; (v) the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit knowledge of ESL learners; (vi) the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on explicit knowledge of ESL learners.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

The purpose of this chapter is to study the results in the previous chapter and examine the significance and inferences of the findings in order to reach a conclusion. These results would be subsequently used to answer the research questions as well as to clarify new research questions for future investigations. Furthermore, the results presented in the previous chapters from both the literature review and experiment conducted would be weighed against each other. Discrepancies and similarities, if any, would be discussed in detail. This would follow discussions about the implications, limitation and delimitation of the study and suggestions for future research for steps that need to be taken to rectify existing gaps or problems encountered on this topic.

5.2 Overview of the Study

The aim of this study is to provide empirical data to investigate the efficacy of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on grammar acquisition of ESL learners from the perspective of interface issue between implicit and explicit knowledge. In other words, inspired by the weak interface theory of implicit and explicit knowledge, this study, by providing empirical data, tries to clarify whether corrective feedback as well as improving explicit knowledge contributes to development of implicit knowledge of L2 learners. As advocates of the weak interface theory believe that corrective feedback, [specially explicit corrective feedback], by helping learners to notice linguistic forms in the input and carry out a comparison between what they have noticed and their own current interlanguage may facilitate improving implicit knowledge (Ellis, 2008c). To do

this, 141 students (i.e., five of them eliminated from the data analysis) at the lower-intermediate level were selected through placement test at University of Malaya Centre for Continuing Education (UMCCED) and randomly assigned into the experimental (i.e., explicit, implicit) and control groups by the researcher. A quantitative study was conducted over approximately one month. *Modals (can, have to), past tense, present perfect (since & for), comparatives,* and *unreal conditional* were chosen as the target sentence structures of the study based on the judgment of an expert panel. All the groups of the study received the same amount of instruction. The same instructor was responsible for conducting the tasks of the study during the intervention program.

The lecturer taught each target structure according to the lesson plan of the study. Instructions for all the groups were the same except the kind of feedback students received during the communicative tasks of the study for each target structure. Thus, in the case of students' error the explicit group received feedback in the form of metalinguistic information and the implicit group received feedback in the form of recast and the control group continued to the equivalent instructional activities but received no feedback. The researcher was present in all the sessions to manually record on paper all cases of the use of the target structures and each case of corrective feedback. Moreover, all the sessions were audio recorded. The relative effectiveness of all the groups was assessed on pretest and posttest. EOIT and TGJT were used to measure implicit knowledge, and UGJT and MKT were used to measure explicit knowledge in pretest and posttest before and after the intervention program. Reliability and validity of these tests were assessed through a pilot study prior to the main study. Total and individual scores of the learners on these tests were statistically analyzed through ANCOVA and Multiple Comparison (Post Hoc) analysis to answer the research questions of the study. The findings and justifications for each research question are as follows:

5.3 Discussion

The main concern of this study was to explore the relative effects of implicit and explicit corrective feedback on the grammar acquisition of ESL learners from the perspective of interface issue between implicit and explicit knowledge. In this study, implicit corrective feedback was in the form of recast and explicit corrective feedback was in the form of metalinguistic information. The results of analysis of the study presented in Chapter Four suggest that both recast and metalinguistic corrective feedback have a significant effect on the developing grammar acquisition of ESL learners. This significant effect is seen in implicit knowledge tests (i.e., EOIT & TGJT) as well as in explicit knowledge tests (i.e., UGJT & MKT). However, the effectiveness for different grammatical features varied from the small effect size (i.e., *Modals can, have to*) to moderate (i.e., *past tense, present perfect*) and approximately large effect size (i.e., *comparatives, unreal condition*) in both implicit and explicit knowledge tests and this implied that the impact of corrective feedback approaches in different grammatical structures may differ to some extent due to the different nature of the structures. Moreover, further analysis shows that overall the students in the metalinguistic group scored significantly higher than the recast group. Although this outperformance for most of the target structures of the study were significant (i.e., for *Regular past tense, Present perfect with since & for, comparatives,* and *Unreal conditionals*) for some they were not (i.e., *Modal can & Modal have to*) and this demonstrates that explicit corrective feedback may benefit more for some structures than the others.

It is noteworthy to mention here that we can also imply from the result of the individual analysis of target structures of the study, scores of *regular past –ed* in explicit tests in all the three groups of the study was more than other structures, while this preference was not seen in implicit tests. On the other hand, scores of *Modals* in

implicit tests were more than for other structures, while this preference was not seen in explicit tests. The discussion about this is not in the scope of the current research; however, it can be explained by what Ellis (2006a) said "some structures that are easy in terms of implicit knowledge may be difficult in terms of explicit knowledge and sometimes vice versa" (p. 431).

5.3.1 Research Question One

- Is there any significant effect of implicit corrective feedback in the form of recast on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

The aim of this research question was to find out the impact of implicit corrective feedback in the form of recast on different grammatical features in ESL learners' implicit and explicit knowledge. The results of analysis for this research question shows that overall the students in the recast group scored significantly higher than the control group in both implicit tests (i.e., OEIT & TGJT) and explicit tests (i.e., UGJT & MKT). This significance is seen in the further analysis individually for each target structure of the study (i.e., *Modal (can), Modal (have to), past tense, present perfect, comparatives,* and *unreal condition*) with very slight differences in scores of implicit tests and explicit tests. The result indicates that recasts have a significant effect not only on implicit knowledge (i.e., knowledge of the language) but also on explicit knowledge (i.e., knowledge about the language) of ESL learners.

In line with the theoretical framework of the study, this significant effect could be due to the view that "they [recasts] allow for cognitive comparison of erroneous and target language forms in a context in which the learner is primed to notice the difference" (Ellis & Sheen, 2006, p. 578). However, it also could be considered as an

acknowledgement for these statements by Long "recasts serve an ideal pedagogical function, arguably because they enable teachers to implicitly draw students' attention to the accurate use of language without interrupting the flow of classroom discourse" (Long, 2007, cited in Lyster et al., 2013, p. 1); and by Long and Robinson (1998, as cited in Ellis & Sheen, 2006) "recasts are effective for the reason that they induce a joint focus on form and meaning … without disturbing, the communicative flow of the interaction" (p. 578).

However, the result does not support what Long (2006) said about the impact of recast on explicit knowledge. As discussed earlier in the introduction section of the current study, Long (2006) argues that recasts, because of their implicit nature, promote only implicit knowledge not explicit knowledge. Inspired by Long's rationale for focus-on-form, Doughty (2001) also claimed that "recasts constitute the ideal means of achieving an immediate, contingent focus on form…" (p. 206).

On the other hand, the finding of this research question is not supported Schwartz's (1993) position toward the impact of recasts, as one type of corrective feedback or negative evidence, on implicit knowledge. Schwartz believed "the negative evidence might play a role in the development of learned linguistic knowledge (i.e., explicit knowledge of the L2) but not in the acquisition of competence (i.e., implicit knowledge of the L2), which relies entirely on positive evidence" (Ellis & Sheen, 2006, p. 577).

As discussed in the literature review section of the current study, previous studies on the effect of recast on ESL learners show mixed findings. "One explanation for some of the mixed findings of the recast research is that recasts are differentially effective depending on the linguistic target" (Ellis & Sheen, 2006, p. 18).

Ortega and Long (1997) in their experimental study reported the effectiveness of recasts in the use of the *adverb of placement* but not in the use of the *pronouns*.

Havranek and Cesnik (2003) found that recasts had a greater effect on learning some of the structures (i.e., *verb inflections* and *rule-governed auxiliary*) than others (i.e., *prepositions* and *tense choice*). Leeman (2003) found that students learned largely in Spanish *number agreement* than in *gender agreement*. Iwashita (2003) reported that recasts improved posttest scores for one Japanese structure but not for another.

It is possible that these mixed findings are related to the "learners' developmental readiness (i.e., they were more ready to acquire some features than others were)", or it might also have to do with the salience of the different structures in the recasts. "Structures that are salient, might be more easily noticed and, hence, acquired. Salience, however, remains a difficult construct to operationalize" (Ellis & Sheen, 2006, p. 592).

However, Goo and Mackey (2013) in their recently published article criticized the negative arguments in recast research. "We demonstrate important methodological and interpretative problems in the small number of studies on which these negative claims are based" (p. 1).

The current findings contribute to our understanding of the issue of recast and the relationship of conscious and unconscious learning in L2 acquisition. By developing learned linguistic knowledge as well as acquisition of competence in L2, recast not only can promote conscious learning but also unconscious learning. Therefore, the study supports the facilitative role of recasts in evolving both implicit and explicit knowledge of ESL learners. This provides a clearer distinct base for the speculations of L2 theorists regarding the efficiency of implicit corrective feedback on implicit and explicit knowledge of learners.

5.3.2 Research Question Two

- Is there any significant effect of explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

The aim of this research question was to find out the impact of explicit corrective feedback in the form of metalinguistic information on different grammatical features in ESL learners' implicit and explicit knowledge. The result of analysis for this research question shows that, overall, students in the metalinguistic group scored significantly higher than the control group in both implicit tests (i.e., OEIT & TGJT) and explicit tests (i.e., UGJT & MKT). This significance also is seen in further analysis individually for each target structure of the study (i.e., *Modal (can), Modal (have to), past tense, present perfect, comparatives, and unreal condition*).

The result of this research question could provide empirical evidence to support the "weak interface position" toward implicit and explicit knowledge. This study shows that explicit corrective feedback in the form of metalinguistic information not only promotes explicit knowledge but also implicit knowledge. The findings are in line with the weak interface position, and could be an acknowledgement of the possibility of explicit knowledge becoming implicit knowledge. However, there are three interpretations all under the weak interface position toward the facilitative role of explicit knowledge in promoting implicit knowledge (i) explicit knowledge through practice may convert into implicit knowledge whenever the learner reached a developmental readiness to acquire the linguistic form; (ii) explicit knowledge indirectly may contribute to acquisition of implicit knowledge through noticing; learners notice the gap between input and the existing linguistic competence, the

position which is also supported by Schmidt's noticing hypothesis (1990, 1994, 2001); (iii) "learners can use their explicit knowledge to produce output that then serves as auto-input to their implicit learning mechanisms" (Ellis et al., 2009, p. 22).

The implication contradicts with the non-interface position where its believers such as Krashen (1981) and Hulstijn (2002) indicate that implicit and explicit L2 knowledge involve different acquisition mechanisms.

This finding also is not supporting what Doughty (2001) believes about the effectiveness of explicit corrective feedback on implicit L2 knowledge. As Doughty says "explicit corrective feedback strategies, such as metalinguistic feedback, are more likely to impede the natural flow of communication and to activate the kind of learning mechanisms that result in explicit rather than implicit L2 knowledge" (Doughty, 2001, p. 206).

As discussed in the literature review section of the current study, despite considerable interest of SLA researchers in the issue of corrective feedback and its impact on SLA, there is no clear consensus in this field of study mostly because of the different types of corrective feedback, different grammatical structures, different designs and methodologies. Shintani and Ellis (2013) in their recently published article admitted that the contradictory result of their study with preceding ones may be attributed to the different nature of the kind of corrective feedback in their study with the previous studies. Care must be taken to compare and weigh the preceding studies with the current one. However, conceding the caution, the current finding substantiates similar findings of some studies (e.g., Akakura, 2012; Ellis & Loewen, 2007; Ellis et al., 2006), but refutes some others (e.g., Leeman, 2003; Sanz, 2004; Sheen, 2004).

This finding contributes to our understanding of SLA, where the issue of the role of explicit corrective feedback in the process of acquiring a second language is still unclear (Shintani & Ellis, 2013). The findings of the current study suggest explicit

corrective feedback in the form of metalinguistic information contributes to the development of explicit knowledge as well as implicit knowledge. Also, while no conclusive answer on the relationship between implicit and explicit knowledge or on the interface hypothesis is possible, there was evidence that explicit corrective feedback might lead to development of implicit knowledge.

5.3.3 Research Question Three

- Is there a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on the acquisition of different grammatical features in ESL learners,

  a) as measured by tests of implicit knowledge?

  b) as measured by tests of explicit knowledge?

The aim of this research question was to find out whether there is a significant difference in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on different grammatical features in ESL learners' implicit and explicit knowledge. The result of analysis for this research question shows that, on the whole, students in the explicit group score significantly higher than the implicit group in both implicit tests (i.e., OEIT & TGJT) and explicit tests (i.e., UGJT & MKT). Thus, the effect of the explicit feedback in the form of metalinguistic information is more significant than implicit feedback in the form of recast on implicit and explicit knowledge of ESL learners.

However, further analysis individually for each target structure of the study shows that this outperformance for most of the structures was significant (i.e., *Regular past tense, Present perfect* with *since & for, comparatives, and Unreal conditionals*) but for some of them it was not (i.e., *Modal can & Modal have to*) and this demonstrates that explicit corrective feedback may benefit more for some structures than others. In

other words, there were no significant differences in the effect of implicit corrective feedback in the form of recast and explicit corrective feedback in the form of metalinguistic information on implicit and explicit knowledge of ESL learners for *Modal can* and *have to* structure. This can be explained by what Akakura (2012) said "all grammatical forms are not acquired with ease in L2" (p. 10); or what Ellis (2006) said: "some structures are non-salient or fragile features that are not readily perceived by mere exposure to the language alone. For those hard to acquire structures, various forms of intervention need to be researched" (p. 174).

From the perspective of the theoretical framework of the study, the overall preference of explicit feedback over implicit feedback can be due to what some researchers (e.g., Ellis, 1993; Swain, 1995) maintained that "raising learners' consciousness by means of explicit techniques can contribute either directly or indirectly to interlanguage development, [so] explicit correction of learners' errors is possibly more effective than implicit techniques (such as recasts), which always run the danger of not being perceived as corrective in purpose" (Ellis & Sheen, 2006, p. 4). In other words, explicit corrective feedback triggers the learners to notice the gaps between the target forms and existing interlanguage forms and direct them to compare these two, thereby incorporating it into interlanguage (Schmidt, 1994). However, implicit corrective feedback possibly does not trigger noticing to the same extent as explicit corrective feedback and may not create the same condition. This position is compatible with the weak interface position (Ellis, 1993, 2005). The finding of this research question also could be considered as an acknowledgement to support the declaration by connectionist models of SLA which maintained that "explicit corrective feedback in the context of communicative activity can facilitate the conversion of explicit knowledge into implicit knowledge" (Ellis et al., 2009, p. 329).

The finding of this research question is not supporting whatever Long (2007, cited in Lyster et al., 2013) believes about the impact of implicit and explicit corrective feedback on implicit and explicit knowledge of ESL learners, as discussed earlier.

The preference impact of explicit corrective feedback over implicit corrective feedback supported other studies (e.g., Carroll 2001; Lyster, 2004; Rezaei & Derakhshan, 2011). Obtaining this result became achievable through developments in recent studies which have suggested it is possible to provide relatively separate measures of implicit or explicit knowledge, based on the tests that incorporate distinguishing criteria of the two types of language knowledge within their design (Ellis, 2005; Ellis & Loewen, 2007; Ellis et al., 2006) but refutes the findings of Goo (2012), Leeman (2003), and Sheen (2004) in which recasts were more effective types of feedback. However, the nature of these studies was quite different from the current study, at least in the methodology section and using instruments of the study. As mentioned in the review section of the study, the main limitation of previous studies was the type of measurement.

