Relation Between Recast and Uptake:

A Longitudinal Study in KSL Context*

Lee Dami

Abstract

이다미. 2015. 12. 31. **고쳐말하기와 학습자 반응의 관계: KSL 맥락에서의 시·종단적 연구**. 이중언어학 *61*, 191-214. 본 연구는 원어민 화자의 수정적 피드백과 학습자 반응(uptake)의 관계를 7개월간의 시·종단적 자료를 통해 검토하였다. 연구의 목적은 고쳐말하기(recasts)의 언어적 초점이 학습자 반응에 영향을 미치는지? 또한 학습자의 유창성이 향상됨에 따라 원어민 화자의 고쳐말하기에 대한 학습자 반응이 변화하는지?를 살펴보는 것이었다. 본 연구는 한 명의 한국인 원어민 화자와 두 명의 영어 화자의 대화를 2주에 한 번 7개월 동안 관찰, 녹음하여 이 자료를 분석대상으로 삼았다. 연구 결과는 발음 오류에 관한 고쳐말하기가 조사 오류 고쳐말하기보다 더 많은 학습자 반응(62% vs. 36%)과 수정(47% vs. 24%)을 이끌어 냈다. 또한 학습자의 한국어 유창성이 향상됨에 따라 조사 오류 고쳐말하기는 점진적으로 더 많은 학습자 반응과 수정을 불러 일으켰다. 본 연구 결과는 고쳐말하기의 길이와 학습자가 집중할 때 사용할 수 있는 자원(attentional resources)의 제약으로 설명하였다. **(한양대학교)**

【**Key words**】corrective feedback(수정적 피드백), 고쳐말하기(recast), 학습자 반응(learner uptake), 학습자 수정(repair)

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1. Introduction

The present study explores the relationship between native speaker (NS) corrective feedback on non-native speaker's (NNS's) erroneous utterance and his uptake in a naturalistic environment. Corrective feedback refers to information indicating that NNS's utterances are ill-formed. Among various types of corrective feedback, recasts have been found the most common feedback type in second language (L2) classrooms (Choi & Kim, 2011; Lyter & Mori, 2006; Lyster & Ranta, 1997; Panova & Lyster, 2002; Sheen, 2004), and have received the most attention from researchers for the past two decades (Loewen, 2012). Recasts are defined as "all NS utterances immediately following a NNS's nontargetlike utterance that reformulated part or all of the utterance while maintaining the central meaning" (Philip, 2003, p. 101), as illustrated in (1):

(1)

1 NNS: anay-ka   hyuka-*lul   eps‐e.yo.   (error)
       wife-NM   vacation-AC   not have-POL[1]
       'My wife doesn't have vacation'.

2 NS: hyuka-ka   eps‐e.yo?   (recast)
       vacation-NM   not have-POL
       'No vacation'?

3 NNS: ney.
       yes
       'Yes'.

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1) The following abbreviations are used in this paper:
   NM Nominative, AC Accusative, LOC Locative, POL Polite speech level, and PST Past tense.

(Jay session 1, Lee (2005, p. 161))

In (1) the NNS's particle error (in line 1) triggers the NS to provide a partial recast (in line 2), i.e., a targetlike reformulation of the part of NNS's erroneous utterance.

Despite their popularity among practitioners and researchers, however, it is still contentious whether recasts are effective for L2 learning. Some researchers have argued that even if recasts are available in L2, they are not usable and thus not effective for L2 learning (Lyster, 1998; Lyster, 2004; Lyster & Ranta, 1997; Panova & Lyster, 2002). These arguments are based on the findings that recasts are less likely to be noticed by NNSs than other types of feedback (Lyster, 1998; Lyster, 2004; Lyster & Ranta, 1997; Panova & Lyster, 2002). That is, at the heart of controversy over the effectiveness of recasts is noticing, i.e., "focally attending to a linguistic element in a learner's input" (Brown, 2007, p. 292).