The findings contribute and add to the existing knowledge about the extent to which implicit and explicit corrective feedback can be operative in restructuring the learners' interlanguage. The results of this study are in line with the weak interface position toward implicit and explicit knowledge and support the effectiveness of metalinguistic information over recast in promoting both implicit and explicit knowledge. Thus, it seems that raising learners' consciousness by means of explicit techniques can contribute to interlanguage development. However, non-significant differences between the recast and metalinguistic information on implicit and explicit knowledge for some structures (i.e., *Modals can, have to*) highlighted the view that L2 learners will not acquire all grammatical forms with ease. For those hard to acquire structures, various forms of intervention need to be researched.

5.4 Implication of the Study

The fundamental role played by this research is that it experientially observes and analyses the impact of the implicit and explicit corrective feedback on grammar acquision of ESL students in their natural learning environment. It does this with the help of relatively separate measurement tests of implicit and explicit knowledge. The result of this research provides empirical, pedagogical and methodological implications which help clarify some of the ambiguities and substantiate some of the findings stated in the literature review of this field of study.

5.4.1 Empirical Implication

This research has many academic implications with respect to the role of implicit and explicit corrective feedback on SLA. First, this research makes sure that it continues to have a favorable influence on academics. This is done by enhancing the level of knowledge of the weak interface position, which claims that explicit knowledge can become implicit under certain conditions (Ellis, 1993, 1994b). The empirical evidence of this study also authenticates the influence of corrective feedback in facilitating implicit knowledge. Apart from that, it also provides fresh evidence with regard to the contribution of implicit and explicit knowledge in ESL acquisition. The results point to the idea that though the positive effect of the corrective feedback on all the target structures of the study was seen in both implicit and explicit tests, the effect of explicit corrective feedback is more significant. Thus a major empirical implication that may be drawn from this study is "second language acquisition can benefit from corrective feedback of grammatical structures (i.e., *Modals, past tense, comparatives, present perfect,* and *unreal condition*) and this benefit is more significant in explicit corrective feedback".

5.4.2 Pedagogical Implication

As for the pedagogical application of the current research, a general guideline is provided to the language teachers, educators or language program designers to decide whether and how corrective feedback could be used in an instructional context. With the help of this research, substantial evidence that supports the weak interface position of cognitive psychology was provided which in turn proposes that L2 students could benefit more from pedagogical practices followed by researchers and practitioners adhering to this position. These are summarized as follows:

5.4.2.1 Processing instruction (structured input)

Van Patten in 1996 proposed a pedagogical technique called input processing (structured input) which somehow forces students to pay attention to a grammatical form to understand the meaning of a sentence otherwise unavailable to them. Thus, emphasis was on developing the comprehension of forms rather than the capability of producing them.

5.4.2.2 Textual enhancement

Textual or more explicitly visual or typographical development helps manipulate some typographical cues in the input. This will be achieved through highlight techniques such as shadowing, font enlarging, italicizing, boldfacing, capitalizing, underlining, and so forth. In this way, students learn to discern the targeted form in the input at the same time as communicating the meaning to transfer input to intake (Han, Park & Combs, 2008; Lee & Huang, 2008).

5.4.2.3 Interactional feedback

The feedback students received during their conversations with their teacher or other learners while generating non-target-like output is known as interactional feedback. The use of various conversational devices of this technique such as clarification requests, repetitions, and comprehension checks aids students in identifying ungrammatical forms in their output and correcting them (Dalili, 2011).

5.4.2.4 Instructional conversation

A pedagogical scaffolding process that involves a meaning-centered communication to elucidate a particular form not yet internalized by students is called Instructional conversation or prolepsis. This approach is also called a discovery approach because the teacher guides the learners to inductively understand a grammatical form instead of directly teaching it (Tharp & Gallimore, 1988).

5.4.2.5 Focused communicative tasks

A meaning-centered communicative task to cause the production of a particular linguistic form is called the focused communicative task (Dalili, 2011), the pushed output (Swain, 1985, cited in Dalili 2011) or planned focus-on-form (Ellis, 2001). This method focuses on meaning even though learners are uninformed of the specific form carefully chosen as the aim of the elicited production (Ellis, 2003).

5.4.2.6 Discourse-based approaches

An accessible and practical approach to teaching grammatical forms based on a type of grammar called “discourse grammar” is the Discourse-based approach. In this method, particular grammatical features placed on authentic spoken/written texts of

different types are analyzed by discourse grammar using corpus-based analysis (Celce-Murcia, 2002).

In addition, the research draws the conclusion that teachers of ESL who promote students' explicit knowledge are more successful in their endeavors to provide corrective feedback. Also, it seems that pedagogical techniques which draw their learners' attention to some specific linguistic form during meaning-based instruction or when form-based problems incidentally arise in lessons are best fit for corrective feedback.

All in all, the grammatical acquisition and the respective development of communicative competence of ESL students can be promoted by engaging them in these kinds of instructions. Furthermore, the role of form-focused instruction in the syllabus should be considered seriously by syllabus designers.

The study also suggests teachers to be conscious that corrective feedback is likely to be more effective with some linguistic structures than with others. Thus, they must be aware of the factors (e.g., the linguistic difficulty of the structures) likely to influence the effectiveness of corrective feedback. If the feature, as advocates of the weak interface position claim, is beyond the learners' current developmental stage the corrective feedback will not work. Therefore, teachers should be aware of the kind of errors and effectiveness of their corrections.

Lastly, it is also noteworthy to mention that the study also provided hope for those reported second language learners who find target structures of these studies (i.e., *Modal (can), Modal (have to), unreal conditional, past tense, present perfect, comparatives*) difficult, even after years of using the language. Students should be made aware of the corrective feedback types, so that language acquisition is facilitated. It is proposed that by engaging these students in explicit corrective feedback that facilitates

implicit knowledge most of their confusion related to the above mentioned structures could be clarified.

5.4.3 Methodological Implication

This study by providing a relatively separate measurement of implicit and explicit knowledge of language structures according to tests incorporating the distinguishing criteria of the two types of language knowledge, tried to solve parts of the methodological limitation of previous studies in corrective feedback. Some researchers (Bowles, 2011; Ellis, 2005; Ellis & Loewen, 2007; Ellis et al., 2006; Han & Ellis, 1998) proposed that better understanding of the effect of corrective feedback could be achieved through measuring implicit and explicit knowledge separately. “The main limitation of the research to date lies in the method of testing” (Ellis et al., 2009, p. 315).

Furthermore, Principal Component Analysis which was conducted in the pilot study of the current research confirmed that in a two-factor solution the EOIT and TGJT loads on one factor (implicit knowledge) and the UGJT and MKT loads on the other factor (explicit knowledge). Thus, the findings once again provided empirical support for measurement instruments of implicit and explicit knowledge proposed in previous studies (Bowles, 2011; Ellis et al., 2009).

5.5 Limitation and Delimitation of the Study

5.5.1 Limitation of the Study

This study provides valuable empirical results in this area of corrective feedback and type of knowledge gained and their interrelationship. However, in this process, it has revealed some limitations.

To begin with, participants of the study were adult ESL international students in UMCCED in Malaysia. Therefore, care must be taken into account in the generalization of the findings to other contexts or learners. It is predicted that conducting another study in a different TESL environment and with students of different ages might have a different outcome. Beyond doubt, the result of the comparison can provide information and knowledge that are not only useful, but also applicable in this field of study.

5.5.2 Delimitation of the Study

Furthermore, this study was conducted during a one month intensive course program with pretest and posttest design. A delayed posttest or a longitudinal study could provide a deeper insight into the long-term effectiveness of the recasts and metalinguistic feedback. Therefore, this would enable us to make a better understanding of the effectiveness of the feedback on respondents.

The research conducted has only tested six structures out of the seventeen structures known to be universally problematic for ESL learners mostly in lower intermediate levels (Ellis et al., 2009). In addition, the method of corrective feedback was restricted to implicit feedback in the form of recast and explicit feedback in the form of metalinguistic information as employing other types in one study is not practical nor manageable. However, conducting a study on the other structures and with other types of feedback can either substantiate or repudiate the findings of this research.

5.6 Suggestions for Further Studies

This study was narrowed down in terms of its participants, structures in focus, techniques of corrective feedback, and so forth. Therefore, there will be new research aspects in the future in this area of study.

First of all, the study examined the effect of implicit feedback in the form of recast and explicit feedback in the form of metalinguistic information on some specific structures which are known to be universally problematic for ESL learners mostly in lower intermediate levels. However, it is believed that some language structures might be less effective to recast than other types of feedback, and the effectiveness of recast is to some extent related to the target structure of the study (e.g., Han, 2002; Leeman, 2003; Ishida, 2004; Iwashita, 2003). So, studies in the future can investigate the potential direct causal relationships among recast, implicit and explicit knowledge to shed more light on the findings of this study.

Another suggestion for further studies is to see if corrective feedback is effective in promoting new knowledge. Based on its aim, this study tested the ESL students on the structures they had already begun to acquire which was useful to look at which type of corrective feedback works better for partially acquired structures. Yet, this narrows down the scope of the research as it does not account for new structures. In other words, we cannot say whether corrective feedback is effective in promoting new knowledge or not. It is therefore proposed that, for future research, examining the effect of corrective feedback on novel structures could provide useful information for teachers on which type of feedback and when and where to use them effectively.

Moreover, more comprehensive studies could be done to investigate the effect of recast from two other important dimensions, namely, from the social and socio-cognitive dimensions. Since the present study focused on only one learning context, similar studies in other contexts can provide better understanding of the corrective feedback effect in the form of recast or metalinguistic information on acquisition of grammar from the social perspectives. This is expected to shed more light on the issue of corrective feedback, especially implicit feedback (Batston, 2002, as cited in Ellis & Sheen, 2006). Therefore, socio-cognitive research in further studies is proposed.

5.7 Conclusion

Conceding that drawing implications from a single study must be made with caution, inferences cannot be made with certainty. However, the findings of this study suggest that corrective feedback of grammatical structures is effective in promoting implicit and explicit knowledge of ESL learners. Moreover, the researcher concluded that amid the two camps in corrective feedback studies where either recast or metalinguistic information is favored, metalinguistic information was more effective than recast. Such a result could be attributed to the explicit nature of metalinguistic feedback and the level of noticing which it may provide to promote implicit and explicit knowledge. Therefore, the researcher believes that errors should be corrected and corrective feedback is important. Thus, she stands against too much error negligence.

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Appendix 1: Permission and Confirmation Letters of UMCCED

UNIVERSITY OF MALAYA

7th March 2011

To Whom It May Concern

Name	: Rohollahzadeh Ebadi Mandana
I/c No./ Passport No.	: [redacted]
Registration No.	: [redacted]
Programme	: Doctor of Philosophy
Specialization	: Teaching English as a Second Language

This is to confirm that the above candidate is a student in the Doctor of Philosophy, University of Malaya, beginning in semester 2, session 2010/2011.

She/he is currently doing research and would require research data which can be obtained from your school/office/institution/university. We would appreciate it if you are able to assist our candidate in his/her research and would like to thank you in advance for your cooperation.

Thank you.

Yours truly,

[redacted]

Assistant Registrar (Higher Degree)
Faculty of Education

Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia
• Dean's Office: (603) 7967 5000 Fax: (603) 7956 3506 • http://www.um.edu.my
• Deputy Dean: (603) 7967 5079/5080/5099 • Fax: (603) 7967 5141/5089
• Assistant Registrar: (603) 7967 5131/5001 • General Office: (603) 7967 5006/5133 • Fax: (603) 7967 5130
• Department of Mathematics and Science Education/Department of Educational Foundations and Humanities: (603) 7967 5040 • Fax: (603) 7967 5148
• Department of Language and Literacy Education/Department of Curriculum and Instructional Technology: (603) 7967 5027 • Fax: (603) 7967 5139
• Department of Educational Psychology and Counselling/Department of Educational Management, Planning and Policy: (603) 7967 5036 • Fax: (603) 7967 5010

UNIVERSITY OF MALAYA

CENTRE *for* CONTINUING EDUCATION

Our Ref : [illegible]

21 December 2012

TO WHOM IT MAY CONCERN

ENGLISH LANGUAGE PROFICIENCY PROGRAMME

Greetings from University of Malaya Centre for Continuing Education (UMCCed).

We would like to inform you that **Rohollahzadeh Ebadi Mandana (Passport No. [illegible])** is allowed to acquire data of English Language Proficiency Programme at the University of Malaya Centre for Continuing Education (UMCCed), Kuala Lumpur for the purpose of her research.

Should you have further enquiries please call Madam [illegible] at [illegible] or email [illegible].

We appreciate your consideration in this matter.

Thank you.

Yours faithfully,

[illegible]
Head
Academic Programme Management Division

[illegible]

University of Malaya Centre for Continuing Education
Level 3, Block A, University of Malaya City Campus, Jalan Tun Ismail, 50480 Kuala Lumpur, Malaysia
Tel : 603-2617 3111 Fax : 603-2617 3103 / 3120 E-Mail : umcced@um.edu.my URL : www.umcced.edu.my

UNIVERSITY OF MALAYA
CENTRE *for* CONTINUING EDUCATION

Our ref. : APMD/ELPP13/ 0613(18)

1 June 2013

TO WHOM IT MAY CONCERN

RESEARCH ON ENGLISH LANGUAGE PROFICIENCY PROGRAMME (ELPP) IN UMCCED

Greetings from University of Malaya Centre for Continuing Education (UMCCed).

We hereby confirm that **Mrs. Mandana Rohollahzadeh Ebadi**, Passport no : [illegible] has conducted her research in UMCCed from February to May 2013 and the number of 136 participants of her study are students of this centre.

Thank you.

Yours faithfully

[illegible]
Dr. RAJESWARY A. SAHULIAN
Academic Consultant / Cluster Head (Language & Education)

RAS/mz

University of Malaya Centre for Continuing Education
Level 7, Wisma R&D, Universiti Malaya, Jalan Pantai Baru, 59990, Kuala Lumpur
Tel : 603-2246 3600 Fax : 603-2246 3621 E-mail : umcced@um.edu.my URL : www.umcced.edu.my

Appendix 2: Registration Form and Sample of Placement test

UNIVERSITY OF MALAYA
CENTRE *for* CONTINUING EDUCATION

REGISTRATION FORM
Placement Test

Please Affix Photo

This form becomes a part of our records. Please fill in using CAPITAL LETTERS.

PERSONAL DATA

NAME : _____

RESIDENTIAL ADDRESS : _____

TELEPHONE NO : ☐☐☐-☐☐☐☐☐☐☐☐ MOBILE NO : ☐☐☐-☐☐☐☐☐☐☐☐

PASSPORT NO. : ☐☐☐☐☐☐☐☐☐☐☐☐

VISA NO. : ☐☐☐☐☐☐☐☐☐☐☐☐ EXPIRY DATE (VISA) : _____

RELIGION : _____ RACE : _____ COUNTRY OF ORIGIN : _____

DATE OF BIRTH : _____ FACULTY : _____

EMAIL : _____

PLEASE TICK (√) WHERE APPROPRIATE

SEX : FEMALE ☐ MALE ☐ MARITAL STATUS : SINGLE ☐ MARRIED ☐

COUSE FEES (PAYMENT) : SCHOLARSHIP/GOVERNMENT ☐ SELF- SPONSORED ☐

NEXT OF KIN INFORMATION

NAME : _____

ADDRESS : _____

TELEPHONE ☐☐☐-☐☐☐☐☐☐☐☐ FAX ☐☐☐-☐☐☐☐☐☐☐☐

RELATIONSHIP : _____

I undertake to pay all fees due by the date as determined by UMCCed. I understand that fees RM50.00 paid are not refundable. I further understand that if I fail to pay the fees in full; I may not be allowed to sit for *Placement Test.*

..... (Applicant's Signature) DATE: _____

UNTUK KEGUNAAN PEJABAT *(FOR OFFICE USE ONLY)*

ADMISSION DATE ☐☐☐☐☐☐☐☐☐☐ CLASS : _____

DURATION ☐☐☐☐☐☐☐☐☐☐ APPROVED BY : _____

TOTAL AMOUNT RECEIVED ☐☐☐☐☐☐☐☐☐☐ DATE : _____

University of Malaya Centre for Continuing Education
Level 3, A Block, University of Malaya City Campus, Jalan Tun Ismail, 50480 Kuala Lumpur

Tel: 603-26173111
Fax:603-26173110
www.umcced.edu.my

UNIVERSITY OF MALAYA

CENTRE *for* CONTINUING EDUCATION

ENGLISH LANGUAGE FOR INTERNATIONAL POSTGRADUATE STUDENTS

PLACEMENT TEST

4 JANUARY 2010 **TIME: 2 HOURS**

INSTRUCTION TO CANDIDATES:

Answer ALL questions in the QUESTION BOOKLET.

Passport No : _____

Name : _____

This question paper consists of eleven (11) printed pages.

Tear Here

ATTENDANCE SLIP

Programme : **English Language for International Postgraduate Students**

Passport No : _____

Name : _____

Date of Examination : _____

Signature : _____

SECTION A	:	**PART 1**		
		CLOZE PASSAGE	-	**5 MARKS**
		PART 2		
		EDITING TASK	-	**10 MARKS**
SECTION B	:	**PART 1**		
		READING COMPREHENSION	-	**10 MARKS**
		PART 2		
		SUMMARISING A PASSAGE	-	**10 MARKS**
		PART 3		
		SENTENCE TRANSFORMATION	-	**10 MARKS**
SECTION C	:	**PART 1**		
		WRITING I	-	**10 MARKS**
		PART 2		
		WRITING II	-	**20 MARKS**
TOTAL MARKS	:			**75 MARKS**

SECTION A : PART I : CLOZE PASSAGE

Circle the correct answer from the options given after the passage:

It (1) _____ hat policing in the future will be (2) _____ more different than it is today. Advances in technology – (3) _____ in computers, television, and communication – will assist the police in solving and preventing crimes. Advances in forensic science (4) _____ evidence more reliable and meaningful. All of these changes will be for the better if they help (5) _____ the quality of police service.

1. Choose the best choice for number (1)

   A. predicted
   B. has predicted
   C. is predicted
   D. was predicting
   E. would predict

2. Choose the best choice for number (2)

   A. any
   B. some
   C. such
   D. much
   E. so

3. Choose the best choice for number (3)

   A. particularly
   B. placidly
   C. roughly
   D. widely
   E. profoundly

4. Choose the best choice for number (4)

   A. had to make
   B. would be made
   C. has made
   D. is to make
   E. should make

5. Choose the best choice for number (5)

   A. improving
   B. be improved
   C. to improve
   D. have improved
   E. to be improved

(5 marks)

SECTION A: PART 2: EDITING TASK

Spot and correct ten errors in the text.

Long ago the Aztec Indians who lived on the Amazon River learnt a very bitter lesson. They discover that the Great Firebird in the sky is swift to punish people who misusing the world around them.

Once there was a small village on the Amazon River where the natives could always finding fish and wild berries. The people of the Fox Clan who lived in the village even had enough fish and fruit to trade with others clans. They were well-respected and soon become prosperous.

As time went in, the young warriors of the Fox Clan begin to turn away from the old teachings and advise of the wise men in the village. They having been taught from childhood to respect the animals, birds and plants in the forest. They were conditioned to believe that it was right to hunt or fish for food, or to use the animal skins for clothing, but it was not right to kill more then was needed. Now, because times were easy and food plentiful, they started killing small, wild innocent creatures just for sport. They even leave the animals they had killed for the eagles and crows to eat because they were not suitable for food, nor the skins for clothing.

No.	Error	Correction	No.	Error	Correction
a			f		
b			g		
c			h		
d			i		
e			j		

(10 marks)

SECTION B : PART 1: READING COMPREHENSION

Read the passage below and answer the questions that follow:

Half-Truths

Beware of those who use the truth to **deceive**. When someone tells you something that is true, but leaves out important information that should be included, he can create a false impression.

For example, someone might say, "I just won a hundred dollars on the lottery. It was great. I took that dollar ticket back to the store and turned it in for one hundred dollars!" This guy's a winner, right? Maybe, maybe not. We then discover that he bought two hundred tickets, and only one was a winner. He's really a big loser! He didn't say anything that was false, but he deliberately **omitted** important information. That's called a half-truth. Half-truths are not technically lies, but they are just as dishonest.

Untrustworthy candidates in political campaigns often use this tactic. Let's say that during Governor Smith's last term, her state lost one million jobs and gained three million jobs. Then she seeks another term. One of her opponents runs an ad saying, "During Governor Smith's term, the state lost one million jobs!" That's true. However an honest statement would have been, "During Governor Smith's term, the state had a net gain of two million jobs."

Advertisers will sometimes use half-truths. It's against the law to make false claims so they try to mislead you with the truth. An ad might boast, "Nine out of ten doctors recommend Clearasil Pills to cure nose pimples." It fails to mention that they only asked ten doctors and nine of them work for the Clearasil Corporation. This kind of deception happens too often. It's a sad fact of life: Lies are lies, and sometimes the truth can lie as well.

1. Which statement is true according to the article?

   A. Whenever people tell the truth, they are really lying.
   B. You can't trust gamblers.
   C. All governors help their states.
   D. The truth can be used in dishonest ways.

2. What does "deceive" mean?

   A. removing one's teeth in public
   B. ignore warnings
   C. fool
   D. repair

3. What does "omitted" mean?

   A. spent money
   B. left out
   C. told about
   D. exposed

4. The author clearly wants people to _____.

   A. think carefully about what they read and hear
   B. wear mismatched socks during political campaigns
   C. never trust anyone
   D. vote for female candidates

5. Another appropriate title for this selection would be:

   A. Natural Cat Food
   B. Everyone Lies
   C. Lying With the Truth
   D. Nose Pimples

(10 marks)

SECTION B: PART 2: SUMMARISING A PASSAGE

Summarise the text below in not more than 100 words.

Volcanic Islands

Islands have always fascinated the human mind. Perhaps it is the instinctive response of man, the land animal, welcoming a brief intrusion of earth in the vast, overwhelming expanse of sea. When sailing in a great ocean basin, a thousand miles from the nearest continent, with miles of water beneath the ship, one may come upon an island which has been formed by a volcanic eruption under the sea. One's imagination can follow its slopes down through darkening waters to its base on the sea floor. One wonders why and how it arose there in the midst of the ocean.

The birth of a volcanic island is an event marked by prolonged and violent travail: the forces of the earth striving to create, and all the forces of the sea opposing. At the place where the formation of such an island begins, the sea floor is probably nowhere more than about fifty miles thick. In it are deep cracks and fissures, the results of unequal cooling and shrinkage in past ages. Along such lines of weakness the molten lava from the earth's interior presses up and finally bursts forth into the sea. But a submarine volcano is different from a terrestrial eruption, where the lava, molten rocks, and gases are hurled into the air from an open crater. Here on the bottom of the ocean the volcano has resisting it all the weight of the ocean water above it. Despite the immense pressure of, it may be, two or three miles of sea water, the new volcanic cone builds upwards towards the surface, in flow after flow of lava. Once within reach of the waves, its soft ash is violently attacked by the motion of the water which continually washes away its upper surface, so that for a long period the potential island may remain submerged. But eventually, in new eruptions, the cone is pushed up into the air, where the lava hardens and forms a rampart against the attacks of the waves.

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(10 marks)

SECTION B: PART 3 : SENTENCE TRANSFORMATION

Rewrite the following sentences in indirect/reported speech.

1. Tom asked Jim, "Have you had lunch?"
2. Jim replied, 'Yes I have, and thank you for asking."
3. Tom asked Jim, "Where were you last night?"
4. "Oh nothing much, just spent some time at the pub."
5. "Were you alone? "How long have you lived in this city?"
6. Irritated, Jim retorted, "Why do you ask so many questions, I do not like it."
7. "I am sorry Jim but are you coming to the ball tomorrow?"
8. "Yes I am and I am going to bring my girlfriend along."
9. "That's nice", said Tom.
10. "See you tomorrow then", said Jim.

_____

_____

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_____

_____

(10 marks)

SECTION C: PART 1: WRITING I

Write one sentence for each of the words below.

1. prerequisite

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2. semester

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3. syllabus

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4. transcript

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5. significant

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6. classification

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7. analyse

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_____

_____

8. environment

_____

_____

_____

9. evaluated

_____

_____

_____

10. consequent

_____

_____

_____

(10 marks)

SECTION C: PART 2: WRITING II

Choose any **ONE (1)** of the topics below and write an essay of not more than 200 words.

1. Describe the challenges of living and studying in a foreign country.
2. Do you consider English as a global language? Why?
3. Describe three things you would like to change about the world and explain why you would change them.

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(20 marks)

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Appendix 3: Result of Random Number Generator Program

http://www.graphpad.com/quickcalcs/randomize2/

Assign subjects to groups

Subject #	Group Assigned
1	A
2	A
3	C
4	B
5	B
6	C
7	C
8	B
9	A
10	A
11	A
12	C
13	B
14	B
15	B
16	B
17	A
18	A
19	C
20	C
21	A
22	A
23	C
24	C
25	B
26	C
27	C
28	A
29	A
30	B
31	B
32	A
33	C
34	A
35	C
36	B
37	B
38	C
39	A
40	C
41	A
42	B
43	A
44	A
45	A
46	C
47	A
48	A
49	B
50	A
51	B
52	B
53	C
54	C
55	C
56	B
57	B
58	B
59	A
60	B
61	B
62	B
63	C
64	C
65	A
66	B
67	A
68	C
69	C
70	B
71	A
72	B
73	B
74	B
75	A
76	C
77	A

78	B
79	C
80	B
81	C
82	B
83	C
84	A
85	C
86	B
87	C
88	B
89	B
90	C
91	C
92	C
93	B
94	B
95	C
96	A
97	A
98	C
99	C
100	B
101	A
102	C
103	B
104	C
105	C
106	A
107	B
108	A
109	A
110	A
111	B
112	A
113	C
114	C
115	C
116	B
117	C
118	B
119	C
120	C
121	B
122	A
123	B
124	B
125	C
126	A
127	A
128	A
129	B
130	A
131	B
132	A
133	B
134	A
135	A
136	C
137	C
138	A
139	A
140	C
141	A

Appendix 4: Information Sheet and Consent Form for the Students

134

Researcher's Information Sheet and Consent Form

Date: 13/3/2013

INFORMATION SHEET

As part of my research in the Faculty of Education, Language and Literacy Department I am carrying out a study in which students will be randomly settled into three groups. Before starting the program students will be required to join in a session for a pretest. The treatment for these groups will be the same except at the time of errors different groups receive different feedback or no feedback. After finishing the program students will also be required to participate for posttests. I am going to use the students' scores in these tests and also their marks in their achievement test to find out the efficiency of different methods of error correction on English knowledge of second language learners.

I have approached you because you are students of University of Malaya and potentially upcoming researchers. I would be very grateful if you would kindly agree to take part. You are free to withdraw from the study at anytime. At every stage your name will remain confidential. The data will be kept securely and will be used for academic purposes only. If you have any queries about the research please feel free to contact me.

Mandana Rohollahzadeh Ebadi
PhD student
University of Malaya
Kuala Lumpure

CONSENT FORM

1. I have read what has been previously explained to me by Mandana Rohollahzadeh Ebadi, the Information Sheet relating to this project.
2. I have had explained to me the purpose of the research and what will be asked of me, and any questions have been answered to my satisfaction. I agree to the arrangements in the Information Sheet in so far as they are related to my participation.
3. I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time.

Name : [illegible]
Nationality: [illegible]
Age and gender: [illegible]
Contact no.: [illegible]
Signed: [illegible]

1

Appendix 5: Information Sheet and Teacher Consent Form

Researcher's Information Sheet and Teacher Consent Form

Date: 26.03.2013

INFORMATION SHEET

I, as part of my research in the Faculty of Education Language and Literacy Department, would like to carry out a study in your classes. The purpose of my study is to find out the effects of implicit and explicit corrective feedback on different grammatical features in second language knowledge. I need randomly settle lower intermediate students into three groups. Students of all the groups, at least 40 students in each group, will be treating in accordance with the purpose of the study in different sessions. Each session will be recorded just for documenting the data of the study. Lesson plan of each session is provided by the researcher and will be explained for you by details one week prior to the start of the program. I have approached you because you have precious experience in teaching ESL learners especially in this level and also are aware of the research process. I need mention personal information of you such as age, gender, nationality and years of experience in teaching English in my research. All the information is confidential and will only be used for research purposes. Anonymity is assured as neither you nor your students names will not appear in any written reports that stem from data collected from the researcher. Your participation in this study is voluntary. If you decide to withdraw permission after the study begins, please notify the UMCCED of your decision. If you have any queries about the research please feel free to contact me. If you have concerns about this study please contact Faculty of Education Language and Literacy Department, University of Malaya.

Mandana Rohollahzadeh Ebadi
PhD student
University of Malaya
Kuala Lumpur

INFORMED CONSENT

If you have read and understood the information above and agree to participate in this research, write and sign your name below.

Name of the Teacher:
Teacher Signature:
Contact No.:

Appendix 6: Questionnaire and Judgment Approval of Target structures

Questionnaire based on Likert Scale

for Choosing Target Structures of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached list of English features is supposed to be universally problematic structures for ESL students mostly at lower intermediate level. According to your experience in teaching ESL learners especially in this level, please express to what extent you are agree these structures will be difficult to use by these learners. Please circle your choice. Any recommendation or suggestion about the list is highly appreciated.

Name:

Contact No.:

Signed:

1

Questionnaire based on Likert Scale

for Choosing Target Structures of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached list of English features is supposed to be universally problematic structures for ESL students mostly at lower intermediate level. According to your experience in teaching ESL learners especially in this level, please express to what extent you are agree these structures will be difficult to use by these learners. Please circle your choice. Any recommendation or suggestion about the list is highly appreciated.

Name: [illegible]

Contact No.: 016-2[illegible]

Signed: [illegible]

1

Questionnaire based on Likert Scale

for Choosing Target Structures of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached list of English features is supposed to be universally problematic structures for ESL students mostly at lower intermediate level. According to your experience in teaching ESL learners especially in this level, please express to what extent you are agree these structures will be difficult to use by these learners. Please circle your choice. Any recommendation or suggestion about the list is highly appreciated.

Name:

Contact No.:

Signed:

1

Questionnaire based on Likert Scale

for Choosing Target Structures of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached list of English features is supposed to be universally problematic structures for ESL students mostly at lower intermediate level. According to your experience in teaching ESL learners especially in this level, please express to what extent you are agree these structures will be difficult to use by these learners. Please circle your choice. Any recommendation or suggestion about the list is highly appreciated.