According to the noticing hypothesis (Schmidt, 1990; 1995; 2001), noticing is crucial for successful L2 learning. In other words, learners must attend to linguistic features/items they are exposed to and notice the gap between their own output and targetlike input for learning to take place. In relation to the effectiveness of feedback, "noticing is fundamental to the potential that feedback can have for the learner" (Philip, 2003, p. 101). Given this, a number of studies have investigated whether NNSs notice feedback provided to them, and commonly used NNS's uptake to measure noticing of feedback (Lyster, 1998; Panova & Lyster, 2002; Sheen, 2006). Following previous research, we assume that uptake is the linguistic manifestation that NS's corrective feedback is noticed (Bao, Egi, & Han, 2011). The present study examines the

relationship between NS's recasts and NNS's uptake in a Korean as a Second Language (KSL) context.

Previous studies have suggested that learners' ability to notice recasts is affected by various factors such as learning context (Lyster & Mori, 2006;, Sheen, 2004), linguistic focus (Mackey, Gass & McDonough, 2000; Sheen, 2006) and language proficiency or the level of learner (Kang, 2008; Lee, 2013; Philip, 2003), so on. One factor that is of particular interest to the present study is the linguistic focus of recasts (e.g., phonological, lexical and grammatical). Lyster (1998) and Sheen (2006), for example, found that the rates of learner uptake following phonological recasts were greater than those following grammatical recasts.

However, while there is a growing body of research examining various factors affecting learner noticing of recasts, few studies have investigated whether learners' ability to notice recasts as corrective feedback changes over time (i.e., as learners' proficiency increases).[2] Arguably, as learners' proficiency increases, automaticity of processing also increases (McLaughlin, 1987). As a result, more attentional resources are available for processing, which might lead NNSs to better notice the gap between their non-targetlike output and NS's targetlike input.

Given the paucity of longitudinal research on learner noticing of recasts, more longitudinal studies are needed to evaluate whether learner noticing of recasts changes over time. To fill a research gap, the present study examines the relationship between recasts and learner uptake longitudinally, particularly focused on the linguistic target of recasts. The purpose of this study is twofold: to examine the extent to which learner

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2) It is generally assumed that the longer/more learners are exposed to L2 in a naturalistic environment, the better L2 will be mastered (Krashen, 1981).

noticing is affected by the linguistic target of recasts and to investigate whether learner noticing changes over time.

2. Research Background

2.1 The relationship between recasts and uptake

Given that noticing is fundamental to learning (Schmidt, 1990; 1995; 2001) and that uptake is a possible indication of noticing of feedback, a number of studies have examined the relationship between recasts and uptake to see the effectiveness of recasts. Multiple observational studies have reported that although recasts were the most common type of feedback provided in a communicative classroom, they led to a small amount of learner uptake (Lyster & Ranta, 1997; Panova & Lyster, 2002; Sheen, 2004). Lyster and Ranta (1997), for example, examined six different types of feedback provided by NS teachers in French immersion classrooms and their relationship with learner uptake. They found that out of six feedback types, recasts were used most frequently (55%), followed by elicitation (14%). However, the rate of learner uptake following recasts was relatively low (31%), compared to other types of feedback such as elicitation (100%) and metalinguistic feedback (86%). That is, recasts were not noticed as frequently as other types of feedback by learners. Based on these findings, Lyster and Ranta claimed that recasts were not effective for L2 learning as had been supposed.

This discrepancy between the high frequency of recasts and the low amount of learner uptake has led researchers to ask the kinds of factors that influence learners to notice recasts as corrective feedback.

Accordingly, several studies have examined the effects of various factors such as the linguistic target, level of learner, and learning context on learner noticing (Bao et al., 2011; Philip, 2003; Sheen, 2006).

2.2. Factors affecting learner noticing

Among several factors affecting noticing of recasts, it is the linguistic focus that has been most widely examined in previous research (Bao et al., 2011; Carpenter, Jeon, MacGregor, & Mackey, 2006; Lyster, 1998, Mackey, Gass, & McDonough, 2000; Sheen, 2006). In her observational study, Sheen (2006) examined the relationship between recasts and learner uptake in a teacher-fronted ESL and EFL context using a taxonomy of various aspects of recasts. She found that one of the aspects affecting learner uptake was the linguistic focus; that is, recasts focused on phonological errors led to higher rates of learner uptake and repair than recasts focused on grammatical errors. Sheen attributed this result to the explicitness of phonological recasts.