Name:

Contact No.:

Signed:

1

1. Verb complements				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
2. Regular past tense				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
3. Question tags				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
4. Yes/no questions				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
5. Modal verbs				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
6. Unreal conditionals				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
7. Since* and *for				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
8. Indefinite article				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
9. Ergative verbs				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
10. Possessive –s				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
11. Plural –s				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
12. Third person –s				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
13. Relative clauses				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
14. Embedded questions				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
15. Dative alternation				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
16. Comparatives				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree
17. Adverb placement				
a. strongly disagree	b. disagree	c. neutral	d. agree	e. strongly agree

Appendix 7: Lesson Plan and its Judgment Approval by a Panel Expert

Judgment Form for the Tasks of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are focused tasks which are carefully chosen from *English Unlimited book for lower intermediate learners*. The aim of these tasks is elicitation of target structures of the study by learners and provides opportunity for the teacher to get them feedback in accordance with the purpose of the study. According to your experience in English teaching classes your confirmation especially about appropriateness, accuracy, authenticity and applicability of these tasks are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.

Signed:

1

Judgment Form for the Tasks of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are focused tasks which are carefully chosen from *English Unlimited book for lower intermediate learners*. The aim of these tasks is elicitation of target structures of the study by learners and provides opportunity for the teacher to get them feedback in accordance with the purpose of the study. According to your experience in English teaching classes your confirmation especially about appropriateness, accuracy, authenticity and applicability of these tasks are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.:

Signed:

1

Judgment Form for the Tasks of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are focused tasks which are carefully chosen from *English Unlimited book for lower intermediate learners*. The aim of these tasks is elicitation of target structures of the study by learners and provides opportunity for the teacher to get them feedback in accordance with the purpose of the study. According to your experience in English teaching classes your confirmation especially about appropriateness, accuracy, authenticity and applicability of these tasks are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.:

Signed:

1

Judgment Form for the Tasks of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are focused tasks which are carefully chosen from *English Unlimited book for lower intermediate learners*. The aim of these tasks is elicitation of target structures of the study by learners and provides opportunity for the teacher to get them feedback in accordance with the purpose of the study. According to your experience in English teaching classes your confirmation especially about appropriateness, accuracy, authenticity and applicability of these tasks are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.:

Signed:

1

LESSON PLAN OF THE STUDY: DURING MARCH TO MAY 2013

LESSON 1: *Simple past tense*

(Three teaching hours = 3 x 45 = 135 minutes)

An unusual athlete

Warm up – ice breakers: (5 minutes)

Warm up students by some mental activity.

GRAMMAR

Grammar presentation: Focus on meaning (5 minutes)

Explain what you want to do, but do not pre-teach new structures. You can start with some statements such as: As you know there is a variety of verb tenses in English. Today we are talking about *past tense* (focus is on *regular verbs*). We use simple past tense for saying what you did in the past. We use it to talk about things that are in the past and finished. We use simple past tense when an action occurs at a particular time in the past. For example, last Christmas, three years ago.

TASK

Task 1

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (40 minutes)

Task (5 minutes)

a. Give the following passage to the students and ask them to read it within five minutes**.**

Ruben Gonzalez

▲ *Ruben today*

Reading: Ruben Gonzalez an Olympic athlete

At school, I couldn't jump high or run fast. I **played** football, but I wasn't very good. It was really sad! But when I was ten, I saw the Olympics on TV for the first time and I **loved** it. So I **decided** to be an Olympic champion, but I **wanted** to find a sport. It's true, I'm not a great athlete, but I never give up. I try again and again. So I chose the luge because people get hurt a lot, people often break bones – ninety percent of them give up. And I thought, well, I don't give up, so I have a chance. I **liked** it. Most Olympic luge athletes start training at 12, but I **started** at 21 in 1984. I went to the Winter Olympics in Calgary in 1988 and in Albertville in 1992. Then, nearly ten years later, my old coach **phoned** me up and said "Argentina needs you!" So at age 39, I **competed** in the 2002 Salt Lake City Winter Olympics.

Planning: (25 minutes)

b. Substitute the passage with the following list of regular verbs and tell the students they have five minutes to plan their thinking about the passage since they have to retell it loudly. Make sure that students put the text on one side and would not access it.

Ruben Gonzalez: Retell the story you can use the following prompt to make a sequence. Play (football), love (Olympic), decide (Olympic champion), want (to find a sport), like (luge), start (at 21), compete (in three Olympics)

c. Ask students retell the story using the verbs. Try to give the chance of retelling the story to at least 10 students (students can self select; 20 minutes). ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting: (10 minutes).

If appropriate, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task. Asking students to read the passage again and answer the following questions also could be helpful in this stage.

Why did Ruben decide to become an Olympic athlete?
Why did he choose the luge?
How many Winter Olympics was he in?

What do you think about Ruben? What do you think about what he's done?

TASK

Task 2

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (35 minutes)

Task (5 minutes)

a. Give the students the prepared card and ask them to plan to speak about it within 5 minutes.

Speak what you have done yesterday. Try to answer the following questions:
Yesterday …..
Where and how did you go?
What did you play?
What did you watch?
What did you practice?
What did you cook?
What did you write?
Who called you?
What did you do in your kitchen?
Did something good happen on that day?
Where did you clean?
(wait, smile, stop, dream, burn, cry, laugh, obey, burry, lie, finish, include, lock, travel).

Planning (20 minutes)

b. Students will be required to speak about the situation which is mentioned in their cards ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

GRAMMAR

Grammar presentation: Focus on Form (10 minutes)

In the past simple some verbs are regular and others are irregular. The focus of the lesson is regular past tense verbs such as (play-played; decide-decided; study-studied). We make it with "–ed + infinitive". We make questions and negatives with "did + infinitive".

Example:

- I decided to be an Olympic champion.
- I didn't decide to be an Olympic champion.
- Did you decide to be an Olympic champion?

Language practice: (15 minutes)

Review what students have learned today. Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion. The following exercise could also be helpful to achieve this goal.

a Complete the questions with the correct form of the verb in (brackets).

1 What sport *did* Ruben *play* at school? (play)
2 Why _____ he _____ the luge? (choose)
3 When _____ luge athletes usually _____ training? (start)
4 How fast _____ a luge _____? (go)
5 How often _____ he _____? (practise)
6 What _____ he _____ these days? (do)

b Write two more questions to ask a partner about Ruben.

c How much can you remember? Ask and answer all the questions.

Homework: (5 minutes)

LESSON 2: ***Present perfect with since and for***

(Three teaching hours = 3 x 45 = 135 minutes)

Warm up – ice breakers: (5 minutes)

Warm up students by some mental activity.

Grammar presentation: Focus on meaning (5 minutes)

Explain what you want to do, but do not pre-teach new structures. You can start with some statements such as: As you know there is a variety of verb tenses in English. Today we are talking about present perfect. And our focus is on *since* and *for*. We use the present perfect + *since/for* to talk about something that started in the past and is still going on.

Task 1

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (40 minutes)

Task (5 minutes)

a. Give the following passage to the students and ask them to read it within five minutes.

Reading: The work place of Marco

I have been in college **for** 2 years and left college **since** 2008. Then I have worked **for** a couple of months in a private company, but I already hate it. The management was not very good. So I changed my job and I have worked in CSP **since** 2009. I've been with the sales team **for** three months, it's a great place to work. After that I have worked in the IT department **since** last year. My boss is the best and I really enjoy my job.

Planning: (25 minutes)

b. Substitute the passage with the following words and tell them they have five minutes using these words to plan their thinking about the passage since they have to retell it loudly. Make sure that students put the text on one side and would not access it.

The work place of Marco

has been in College…2 years, left college….2008, worked … a couple of months in a private company, worked in CSP …2009, been with the sales team …three months, worked in IT department….last year.

c. Ask students retell the story using the words. Try to give the chance of retelling the story to at least 10 students (students can self select; 20 minutes). ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting: (10 minutes)

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

TASK

Task 2

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (35 minutes)

Task (5 minutes)

a. Give the students the prepared card and five minutes to plan to speak about it.

Tell four sentences about yourself. Use the ideas below with ***for*** and ***since***.
I've worked at …
I've been a …
I've lived in …
I've known …
I've studied …
I've had my …

Planning (20 minutes)

b. Students will be required to speak about the situation which is mentioned in their cards. ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

GRAMMAR

Grammar presentation: Focus on form (10 minutes)

We use *for* with a period of time (for a week, for six months) to say how long began something. We use *since* to say when something started (since 2008, since Monday).

Example:

- It has rained **since** 9am.
- It has rained **for** 3 hours.

Language practice: (15 minutes)

Review what students have learned today. Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion. Asking students to complete the following exercises also could be useful.

1 **Look at the sentences from the postings.**

Marco I've worked here since 2008.
Lauren101 I've been with the sales team at CSP for three months.

1 When did Marco and Lauren start working at CSP?
2 Do they work there now?
3 Complete a and b with for and since:

a You can use _____ to say when something started (Monday, last month, 2008).
b You can use _____ with a period of time (a week, three months, five years).

2 **a** **Write four sentences about yourself on a piece of paper. Use the ideas below with for and since. Then give your sentences to your teacher.**

I've worked at ... I've been a ... I've lived in ...
I've known ... I've studied ... I've had my ...

I've worked at my present company for about five years.

Read the 'Find someone who' sentences below. Write four more like these for the people in your class.

Find someone who:
- has had the same job for more than two years.
- has always liked the same music.
- has worked for more than three companies.

Homework: (5 minutes)

LESSON 3: ***have to, can***

(Three teaching hours = 3 x 45 = 135 minutes)

Give advice to a visitor

Warm up – ice breakers: (5 minutes)

Warm up students by some mental activity.

GRAMMAR

Grammar presentation: Focus on meaning (5 minutes)

Explain what you want to do, but do not pre-teach new structures. You can start with some statements such as: As you know there is a variety of verb tenses in English. Today we are talking about *modals.* And our focus is on *have to, can.* Use **have to** (**has to** for third person), to say that something is necessary or rule (now, in the future or in general). Use **can** to say that something is possible and by freedom (now, in the future or in general).

TASK

Task 1

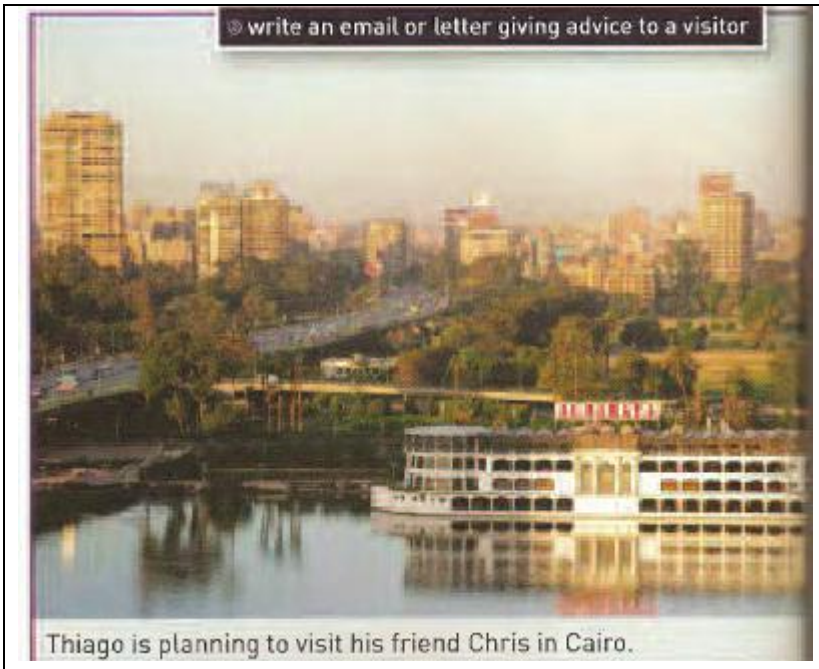
Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage. (Example: Imagine you're going to visit a friend who lives in another country. What things would you ask your friend about before you go? Make a list. *The weather, clothes* ..).

Task cycle (Task-Planning-Reporting): (40 minutes)

Task (5 minutes)

a. Give the following passages to the students and ask them to read it within five minutes.



Thiago is a friend of Chris she has already informed Chris that she wanted to stay with Chris in Cairo for a few days.

Reading: Chris's reply.

I am working when you arrive, so I **can't** meet you at the airport, sorry. You'll **have to** find your way to my flat. You **can** take a taxi. I think you have got the address of my flat, right? I **can** go home by the time you arrive. It is pretty hot here, so you **have to** bring plenty of light clothes. You **have to** cover your arms and legs in some parts of the city, so trousers and long-sleeved shirts are good. Also, it is a good idea to change some money before you come. You are arriving Thursday evening and it **can** be difficult to change money on Fridays here. Another thing is you **have to** bring a guidebook. I've only been here a couple of months and don't know the city very well yet. So we **can** explore the city together. That's everything, I think. If you have any problems, give me a call on my mobile. See you at my place on Thursday night!

Planning: (25 minutes)

b. Substitute the passage with the following words and tell the students they have five minutes using these words to plan their thinking about the passage since they have to retell it loudly. Make sure that students put the text on one side and would not access it.

Retell the story by using **have to** or **can** where necessary. The following prompt will help you to sequence the story in proper order. at the airport. find her way to Chris flat. take a taxi. Chris be home by the time Thiago arrive. wheather is hot in Cairo. trousers and long-sleeved shirts are good. changing money. bring a guidebook explore the city together.

c. Ask students retell the story using the words. Try to give the chance of retelling the story to at least 10 students (students can self select; 20 minutes). ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting: (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on

and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task. The following questions would be helpful.

a Cover the emails. Can you remember Thiago's questions and Chris's advice?

Asking for advice

1 What ... should I bring?
2 Is it a good idea to change ... ?

Giving advice

3 You'll have to find your way to ...
4 Remember to agree on ...
5 Make sure you bring plenty of ...
6 You'll need to cover your ...
7 It's a good idea to change ...
8 Don't forget to bring a ...

b Read the emails again to check.

TASK

Task 2

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (35 minutes)

Task (5 minutes)

a. Give the students the prepared card and 5 minutes to plan to speak about it.

Choose three things that are useful to tell a visitor about your country. Use these or your own ideas. Example: When you go to a mosque, there are a few rules, you have to …, you can't … - Visiting a religious building, e.g., a church, a mosque, a temple … - Using a library, public transport, ski slopes, … - Going to a wedding, someone's house for dinner, a restaurant…

Planning (20 minutes)

b. Students will be required to speak about the situation which is mentioned in their cards. ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

GRAMMAR

Grammar presentation: Focus on Form (10 minutes)

Modal verbs are followed by *an infinitive* without *to*.

There is no –(e)s in the 3rd person singular: The boss **can see** you now.

- Sorry, but I **have to** go now. My taxi's waiting for me. (now)
- I **have to** get up at five o'clock tomorrow morning. My train leaves at ten past six. (in the future)
- On a normal working day I **have to** be at the office before nine-thirty. (in general)
- You **can** use my phone if you want. (now)
- We **can** meet again next weekend if you have time. (in the future)

You **can** pay your phone bill at the post office or on the internet. (in general)

Language practice: (15 minutes)

Review what students have learned today. Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion.

1 a Look at the grammar table. Circle the correct expressions in sentences 1–4.

have to	can
1 Grameen's customers have to / don't have to make groups of five people. 2 They have to / don't have to be women.	3 They can / can't usually get credit from normal banks. 4 They can / can't get bigger loans if they make all their repayments.
_____ they have to be women? Yes, they _____. No, they _____.	_____ they get credit from normal banks? Yes, they _____. No, they _____.

b Answer the questions.

1 Which highlighted expression means that something is:
a possible? b not possible? c necessary? d not necessary?

2 Which highlighted expression has a similar meaning to:
a *need to*? b *don't need to*?

c Complete the questions and short answers in the table with can, can't, do, don't.

Homework: (5 minutes)

LESSON 4: ***Comparatives***

(Three teaching hours = 3 x 45 = 135 minutes)

Warm up – ice breakers: (5 minutes)

Warm up students by some mental activity.

Grammar presentation: Focus on meaning (5 minutes)

Explain what you want to do, but do not pre-teach new structures. You can start with some statements such as: Today we are talking about *comparatives.* We use a comparative to compare one person, thing or action with another. For example:

Monday 28'c, Tuesday 24'c, Wednesday 24'c, Thursday 19'c

- Monday was sunnier than Tuesday.
- Thursday's weather was much cooler than Monday's.

Task 1

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Example: How did you feel about different kinds of weather when you were a child?

Task cycle (Task-Planning-Reporting): (40 minutes)

Task (5 minutes)

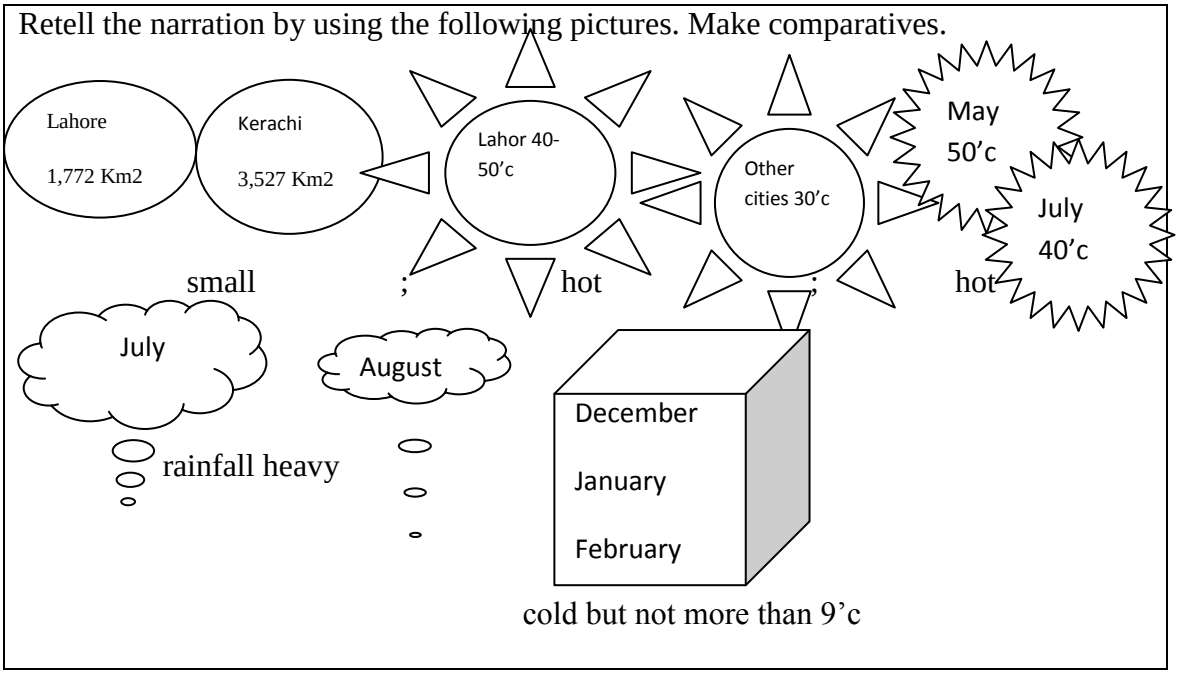
a. Give the following passage to the students and ask them to read it within five minutes.

Reading: Pakistan

When I was little, I lived in Lahore in Pakistan. It is the second largest city in Pakistan, but small**er than** Karachi. The weather in Lahore is warm**er than** most of the cities in Pakistan during the summer. The hottest months are May, June and July. However, May is hot**ter than** July and the temperatures can rise to 40-45 centigrade. The heaviest rainfall is in July and August but rainfall in July is heav**ier than** August during the monsoon. The coldest months are December, January and February. But it doesn't often get cold**er than** 9 centigrade. However, the frightening moments were the dust storms, when the sky turned black in the middle of the day.

Planning: (25 minutes)

b. Substitute the passage with the following figure and tell them they have five minutes using the figure to plan their thinking about the passage since they have to retell it loudly.



c. Ask students retell the story using the words. Try to give the chance of retelling the story to at least 10 students (students can self select; 20 minutes*). **NOTE:** At this stage, students will receive feedback of the target structure instantly at the time of error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting: (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on

and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

TASK

Task 2

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (35 minutes)

Task (5 minutes)

a. Give the students the prepared card and 5 minutes to plan to speak about it.

Think about your town and at some point in the past. Make sentences using comparative phrases. Example: the shops and restaurants are much better than before. Shops and restaurants, public transport, cost of living, how the place looks, traffic, street names, climate, daily life.

Planning (20 minutes)

b. Students will be required to speak about the situation which is mentioned in their cards (20 minutes). ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

GRAMMAR

Grammar presentation: Focus on Form (10 minutes)

The usual form of comparative is:

- Most one syllable adjectives fast--faster
- One syllable adjectives ending in one short vowel + a consonant big--bigger
- Most two syllable adjectives careful--more careful
- Two syllable adjectives ending in –y happy--happier
- Adjectives with three syllables or more comfortable--more comfortable

However the form of comparative of some adjectives are not regular such as:

Good – better, bad –worse, much –more, many – more, little –less

Language practice: (15 minutes)

Review what students have learned today. Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion.

1 a What are the comparatives and superlatives of the adjectives in the table?

One syllable	Two syllables ending in *-y*	Two or more syllables	Irregular
cold hot large	heavy	careful important	good bad far

colder, the coldest

b Use words from 1a to complete the sentences from the talks and the fact file.

Comparatives and superlatives	as ... as ...
You have to be _____ on the roads. That's _____ than the surface of the sun. The _____ hailstone fell in Bangladesh in 1986. The _____ thing is to drink a lot.	It weighed 1 kg and was as _____ as a melon. It isn't as _____ as Siberia.

2 Look at sentences 1–5. Which highlighted expression(s) means:

a big difference? a small difference? exactly the same?

1 It's usually –5 to –10 °C but it can get a lot colder.
2 People prefer to go to much hotter countries.
3 You should be a bit more careful in the hot sun.
4 Moscow is almost as cold as Siberia.
5 Helsinki is just as cold as Moscow.

3 Complete the paragraph about Pakistan with these adjectives in the correct form.

~~large~~ big frightening hot cold (x2) heavy

When I was little, I lived in Lahore in Pakistan. It's the second [1] *largest* city in Pakistan after Karachi. The weather in Lahore is extreme during the summer. The [2]_____ months are May, June and July, when temperatures can rise to 40–45 °C. The [3]_____ rainfall is in July and August during the monsoon. The [4]_____ months are December, January and February, but it doesn't often get [5]_____ than 9 °C. What I remember most clearly is the hail. Hailstones almost as [6]_____ as tennis balls would hit our house. They could break windows and damage cars. However, the [7]_____ moments were the dust storms, when the sky turned black in the middle of the day.

Homework: (5 minutes)

LESSON 5: ***Unreal conditionals***

(Three teaching hours = 3 x 45 = 135 minutes)

Warm up – ice breakers: (5 minutes)

Warm up students by some mental activity.

Grammar presentation: Focus on meaning (5 minutes)

Explain what you want to do, but do not pre-teach new structures. You can strart with some statements such as: Today we are talking about *conditionals.* And our focus is on *unreal conditionals.* You can use unreal conditionals to talk about situations which are imaginary and probably won't happen.

Task 1

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (40 minutes)

Task (5 minutes)

a. Give the following passages to the students and ask them to read it within five minutes.

Reading: Airport (unreal condition)

It is clear that this area of the country needs a bigger airport. The present airport, very near Sandstown, is extremely important for business and for local tourism, but everyone agrees that it's too small. Some people think that if they **built** the airport bigger, it **would** get more passengers. Others believe that if Sanstwon airport **be closed** and a new airport **built** further away from the town it **would** be better. And there are some people who say if the airport **was** closer to the city, their life **would** be a lot easier.

Planning: (25 minutes)

b. Substitute the passage with the following list of words and tell the students they have five minutes to plan their thinking about the passage since they have to retell it loudly. Make sure that students put the text on one side and would not access it.

Airport near Sandstown. Arrange your idea using following guides.

- Sandstown airport is small, so it cannot get more passenger.
- Better to build New airport further away from the town.
- Sandstown airport is not near the city, so life is not easy.

c. Ask students retell the story using the words. Try to give the chance of retelling the story to at least 10 students (students can self select; 20 minutes). ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting: (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

TASK

Task 2

Pre-task (10 minutes)

Introduce the topic and give the students clear instructions on what they will have to do at the task stage. Highlight useful words and phrases. Provide the students with background information and prepare them to perform the task. Engage students, if possible, in activities such as brainstorming to help them to reduce their cognitive load. This phase is mainly a preparatory stage for task-cycle stage.

Task cycle (Task-Planning-Reporting): (35 minutes)

Task (5 minutes)

a. Give the students the prepared card and 5 minutes to plan to speak about it.

Read the situations in your cart then for each situation make a sentence orally using unreal condition. 1/ I don't have a bike. 2/ He doesn't like exercise. 3/ You don't have a computer. 4/ I don't have money. 5/ Phil doesn't live near his mother. 6/ I don't know the answer. 7/ I don't have a spare thicket. I can't take you to the concert. 8/ She drinks too much coffee. She doesn't feel calm. 9/ He can't type. He isn't able to operate a computer. 10/ They don't understand the problem. They won't find a solution. 11/ He sits around too much. He isn't fit. 12/ She is not in your position. She isn't able to advice you. 13/ I am in a hurry. I won't stay to dinner. 14/ He's not a millionair. He won't buy you a palace. 15/ The weather isn't sunny. We won't stay in the yard. 16/ I am fit. I will go climbing.

Planning (20 minutes)

b. Students will be required to speak about the situation which is mentioned in their cards. ***NOTE:*** *At this stage, students will receive feedback on the target structure instantly at the time of the error from the teacher. The teacher tries to get the feedback for students' errors as much as possible.*

Reporting (10 minutes).

If applicable, provide an opportunity for a repeat performance of the task for those who have not completed the first performance. Encourage reflection on how the task was performed. This can be achieved by asking students to present a report on how they did the task and on what they decided or discovered. The reports could primarily focus on

summarizing the outcome of the task. It also can possible to ask students to reflect on and evaluate their own performance of the task. Encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

GRAMMAR

Grammar presentation: Focus on Form (10 minutes)

If + past simple, … would + infinitive.

Real situation:

- Not many people drive electric cars.
- I don't have a lot of money.

Imaginary situation:

- If everyone drove electric cars, the air would be cleaner.
- If I had a lot of money. I 'd buy a big house in the country.

Note: We can use **were** in place of was after *if* in all persons.

- If I **was** better qualified, **I'd apply** for the job. (If I was: less formal)
- If I were better qualified, I'd apply for the job. (If I were: more formal)

Language practice: (15 minutes)

Review what students have learned today. Students consolidate their mastery of the language form through some activities. Practice activities include memory challenge games and sentence completion.

1 a Read the two sentences. Then answer the questions.

A If you share a car with friends, you'll have fun and save fuel.
B If everyone changed to low-energy bulbs, the world would use 4% less electricity.

1 Are they about: a the past? b the present or future?
2 Which sentence means:
a the situation is possible (real conditional)
b the situation is imaginary and probably won't happen (unreal conditional)

2 a Read the situations, then circle the correct underlined words in the sentences.

situation	what the person says
1 I might see Susan this afternoon.	'If I see / saw Susan, I'll / I'd give her your message.'
2 I don't have a bike.	'If I have / had a bike, I'll / I'd use it to get to work.'
3 He hates exercise.	'He'll / He'd be a lot healthier if he does / did some exercise.'
4 We might go to Spain in July.	'If we go / went to Spain, we'll /we'd visit Andalusia first.'
5 You don't have a computer.	'If you have / had a computer, your life will / would be a lot easier.'
6 She'll probably work late tonight.	'If she works / worked late, she'll / she'd get a taxi home.'

Homework: (5 minutes)

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The kind of Feedback students will receive in each class

1. Students of the first class (Group A) at the time of error receive explicit feedback.

Metalinguistic information (explicit feedback). In this study is "information related to the well-formedness of the learner's utterance". It means that at the time of error teacher first repeats the learner's error and then provides information about the target language rule but the correct target language form will not provide.

For instance:

Student: I **play** football but I wasn't very good.

Teacher: **play**---You need "**past tense**".

Student: I played football but I wasn't very good.

2. Students of the second class (Group B) at the time of error receive implicit feedback.

Recast (implicit feedback). In this study recast is reformulation of part of learners' utterance minus error. It means that at the time of error teacher only provide the correct form of the structure without mention to the student that he or she made mistake.

For instance:

Student: I **play** football but I wasn't very good.

Teacher: **played**

Student: I played football but I wasn't very good.

3. Students of the third class (Group C) at the time of error receive no feedback.

Appendix 8: Pilot Study Exam

Pilot Study Oral Exam
Date:
Name:

Elicited Oral Imitation Test
<Pre-recorded instruction>
A. Listen to the tape carefully, you will hear 24 belief statements one at a time, first say whether you think the statement is TRUE or FALSE, if you are not sure, about the content of it say NOT SURE. Then retell the sentence orally in correct English.

1. People can pay their phone bill at the post office or on the internet.
2. No one **have to** pay money to bus drivers.
3. People have been using computers **since** many years.
4. If airports **were** built near the cities, passengers **would** reach their flights sooner.
5. Elephants are **more bigger** than bears.
6. Last year the population of the world **increased** a lot.
7. Not everyone **can to** learn a second language.
8. **Since** Christmas, the weather has been quite good.
9. Clinton on a tour of Europe **has visited** London last week.
10. If most of the people **used** public transports, they **will** not lose their money.
11. The LRT is **more comfortable** than bus.
12. Scientists have treated liver ailments in pigs **for** many years.
13. You **have to** keep quiet in the library.
14. Princess Diana **Loved** Princess Charles but **divorced** him.
15. The Canadian coin has been in circulation **for** 1996.
16. Normally the weather in May is **hotter** than in July in Europe.
17. If public transport **were** free, less people **would** use their cars.
18. Women **has to** put long skirt in the Mosque.
19. Lecturers can use the library at any time.
20. Apples are **more healthy** than chips.
21. The number of Africans with AIDS **was increased** Last year.
22. You **can't smoking** in the church.
23. In the library you **has to** quiet at all times.
24. If Prince Charles **had loved** Princess Diana, she **will be** happier.

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PILOT STUDY WRITTEN EXAM

Date:
Name:
Part A: Thirty six sentences, one by one, will be presented in written form on the computer screen within specific time limit. You have to judge instantly whether each sentence is grammatical or ungrammatical by ticking one box for each sentence in the provided answer sheet.

<Sentences in the computer screen>

1. I can cook Chinese food very well.
2. Joseph miss an interesting party last weekend.
3. I have worked in CSP since 2009.
4. If we harried, we would catched the bus.
5. I think that he is more intelligent than all the other students.
6. I have to finish my homework tonight.
7. Her English vocabulary increased a lot last year.
8. He has been living in New Zealand since three years.
9. She has to cleaned her desk.
10. If he hadn't come to New Zealand, he will stay in Japan.
11. My car is more faster and more powerful than your car.
12. We have to doing our homework.
13. I can to speak French very well.
14. If he had bought a ticket, he might have won the prize.
15. Something bad happened last weekend.
16. Love is important than money.
17. Andy have to helping his brother.
18. Martin completed his assignment and print it out.
19. I haven't seen him for a long time.
20. You can use the computers for searches in the library.
21. I have been studying English since a long time.
22. I have to go now. My taxi is waiting for me.
23. If I came home earlier, I would prepare dinner.
24. My father is stronger and younger than Tom's father.
25. I've waiting here for 10 o'clock.
26. I can going home by the time you arrive.
27. The plane arrives at New York three hours late.
28. This building is more bigger than your house.
29. I have to arrive at work at 9 sharp. My boss is very strict.
30. If she had worked hard, she would have passed the exam.
31. We waited for a bus about an hour yesterday.
32. Keiko has been studying in Auckland for three years.
33. The girls are happier than the boys.
34. You can play as long as it is in a safe manner.
35. She can dances the tango very well.
36. If he had been richer, she will marry him.

Part B: Read the following sentences and tick "T" if you think the sentence is true and tick "F" if you think it is false, in the provided answer sheet.

1. I can cook Chinese food very well.
2. Joseph miss an interesting party last weekend.
3. I have worked in CSP since 2009.
4. If we harried, we would catched the bus.
5. I think that he is more intelligent than all the other students.
6. I have to finish my homework tonight.
7. Her English vocabulary increased a lot last year.
8. He has been living in New Zealand since three years.
9. She has to cleaned her desk.
10. If he hadn't come to New Zealand, he will stay in Japan.
11. My car is more faster and more powerful than your car.
12. We have to doing our homework.
13. I can to speak French very well.
14. If he had bought a ticket, he might have won the prize.
15. Something bad happened last weekend.
16. Love is important than money.
17. Andy have to helping his brother.
18. Martin completed his assignment and print it out.
19. I haven't seen him for a long time.
20. You can use the computers for searches in the library.
21. I have been studying English since a long time.
22. I have to go now. My taxi is waiting for me.
23. If I came home earlier, I would prepare dinner.
24. My father is stronger and younger than Tom's father.
25. I've waiting here for 10 o'clock.
26. I can going home by the time you arrive.
27. The plane arrives at New York three hours late.
28. This building is more bigger than your house.
29. I have to arrive at work at 9 sharp. My boss is very strict.
30. If she had worked hard, she would have passed the exam.
31. We waited for a bus about an hour yesterday.
32. Keiko has been studying in Auckland for three years.
33. The girls are happier than the boys.
34. You can play as long as it is in a safe manner.
35. She can dances the tango very well.
36. If he had been richer, she will marry him.

Part C: The following sentences are false sentences. The error part of each sentences are underlined. You are required to select the rule that best explains each error out of four choices provided. Tick your choice in the provided answer sheet.

Example: He saw **a elephant**.

a. The world 'elephant' refers to the normal verb.
b. We must use 'elephant' instead of 'a elephant'.
c. You should use 'an' not 'a' because elephant starts with a vowel. ***T***
d. The wrong form of the indefinite article has been used.

1. We **can to meet** again next weekend if you have time.
a. can to is the wrong form of the imperative.
b. Modal verbs should never be followed by a preposition.
c. After 'can' use the base form of the verb not the infinitive.
d. After 'can' you need gerunds.

2. He has been saving money **since 10 years.**
a. The wrong conjunction has been used in the time clause.
b. We cannot use "since" because the exact date is specified.
c. Use "for" following any verb in the past perfect continuous tense.
d. Use "for" not "since" for a noun phrase referring to a period of time.

3. When you want go to the wedding you **have to following** the rules for dresses.
a. The sentence is conditional so 'would' must use instead of 'have to'.
b. Modal verbs should never be followed by gerunds.
c. The correct form is 'had to following'.
d. Auxiliary is used instead of modal.

4. If I had a lot of money, I **would traveled** around the world.
a. We can't have two verbs together in a sentence.
b. After 'would' infinitive must be used.
c. The If clause is past simple, so the main clause must be past perfect.
d. The correct form is 'would have traveled'.

5. His School grades **were improved** last year.
a. The verb "improve" can never be used in the passive form.
b. We should insert "by him" after the verb to indicate the agent.
c. Use "improved" as the sentence refers to a specific event last year.
d. "Improve" should take the active form even though the subject is not the agent.

6. I have worked in the IT department **for last year.**
a. We use 'since' to say when something started.
b. We can't use 'for' before adverb of time.
c. We don't use 'for' to talk about something that started in the past.
d. The tense of the sentence is present perfect so we don't use 'for'.

7. Learning a language is **more easier** when you are young.
a. "More" is an adjective so we must use "easily" not "easier".
b. The comparative ending of a two-syllable adjective is "er".
c. The "er" ending indicates comparison, so "more" is not needed.
d. You cannot have two adjectives together in the same sentence.

8. She stopped when **<u>she see</u>** me.
a. We need ‘s’ after the verb to indicate third person.
b. The correct form is ‘has seen’.
c. The past tense of the verb should be use.
b. ‘would’ is needed before see for expressing conditional sentences.

9. I **<u>have to getting up</u>** at five o’clock tomorrow morning. My train leaves at ten past six.
a. ‘have to’ can’t use in the future.
b. This sentence is in future so ‘will’ must be used instead of ‘have to’.
c. ‘can getting up’ is the correct form of the underlined words.
d. After have to we can’t use ‘-ing forms’ of the verbs.

10. The rainfall in July is **<u>more heavy than</u>** in August.
a. Comparative form of the heavy is ‘heavier than’.
b. Two syllable adjectives ending in –y will be turned into ‘more + adj-ier + than’.
c. Heavy is a noun so it can’t be used as an adjective.
d. The word ‘more’ must be omitted.

11. If Jane had asked me, I **<u>would give</u>** her some money.
a. ‘would’ is conditional so it should appear in the ‘if’ clause not the main clause.
b. The first clause tells us that this is an impossible condition, so use the subjunctive.
c. We must use ‘would have given’ to indicate that the event has already happened.
d. When ‘if’ clause is in the past perfect tense, main clause verb is in the past conditional.

12. In the national library of China only adults above 16 **<u>can coming</u>**.
a. Position of ‘can’ at the end of the sentence is wrong.
b. The verb following can must be infinitive without to.
c. ‘can’ is not to say that something is possible.
d. In this sentence ‘could’ is used instead of ‘can’.

Part D: In the following sentences, underline the item requested in brackets in the provided answer sheet:

1. She accepted to come with me for dinner. (past tense verb)
2. He obeyed the sergeant’s orders. (past tense verb)
3. If he liked exercise, he would be healthier. (conditional verb)
4. If you went by train, you would get there earlier. (conditional verb)
5. It has rained since lunch time. (when something is started)
6. She has not seen her friends for a long time. (period of time)
7. I can’t imagine why she married him. He’s so stupid! (modal verb)
8. You can sleep today because you are very nervous. (modal verb)
9. I have to feed the hamster. (modal verb)
10. They have to have a notebook. (modal verb)
11. Lahore’s weather is warmer than other cities of Pakistan in the summer. (comparative)
12. January and February are cold but not colder than 9 centigrade. (comparative)

Pilot test

DATE:
NAME:

PART A:

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EXAM

PART B:

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PART C:

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PART D:

In the following sentences, underline the item requested in brackets:
85. She accepted to come with me for dinner. (past tense verb)
86. He obeyed the sergeant's orders. (past tense verb)
87. If he liked exercise, he would be healthier. (conditional verb)
88. If you went by train, you would get there earlier. (conditional verb)
89. It has rained since lunch time. (when something is started)
90. She has not seen her friends for a long time. (period of time)
91. I can't imagine why she married him. He's so stupid! (modal verb)
92. You can sleep today because you are very nervous. (modal verb)
93. I have to feed the hamster. (modal verb)
94. They have to have a notebook. (modal verb)
95. Lahore's weather is warmer than other cities in Pakistan in the summer. (comparative)
96. January and February are cold but not colder than 9 centigrade. (comparative)

Appendix 9: Validity Judgment Approval

Judgment Form for Instruments of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are four tests which are carefully chosen from a battery of implicit and explicit measurement tests by Ellis (2005, 2006), Ellis, Loewen, Elder, Erlam, Philp and Reinders (2009), Bowles (2011) with slight modification in accordance with the number of target structures of the current study. In previous studies these tests were known as reliable and valid measurements of different criteria of implicit and explicit knowledge of ESL learners. According to your experience in the field of linguistics your confirmation especially about the validity evidence of the instruments are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.:

Signed:

1

Judgment Form for Instruments of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date:

The attached are four tests which are carefully chosen from a battery of implicit and explicit measurement tests by Ellis (2005, 2006), Ellis, Loewen, Elder, Erlam, Philp and Reinders (2009), Bowles (2011) with slight modification in accordance with the number of target structures of the current study. In previous studies these tests were known as reliable and valid measurements of different criteria of implicit and explicit knowledge of ESL learners. According to your experience in the field of linguistics your confirmation especially about the validity evidence of the instruments are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.: 016-2248164

Signed:

1

Judgment Form for Instruments of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

A, B, C ?

3 ?

Date:

The attached are four tests which are carefully chosen from a battery of implicit and explicit measurement tests by Ellis (2005, 2006), Ellis, Loewen, Elder, Erlam, Philp and Reinders (2009), Bowles (2011) with slight modification in accordance with the number of target structures of the current study. In previous studies these tests were known as reliable and valid measurements of different criteria of implicit and explicit knowledge of ESL learners. According to your experience in the field of linguistics your confirmation especially about the validity evidence of the instruments are very precious for the current study. We appreciate if you have any recommendation.

Name:

Contact No.:

Signed:

I am not sure what you expect me to do. Perhaps you should include an 'information package' on what it is you hope these instruments would do for your research.

1

A. Elicited Oral Imitation Test (version A)

<Pre-recorded instruction>

A. Listen to the tape carefully, you will hear 24 belief statements one at a time, first say whether you think the statement is TRUE or FALSE, if you are not sure, about the content of it say NOT SURE. Then retell the sentence orally in correct English.

1. People **can** pay their phone bill at the post office or on the internet.
2. No one **have to** pay money to bus drivers.
3. *People have been using computers **since** many years.
4. If the airports **were** built near the cities, passengers **would** reach their flights sooner.
5. *Elephants are **more bigger** than bears.
6. Last year the population of the world **increased** a lot.
7. *Not everyone **can to** learn a second language.
8. **Since** Christmas, the weather has been quite good.
9. *Clinton on a tour of Europe **has visited** London last week.
10. *If most of the people **used** public transports, they **will** not lose their money.
11. LRT is **more comfortable** than bus.
12. Scientists have treated liver ailments in pigs **for** many years.
13. You **have to** keep quiet in the library.
14. Princess Diana **Loved** Princess Charles but **divorced** him.
15. *The Canadian coin has been in circulation **for** 1996.
16. Normally the weather in May is **hotter** than July in Europe.
17. If public transport **were** free, less people **would** use their cars.
18. *Women **has to** put long skirt in the Mosque.
19. Lecturers can use the library at any time.
20. *Apples are **more healthy** than chips.
21. *The number of Africans with AIDS **was increased** Last year.
22. *You **can't smoking** in the church.
23. *In the library you **has to** quiet at all times.
24. *If Prince Charles **had loved** Princess Diana, she **will be** happier.

Retell only the ungrammatical sentences?

Some of the grammatical sentences are not grammatical

==========

*Ungrammatical

'Not sure' means I would be unsure of the items/the content of the sentence because it is ungrammatical'

How long are they given to decide T/F/NS, then how long to retell the sentence; ~~so~~ they record themselves? They have to retell the content in the sentence in correct E.g. So they decide if the test

If this is so then I find the instrument suitable.

1

NB 1 728 2

1 — 6
2 — 6
3 — 6
4 — 6
5 — 6
6 6

2 | 36
18.

B. The Grammaticality Judgment Test Items (for both timed and untimed versions)

This is a computer-delivered test consisting of 36 sentences, evenly divided between grammatical and ungrammatical. The sentences will be presented in written form on a computer screen. So, there are six sentences to be judged for each of the 6 grammatical structures. Test takers will be required to indicate whether each sentence is grammatical or ungrammatical by pressing response buttons within a fixed time limit in Timed GJT (the time limit for each sentence will be established according to the pilot study) and without any time pressure in Untimed GJT.

1. I can cook Chinese food very well.
2. *Joseph **miss** an interesting party last weekend.
3. I have worked in CSP since 2009.
4. *If we harried, we **would catched** the bus.
5. I think that he is more intelligent than all the other students.
6. I have to finish my homework tonight.
7. Her English vocabulary increased a lot last year.
8. *He has been living in New Zealand **since** three years.
9. *She **has to** clean her desk.
10. *If he hadn't come to New Zealand, he **will** stay in Japan.
11. *My car is more faster and more powerful than your car.
12. *We **have to** doing our homework.
13. *I can to speak French very well.
14. If he had bought a ticket, he might have won the prize.
15. Something bad happened last weekend.
16. *Love is important than money.
17. *Andy **have to** helping his brother.
18. *Martin completed his assignment and **print** it out.
19. I haven't seen him for a long time.
20. You can use the computers for searches in the library.
21. *I have been studying English **since** a long time.
22. I have to go now. My taxi is waiting for me.
23. If I came home earlier, I would prepare dinner.
24. My father is stronger and younger than Tom's father.
25. *I've waiting here **for** 10 o'clock.
26. *I can going home by the time you arrive.
27. *The plane **arrives** at New York three hours late.
28. *This building is more bigger than your house.
29. I have to arrive at work at 9 sharp. My boss is very strict.
30. If she had worked hard, she would have passed the exam.
31. We waited for a bus about an hour yesterday.
32. Keiko has been studying in Auckland for three years.
33. The girls are happier than the boys.
34. You can play as long as it is in a safe manner.
35. *She can dances the tango very well.
36. *If he had been richer, she **will** marry him.

7

– Are the timed and untimed done by the same person.

– What are the 6 grammatical structures?

– To check GCU

Yes, suitable instrument

C. Metalinguistic Knowledge Test

This is an adaptation of an earlier test of metalanguage devised by Alderson et al. (2007). Part one consists of an untimed computerized multiple-choice test. Twelve (12) ungrammatical sentences, based on the 6 structures, are included in the test. Students will be asked to select the rule that best explains each error out of four choices provided. In Part two they will be asked to identify the named grammatical parts in a set of sentences.

Where is Part One

1. We **can to meet** again next weekend if you have time.
a. can to is the wrong form of the imperative.
b. Modal verbs should never be followed by a preposition.
c. After 'can' use the base form of the verb not the infinitive.
d. After 'can' you need gerunds.

2. He has been saving money **since 10 years.**
a. The wrong conjunction has been used in the time clause.
b. We cannot use "since" because the exact date is specified.
c. Use "for" following any verb in the past perfect continuous tense.
d. Use "for" not "since" for a noun phrase referring to a period of time.

3. When you want go to the wedding you **have to following** the rules for dresses.
a. The sentence is conditional so 'would' must use instead of 'have to'.
b. Modal verbs should never be followed by gerunds.
c. The correct form is 'had to following'.
d. Auxiliary is used instead of modal.

4. If I had a lot of money, I **would traveled** around the world.
a. We can't have two verbs together in a sentence.
b. After 'would' infinitive must be used.
c. The If clause is past simple, so the main clause must be past perfect.
d. The correct form is 'would have traveled'.

5. His School grades **were improved** last year.
a. The verb "improve" can never be used in the passive form.
b. We should insert "by him" after the verb to indicate the agent.
c. Use "improved" as the sentence refers to a specific event last year.
d. "Improve" should take the active form even though the subject is not the agent.

6. I have worked in the IT department **for last year.**
a. We use 'since' to say when something started.
b. We can't use 'for' before adverb of time.
c. We don't use 'for' to talk about something that started in the past.
d. The tense of the sentence is present perfect so we don't use 'for'.

7. Learning a language is **more easier** when you are young.
a. "More" is an adjective so we must use "easily" not "easier".
b. The comparative ending of a two-syllable adjective is "er".
c. The "er" ending indicates comparison, so "more" is not needed.
d. You cannot have two adjectives together in the same sentence.

8. She stopped when **she see** me.
a. We need 's' after the verb to indicate third person.
b. The correct form is 'has seen'.
c. The past tense of the verb should be use.
b. 'would' is needed before see for expressing conditional sentences.

9. I **have to getting up** at five o'clock tomorrow morning. My train leaves at ten past six.
a. 'have to' can't use in the future.
b. This sentence is in future so 'will' must be used instead of 'have to'.
c. 'can getting up' is the correct form of the underlined words.
d. After have to we can't use '-ing forms' of the verbs.

10. The rainfall in July is **more heavy than** August.
a. Comparative form of the heavy is 'heavier than'.
b. Two syllable adjectives ending in –y will be turned into 'more + adj-ier + than'.
c. Heavy is a noun so it can't be used as an adjective.
d. The word 'more' must be omitted.

11. If Jane had asked me, I **would give** her some money.
a. 'would' is conditional so it should appear in the 'if' clause not the main clause.
b. The first clause tells us that this is an impossible condition, so use the subjunctive.
c. We must use 'would have given' to indicate that the event has already happened.
d. When 'if' clause is in the past perfect tense, main clause verb is in the past conditional.

12. In national library of China only adult above 16 **can coming**.
a. Position of 'can' at the end of the sentence is wrong.
b. The verb following can must be infinitive without to.
c. 'can' is not to say that something is possible.
d. In this sentence 'could' is used instead of 'can'.

Part two: In the following sentences, underline the item requested in brackets:

1. She accepted to come with me for dinner. (past tense verb)
2. He obeyed the sergeant's orders. (past tense verb)
3. If he liked exercise, he would be healthier. (conditional verb)
4. If you went by train, you would get there earlier. (conditional verb)
5. It has rained since lunch time. (when something is started)
6. She has not seen her friends for a long time. (period of time)
7. I can't imagine why she married him. He's so stupid! (modal verb)
8. You can sleep today because you are very nervous. (modal verb)
9. I have to feed the hamster. (modal verb)
10. They have to have a notebook. (modal verb)
11. Lahore's weather is warmer than other cities of Pakistan in the summer. (comparative)
12. January and February are cold but not colder than 9 centigrade. (comparative)

This is the implicit and explicit knowledge of the respondents.

Judgment Form for Instruments of the Study

By Mandana Rohollahzadeh Ebadi

Faculty of Education, Language Department

University of Malaya

Date: 11/4/13

The attached are ~~four~~ three tests which are carefully chosen from a battery of implicit and explicit measurement tests by Ellis (2005, 2006), Ellis, Loewen, Elder, Erlam, Philp and Reinders (2009), Bowles (2011) with slight modification in accordance with the number of target structures of the current study. In previous studies these tests were known as reliable and valid measurements of different criteria of implicit and explicit knowledge of ESL learners. According to your experience in the field of linguistics your confirmation especially about the validity evidence of the instruments are very precious for the current study. We appreciate if you have any recommendation.

need to be explained further.

Name: [redacted]

Contact No.: [redacted]

Signed: [redacted]

What is the main purpose of using these tests?
To test knowledge of ESL regarding what?
General knowledge or specific knowledge of the

grammatical aspects?
Insufficient info reg. purpose of study. At a glance, they are okay.

A. Elicited Oral Imitation Test (version A)

<Pre-recorded instruction>

A. Listen to the tape carefully, you will hear 24 belief statements one at a time, first say whether you think the statement is TRUE or FALSE, if you are not sure, about the content of it say NOT SURE. Then retell the sentence orally in correct English.

1. People **can** pay their phone bill at the post office or on the internet.
2. No one **have to** pay money to bus drivers.
3. *People have been using computers **since** many years.
4. If the airports **were** built near the cities, passengers **would** reach their flights sooner.
5. *Elephants are **more bigger** than bears.
6. Last year the population of the world **increased** a lot.
7. *Not everyone **can to** learn a second language.
8. **Since** Christmas, the weather has been quite good.
9. *Clinton on a tour of Europe **has visited** London last week.
10. *If most of the people **used** public transports, they **will** not lose their money.
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23. *In the library you **has to** quiet at all times.
24. *If Prince Charles **had loved** Princess Diana, she **will be** happier.

==========

*Ungrammatical

Rubric for A is very long. Needs to be rephrased too. If all is clear, test is fine to measure their knowledge of English grammar.

How will the test be conducted? One to one with the examiner or what? Would the * appear next to the sentences? If so, why ask respondent to respond?

B. The Grammaticality Judgment Test Items (for both timed and untimed versions)

This is a computer-delivered test consisting of 36 sentences, evenly divided between grammatical and ungrammatical. The sentences will be presented in written form on a computer screen. So, there are six sentences to be judged for each of the 6 grammatical structures. Test takers will be required to indicate whether each sentence is grammatical or ungrammatical by pressing response buttons within a fixed time limit in Timed GJT (the time limit for each sentence will be established according to the pilot study) and without any time pressure in Untimed GJT.

Section B: ok

1. I can cook Chinese food very well.
2. *Joseph **miss** an interesting party last we
3. I have worked in CSP since 2009.
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36. *If he had been richer, she **will** marry him.

C/ (Part 1 and 2)
Test is fine in showing student's ability to identify the correct rules used for ~~ex~~ the sentences

C. Metalinguistic Knowled

This is an adaptation of an earlier tes
Part one consists of an untimed
ungrammatical sentences, based on th
be asked to select the rule that best ex
two they will be asked to identify the r

1. We **can to meet** again next weeken
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b. This sentence is in future so 'will' must be used instead of 'have to'.
c. 'can getting up' is the correct form of the underlined words.
d. After have to we can't use '-ing forms' of the verbs.

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a. Position of 'can' at the end of the sentence is wrong.
b. The verb following can must be infinitive without to.
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d. In this sentence 'could' is used instead of 'can'.

Part two: In the following sentences, underline the item requested in brackets:

1. She accepted to come with me for dinner. (past tense verb)
2. He obeyed the sergeant's orders. (past tense verb)
3. If he liked exercise, he would be healthier. (conditional verb)
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5. It has rained since lunch time. (when something is started)
6. She has not seen her friends for a long time. (period of time)
7. I can't imagine why she married him. He's so stupid! (modal verb)
8. You can sleep today because you are very nervous. (modal verb)
9. I have to feed the hamster. (modal verb)
10. They have to have a notebook. (modal verb)
11. Lahore's weather is warmer than other cities of Pakistan in the summer. (comparative)
12. January and February are cold but not colder than 9 centigrade. (comparative)

Appendix 10: Permission of the Author

From: r.ellis@auckland.ac.nz
To: mandanaebadi@hotmail.com
Subject: RE: U R G E N T
Date: Mon, 10 Oct 2011 21:42:44 +0000

Sure you can use these as long as you acknowledge them in yout thesis.

Rod Ellis

From:mandanaebadi [mandanaebadi@hotmail.com]
Sent: Tuesday, October 11, 2011 3:09 AM
To: Rod Ellis
Subject: U R G E N T

Dear Prof. Dr. Rod Ellis,

I am MandanaRohollahzadehEbadi, PhD student at University of Malaya. I hopefully need your approval for using Elicited Oral Imitation Test, Grammaticality Judgment Test and Metalinguistic Knowledge Test in my study. Your permission is highly appreciated.

Sincerely Yours
Mandana

Appendix 11: Instruments of the Study

Pretest Oral Exam

Elicited Oral Imitation Test
<Pre-recorded instruction>

A. Listen to the tape carefully, you will hear 24 belief statements one at a time, first say whether you think the statement is TRUE or FALSE, if you are not sure, about the content of it say NOT SURE. Then retell the sentence orally in correct English.

1. People can pay their phone bill at the post office or on the internet.
2. No one **have to** pay money to bus drivers.
3. People have been using computers **since** many years.
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5. Elephants are **more bigger** than bears.
6. Last year the population of the world **increased** a lot.
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8. **Since** Christmas, the weather has been quite good.
9. Clinton on a tour of Europe **has visited** London last week.
10. If most of the people **used** public transports, they **will** not lose their money.
11. The LRT is **more comfortable** than bus.
12. Scientists have treated liver ailments in pigs **for** many years.
13. You **have to** keep quiet in the library.
14. Princess Diana **Loved** Princess Charles but **divorced** him.
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16. Normally the weather in May is **hotter** than in July in Europe.
17. If public transport **were** free, fewer people **would** use their cars.
18. Women **has to** put long skirt in the Mosque.
19. Lecturers can go to the library at any time.
20. Apples are **more healthy** than chips.
21. The number of Africans with AIDS **was increased** Last year.
22. You **can't smoking** in the church.
23. In the library you **has to** quiet at all times.
24. If Prince Charles **had loved** Princess Diana, she **will be** happier.

= = = = = = = = = = = = =

Pretest Written Exam

Date:
Name:

Part A:

Thirty six sentences, one by one, will be presented in written form on the computer screen within specific time. You have to judge whether each sentence is grammatical or ungrammatical by ticking one box for each sentence in the provided answer sheet.

<Sentences on the computer screen>

1. I have worked in CSP since 2009.
2. If we harried, we would catched the bus.
3. I have to finish my homework tonight.
4. I can cook Chinese food very well.
5. He has been living in New Zealand since three years.
6. I think that he is more intelligent than all the other students.
7. Joseph miss an interesting party last weekend.
8. If I came home earlier, I would prepare dinner.
9. My car is more faster and more powerful than your car.
10. Her English vocabulary increased a lot last year.
11. She has to cleaned her desk.
12. I can to speak French very well.
13. We have to doing our homework.
14. If he had bought a ticket, he might have won the prize.
15. Something bad happened last weekend.
16. Love is important than money.
17. Andy have to helping his brother.
18. Martin completed his assignment and print it out.
19. I haven't seen him for a long time.
20. You can use the computers for searches in the library.
21. She can dances the tango very well.
22. If he hadn't come to New Zealand, he will stay in Japan.
23. I have to go now. My taxi is waiting for me.
24. You can play as long as it is in a safe manner.
25. My father is stronger and younger than Tom's father.
26. I can going home by the time you arrive.
27. The plane arrives at New York three hours late.
28. If he had been richer, she will marry him.
29. I've waiting here for 10 o'clock.
30. I have to arrive at work at 9 sharp. My boss is very strict.
31. The girls are happier than the boys.
32. If she had worked hard, she would have passed the exam.
33. We waited for a bus about an hour yesterday.

34. This building is more bigger than your house.
35. Keiko has been studying in Auckland for three years.
36. I have been studying English since a long time.

Part B:

Read the following sentences and tick "T" if you think the sentence is true and tick "F" if you think it is false, in the provided answer sheet.

37. I can cook Chinese food very well.
38. Joseph miss an interesting party last weekend.
39. I have worked in CSP since 2009.
40. If we harried, we would catched the bus.
41. I think that he is more intelligent than all the other students.
42. I have to finish my homework tonight.
43. Her English vocabulary increased a lot last year.
44. He has been living in New Zealand since three years.
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65. I have to arrive at work at 9 sharp. My boss is very strict.
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67. We waited for a bus about an hour yesterday.
68. Keiko has been studying in Auckland for three years.
69. The girls are happier than the boys.
70. You can play as long as it is in a safe manner.
71. She can dances the tango very well.
72. If he had been richer, she will marry him.

Part C:

The following sentences are false sentences. The error part of each sentences are underlined. You are required to select the rule that best explains each error out of four choices provided. Circle your choice.

Example: He saw **a elephant**.

a. The world 'elephant' refers to the normal verb.
b. We must use 'elephant' instead of 'a elephant'.
c. You should use 'an' not 'a' because elephant starts with a vowel. ***T***
d. The wrong form of the indefinite article has been used.

73. We **can to meet** again next weekend if you have time.
a. can to is the wrong form of the imperative.
b. Modal verbs should never be followed by a preposition.
c. After 'can' use the base form of the verb not the infinitive.
d. After 'can' you need gerunds.

74. He has been saving money **since 10 years.**
a. The wrong conjunction has been used in the time clause.
b. We cannot use "since" because the exact date is specified.
c. Use "for" following any verb in the past perfect continuous tense.
d. Use "for" not "since" for a noun phrase referring to a period of time.

75. When you want go to the wedding you **have to following** the rules for dresses.
a. The sentence is conditional so 'would' must use instead of 'have to'.
b. Modal verbs should never be followed by gerunds.
c. The correct form is 'had to following'.
d. Auxiliary is used instead of modal.

76. If I had a lot of money, I **would traveled** around the world.
a. We can't have two verbs together in a sentence.
b. After 'would' infinitive must be used.
c. We must use 'would have given' to indicate the event has not happened.
d. When 'if' clause is in the past perfect tense, main clause verb is in the present conditional.

77. His School grades **were improved** last year.
a. The verb "improve" can never be used in the passive form.
b. We should insert "by him" after the verb to indicate the agent.
c. Use "improved" as the sentence refers to a specific event last year.
d. "Improve" should take the active form even though the subject is not the agent.

78. I have worked in the IT department **for last year.**
a. We use 'since' to say when something started.
b. We can't use 'for' before adverb of time.
c. We don't use 'for' to talk about something that started in the past.
d. The tense of the sentence is present perfect so we don't use 'for'.

79. Learning a language is **more easier** when you are young.
a. “More” is an adjective so we must use “easily” not “easier”.
b. The comparative ending of a two-syllable adjective is “er”.
c. The “er” ending indicates comparison, so “more” is not needed.
d. You cannot have two adjectives together in the same sentence.

80. She stopped when **she see** me.
a. We need ‘s’ after the verb to indicate third person.
b. The correct form is ‘has seen’.
c. The past tense of the verb should be use.
b. ‘would’ is needed before see for expressing conditional sentences.

81. I **have to getting up** at five o’clock tomorrow morning. My train leaves at ten past six.
a. ‘have to’ can’t use in the future.
b. This sentence is in future so ‘will’ must be used instead of ‘have to’.
c. ‘can getting up’ is the correct form of the underlined words.
d. After have to we can’t use ‘-ing forms’ of the verbs.

82. The rainfall in July is **more heavy than** August.
a. Comparative form of the heavy is ‘heavier than’.
b. Two syllable adjectives ending in –y will be turned into ‘more + adj-ier + than’.
c. Heavy is a noun so it can’t be used as an adjective.
d. The word ‘more’ must be omitted.

83. If Jane had asked me, I **would give** her some money.
a. ‘would’ is conditional so it should appear in the ‘if’ clause not the main clause.
b. The first clause tells us that this is an impossible condition, so use the subjunctive.
c. We must use ‘would have given’ to indicate the event has not happened.
d. When ‘if’ clause is in the past perfect tense, main clause verb is in the present conditional.

84. In national library of China only adult above 16 **can coming**.
a. Position of ‘can’ at the end of the sentence is wrong.
b. The verb following can must be infinitive without to.
c. ‘can’ is not to say that something is possible.
d. In this sentence ‘could’ is used instead of ‘can’.

Part D:

In the following sentences, underline the item requested in brackets in the provided answer sheet:

85. I have to feed the hamster. (modal verb)
86. January and February are cold but not colder than 9 centigrade. (comparative)
87. She accepted to come with me for dinner. (past tense verb)
88. If he liked exercise, he would be healthier. (conditional verb)
89. You can sleep today because you are very nervous. (modal verb)
90. It has rained since lunch time. (when something is started)

91. He obeyed the sergeant’s orders. (past tense verb)
92. If you went by train, you would get there earlier. (conditional verb)
93. They have to have a notebook. (modal verb)
94. Lahore’s weather is warmer than other cities of Pakistan in the summer. (comparative)
95. She has not seen her friends for a long time. (period of time)
96. I can’t imagine why she married him. He’s so stupid! (modal verb)

PRETEST

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PART A:

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PART B:

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PART C:

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PART D:

In the following sentences, underline the item requested in brackets:
85. I have to feed the hamster. (modal verb)
86. January and February are cold but not colder than 9 centigrade. (comparative)
87. She accepted to come with me for dinner. (past tense verb)
88. If he liked exercise, he would be healthier. (conditional verb)
89. You can sleep today because you are very nervous. (modal verb)
90. It has rained since lunch time. (when something is started)
91. He obeyed the sergeant's orders. (past tense verb)
92. If you went by train, you would get there earlier. (conditional verb)
93. They have to have a notebook. (modal verb)
94. Lahore's weather is warmer than other cities in Pakistan in the summer.
95. She has not seen her friends for a long time. (period of time)
96. I can't imagine why she married him. He's so stupid! (modal verb)

Posttest Oral Exam

Elicited Oral Imitation Test
<Pre-recorded instruction>

A. Listen to the tape carefully, you will hear 24 belief statements one at a time, first say whether you think the statement is TRUE or FALSE, if you are not sure, about the content of it say NOT SURE. Then retell the sentence orally in correct English.

1. You **can't smoking** in the church.
2. If public transport **were** free, fewer people **would** use their cars.
3. You **have to** keep quiet in the library.
4. If most of the people **used** public transports, they **will** not lose their money.
5. Last year the population of the world **increased** a lot.
6. People have been using computers **since** many years.
7. People can pay their phone bill at the post office or on the internet.
8. Not everyone **can to** learn a second language.
9. **Since** Christmas, the weather has been quite good.
10. Scientists have treated liver ailments in pigs **for** many years.
11. The Canadian coin has been in circulation **for** 1996.
12. Women **has to** put long skirt in the Mosque.
13. Apples are **more healthy** than chips.
14. The number of Africans with AIDS **was increased** Last year.
15. If Prince Charles **had loved** Princess Diana, she **will be** happier.
16. Clinton on a tour of Europe **has visited** London last week.
17. Elephants are **more bigger** than bears.
18. No one **have to** pay money to bus drivers.
19. If airports **were** built near the cities, passengers **would** reach their flights sooner.
20. The LRT is **more comfortable** than bus.
21. Princess Diana **Loved** Princess Charles but **divorced** him.
22. Normally the weather in May is **hotter** than in July in Europe.
23. Lecturers can go to the library at any time.
24. In the library you **has to** quiet at all times.

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Post Test Written Exam

Date:
Name:

Part A:

Thirty six sentences, one by one, will be presented in written form on the computer screen within specific time limit. You have to judge instantly whether each sentence is grammatical or ungrammatical by ticking one box for each sentence in the provided answer sheet.

1. Something bad happened last weekend.
2. I have to finish my homework tonight.
3. If he hadn't come to New Zealand, he will stay in Japan.
4. I have been studying English since a long time.
5. This building is more bigger than your house.
6. If he had been richer, she will marry him.
7. She can dances the tango very well.
8. If we harried, we would catched the bus.
9. Joseph miss an interesting party last weekend.
10. My father is stronger and younger than Tom's father.
11. I can going home by the time you arrive.
12. I haven't seen him for a long time.
13. I can cook Chinese food very well.
14. I've waiting here for 10 o'clock.
15. Love is important than money.
16. My car is more faster and more powerful than your car.
17. I have to go now. My taxi is waiting for me.
18. We waited for a bus about an hour yesterday.
19. If I came home earlier, I would prepare dinner.
20. He has been living in New Zealand since three years.
21. Andy have to helping his brother.
22. The plane arrives at New York three hours late.
23. You can use the computers for searches in the library.
24. If he had bought a ticket, he might have won the prize.
25. She has to cleaned her desk.
26. I think that he is more intelligent than all the other students.
27. I can to speak French very well.
28. I have worked in CSP since 2009.
29. Her English vocabulary increased a lot last year.
30. Keiko has been studying in Auckland for three years.
31. The girls are happier than the boys.
32. Martin completed his assignment and print it out.
33. We have to doing our homework.

34. If she had worked hard, she would have passed the exam.
35. I have to arrive at work at 9 sharp. My boss is very strict.
36. You can play as long as it is in a safe manner.

Part B:

Read the following sentences and tick "T" if you think the sentence is true and tick "F" if you think it is false.

37. If we harried, we would catched the bus.
38. She has to cleaned her desk.
39. Her English vocabulary increased a lot last year.
40. The girls are happier than the boys.
41. We waited for a bus about an hour yesterday.
42. If I came home earlier, I would prepare dinner.
43. Martin completed his assignment and print it out.
44. Something bad happened last weekend.
45. He has been living in New Zealand since three years.
46. I can cook Chinese food very well.
47. I have worked in CSP since 2009.
48. Joseph miss an interesting party last weekend.
49. I have to finish my homework tonight.
50. I think that he is more intelligent than all the other students.
51. We have to doing our homework.
52. If he hadn't come to New Zealand, he will stay in Japan.
53. Andy have to helping his brother.
54. I haven't seen him for a long time.
55. I have been studying English since a long time.
56. My father is stronger and younger than Tom's father.
57. I've waiting here for 10 o'clock.
58. This building is more bigger than your house.
59. If she had worked hard, she would have passed the exam.
60. You can play as long as it is in a safe manner.
61. If he had been richer, she will marry him.
62. Love is important than money.
63. Keiko has been studying in Auckland for three years.
64. I have to arrive at work at 9 sharp. My boss is very strict.
65. I can going home by the time you arrive.
66. I have to go now. My taxi is waiting for me.
67. You can use the computers for searches in the library.
68. If he had bought a ticket, he might have won the prize.
69. I can to speak French very well.
70. My car is more faster and more powerful than your car.
71. The plane arrives at New York three hours late.
72. She can dances the tango very well.

Part C:
The following sentences are false sentences. The error part of each sentences are underlined. You are required to select the rule that best explains each error out of four choices provided. Tick your choice in answer sheet.
Example: He saw **a elephant**.

a. The world 'elephant' refers to the normal verb.
b. We must use 'elephant' instead of 'a elephant'.
c. You should use 'an' not 'a' because elephant starts with a vowel. ***T***
d. The wrong form of the indefinite article has been used.

73. 12. In national library of China only adult above 16 **can coming**.
a. Position of 'can' at the end of the sentence is wrong.
b. The verb following can must be infinitive without to.
c. 'can' is not to say that something is possible.
d. In this sentence 'could' is used instead of 'can'.

74. Learning a language is **more easier** when you are young.
a. "More" is an adjective so we must use "easily" not "easier".
b. The comparative ending of a two-syllable adjective is "er".
c. The "er" ending indicates comparison, so "more" is not needed.
d. You cannot have two adjectives together in the same sentence.

75. He has been saving money **since 10 years.**
a. The wrong conjunction has been used in the time clause.
b. We cannot use "since" because the exact date is specified.
c. Use "for" following any verb in the past perfect continuous tense.
d. Use "for" not "since" for a noun phrase referring to a period of time.

76. She stopped when **she see** me.
a. We need 's' after the verb to indicate third person.
b. The correct form is 'has seen'.
c. The past tense of the verb should be use.
b. 'would' is needed before see for expressing conditional sentences.

77. If I had a lot of money, I **would traveled** around the world.
a. We can't have two verbs together in a sentence.
b. After 'would' infinitive must be used.
c. We must use 'would have given' to indicate the event has not happened.
d. When 'if' clause is in the past perfect tense, main clause verb is in the present conditional.

78. We **can to meet** again next weekend if you have time.
a. can to is the wrong form of the imperative.
b. Modal verbs should never be followed by a preposition.
c. After 'can' use the base form of the verb not the infinitive.
d. After 'can' you need gerunds.

79. His School grades **<u>were improved</u>** last year.
a. The verb "improve" can never be used in the passive form.
b. We should insert "by him" after the verb to indicate the agent.
c. Use "improved" as the sentence refers to a specific event last year.
d. "Improve" should take the active form even though the subject is not the agent.

80. When you want go to the wedding you **<u>have to following</u>** the rules for dresses.
a. The sentence is conditional so 'would' must use instead of 'have to'.
b. Modal verbs should never be followed by gerunds.
c. The correct form is 'had to following'.
d. Auxiliary is used instead of modal.

81. I have worked in the IT department **<u>for last year.</u>**
a. We use 'since' to say when something started.
b. We can't use 'for' before adverb of time.
c. We don't use 'for' to talk about something that started in the past.
d. The tense of the sentence is present perfect so we don't use 'for'.

82. If Jane had asked me, I **<u>would give</u>** her some money.
a. 'would' is conditional so it should appear in the 'if' clause not the main clause.
b. The first clause tells us that this is an impossible condition, so use the subjunctive.
c. We must use 'would have given' to indicate the event has not happened.
d. When 'if' clause is in the past perfect tense, main clause verb is in the present conditional.

83. The rainfall in July is **<u>more heavy than</u>** August.
a. Comparative form of the heavy is 'heavier than'.
b. Two syllable adjectives ending in –y will be turned into 'more + adj-ier + than'.
c. Heavy is a noun so it can't be used as an adjective.
d. The word 'more' must be omitted.

84. I **<u>have to getting up</u>** at five o'clock tomorrow morning. My train leaves at ten past six.
a. 'have to' can't use in the future.
b. This sentence is in future so 'will' must be used instead of 'have to'.
c. 'can getting up' is the correct form of the underlined words.
d. After have to we can't use '-ing forms' of the verbs.

Part D:
In the following sentences, underline the item requested in brackets in provided answer sheet:

85. You can sleep today because you are very nervous. (modal verb)
86. She has not seen her friends for a long time. (period of time)
87. If you went by train, you would get there earlier. (conditional verb)
88. Lahore's weather is warmer than other cities of Pakistan in the summer. (comparative)
89. I have to feed the hamster. (modal verb)
90. He obeyed the sergeant's orders. (past tense verb)
91. January and February are cold but not colder than 9 centigrade. (comparative)

92. If he liked exercise, he would be healthier. (conditional verb)
93. I can’t imagine why she married him. He’s so stupid! (modal verb)
94. She accepted to come with me for dinner. (past tense verb)
95. It has rained since lunch time. (when something is started)
96. They have to have a notebook. (modal verb)

POST TEST

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PART C:

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PART D:

In the following sentences, underline the item requested in brackets:

85. You can sleep today because you are very nervous. (modal verb)
86. She has not seen her friends for a long time. (period of time)
87. If you went by train, you would get there earlier. (conditional verb)
88. Lahore's weather is warmer than other cities in Pakistan in the summer. (comparative)
89. I have to feed the hamster. (modal verb)
90. He obeyed the sergeant's orders. (past tense verb)
91. January and February are cold but not colder than 9 centigrade. (comparative)
92. If he liked exercise, he would be healthier. (conditional verb)
93. I can't imagine why she married him. He's so stupid! (modal verb)
94. She accepted to come with me for dinner. (past tense verb)
95. It has rained since lunch time. (when something is started)
96. They have to have a notebook. (modal verb)

Appendix 12: Multiple Comparison (Scheffe Test) for Three Groups

Implicit Tests

Table 12.1
Multiple Comparisons (Scheffe's test) of the Total Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	6.97683*	15.13491*
Implicit (B)	-------	-------	8.15808*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

Table 12.2
Multiple Comparisons (Scheffe's test) of the S1 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	.80567	1.75870*
Implicit (B)	-------	-------	.95303*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S1 = Modal (can)

Table 12.3
Multiple Comparisons (Scheffe's test) of the S2 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	.90733	2.13056*
Implicit (B)	-------	-------	1.22323*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S2 = Modal (have to)

Table 12.4
Multiple Comparisons (Scheffe's test) of the S3 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.70969*	3.41828*
Implicit (B)	-------	-------	1.70859*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S3 = Past tense

Table 12.5

Multiple Comparisons (Scheffe's test) of the S4 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.12861*	2.51547*
Implicit (B)	-------	-------	1.38687*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

. S4 = Present perfect (since & for)

Table 12.6

Multiple Comparisons (Scheffe's test) of the S5 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.18487*	2.74952*
Implicit (B)	-------	-------	1.56465*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

. S5 = Comparatives

Table 12.7

Multiple Comparisons (Scheffe's test) of the S6 Mean Scores for Implicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.24066*	3.03965*
Implicit (B)	-------	-------	1.79899*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

. S6 = Unreal conditional

Explicit Tests

Table 12.8
Multiple Comparisons (Scheffe's test) of the total Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	5.54043*	9.65861*
Implicit (B)	-------	-------	4.11818*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

Table 12.9
Multiple Comparisons (Scheffe's test) of the S1 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	.43073	1.33124*
Implicit (B)	-------	-------	.90051*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S1 = Modal (can)

Table 12.10
Multiple Comparisons (Scheffe's test) of the S2 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	.53901	1.34961*
Implicit (B)	-------	-------	.81061*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S2 = Modal (have to)

Table 12.11
Multiple Comparisons (Scheffe's test) of the S3 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.03735*	1.93230*
Implicit (B)	-------	-------	.89495*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.
. S3 = Past tense

Table 12.12

Multiple Comparisons (Scheffe's test) of the S4 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.00142*	1.89990*
Implicit (B)	-------	-------	.89848*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

. S4 = Present perfect (since & for)

Table 12.13

Multiple Comparisons (Scheffe's test) of the S5 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.33664*	2.08462*
Implicit (B)	-------	-------	.74798*
Control (C)	-------	-------	-------

*The mean difference is significant at the 0.05 level.

Table 12.14

Multiple Comparisons (Scheffe's test) of the S6 Mean Scores for Explicit Knowledge by Corrective Feedback Approaches

	Mean differences		
Group	Explicit (A)	Implicit (B)	Control (C)
Explicit (A)	-------	1.51442*	2.01644*
Implicit (B)	-------	-------	.50202*
Control (C)	-------	-------	-------

. *The mean difference is significant at the 0.05 level.

. S6 = Unreal conditional