Introspective studies have also shown similar findings (Carpenter et al., 2006; Mackey et al., 2000). Mackey et al., (2000), for example, investigated NS's feedback provided during task-based dyadic interaction to see whether two groups of learners (i.e., 10 L2 English and 7 L2 Italian learners) were able to perceive the focus of feedback. Stimulated recall was used to measure learners' perceptions about feedback. They found that whereas phonological and lexical feedback were accurately perceived as such, morphosyntactic feedback was not. Considering that most morphosyntactic feedback was provided through recasts in this study,

Mackey et al.'s finding suggests that morphosyntactic recasts were not likely to be perceived by NNSs.

In addition to the linguistic focus, L2 proficiency has been found to influence NNSs' ability to notice recasts as feedback. In a recent study, Lee (2013) observed an advanced-level communicative ESL classroom and analyzed the frequency and distribution of six different types of feedback that Lyster and Ranta (1997) examined. She found that as in previous studies, recasts were the most common type of feedback and that unlike in previous studies, the rate of learner repair following recasts was rather unusually high (92%). She attributed such a high rate of learner repair to the level of L2 proficiency; her participants were highly advanced learners. She compared her participants with the beginning-level learners of Panova and Lyster (2002) and the beginning- and intermediate-level learners of Han and Jung (2007). The comparison showed that the rates of learner repair yielded by beginning-, intermediate-, and advanced-level learners were about 16%, 64%, and 92%, respectively. Lee's finding, along with other studies, suggests that the higher the proficiency level is, the more learners are able to notice the corrective function of recasts.

In summary, the studies reviewed suggest that L2 proficiency as well as the linguistic focus might be an important factor influencing learner noticing.

2.3 Longitudinal studies of feedback and uptake

"Both researchers and educators routinely call for longitudinal research on language learning and teaching" (Ortega & Byrnes, 2008, p. 3).

However, not many longitudinal studies have been conducted on language learning. Even fewer longitudinal studies have been done on NS feedback in L2. In a seven-month longitudinal case study, Lee (2005) examined two English-speaking KSL learners, Chuck and Jay, to see the effects of NS feedback on the acquisition of Korean case particles (i.e., nominative and accusative). The results showed that overall, NS feedback did not facilitate the acquisition of case particles. There was an exception, however; for one learner, Chuck, the error rate in the use of nominative case particles tended to decrease over time. Lee speculated that such a change might have been due to Chuck's noticing of NS feedback as well as the total amount of NS feedback provided for nominative case particles.

In a recent study, Heift (2010) examined ten L2 learners of German over three semesters to see the effects of two types of feedback on learner uptake in a CALL (computer-assisted language learning) environment. The two types of feedback examined were metalinguistic explanations (ME) and metalinguistic clues (MC); the former was error-specific feedback and the latter generic feedback type. The results showed that learner uptake for ME significantly increased over three semesters, while learner uptake for MC declined over time, suggesting that different types of feedback had differential longitudinal effects on learner uptake. In further research, thus, it is interesting to examine the longitudinal effects of recasts (i.e., the most frequent feedback type) on learner uptake.

Based on the findings of the research previously reviewed, the following research questions and hypotheses were formulated:

Research Question 1: Is learner noticing of recasts affected by the linguistic focus of recasts?

Hypothesis 1: The rates of learner uptake and repair of phonological recasts are higher than those of grammatical (i.e., particle-focused) recasts.

Research Question 2: Does learner noticing of recasts change over time?

Hypothesis 2: The rates of learner uptake and repair increase over time, as learners' proficiency increases.

3. Method

3.1 Participants

The participants of this study[3] were a native speaker of Korean and two English-speaking KSL learners. The native Korean speaker, the researcher of the present study, was an applied linguist with a particular interest in L2 acquisition.

The two male native English speakers, C and J, voluntarily participated in this seven-month longitudinal study, and enjoyed having a conversation with a native Korean speaker on a regular-basis. C and J had been living in Korea for 2.6 and 3 years, respectively at the beginning of data collection and teaching English conversation at a university in Gyeonggi-do during data collection. With regard to their Korean language proficiency, they had basic communication skills, and showed a slight improvement over time.

J was a Canadian in his late twenties, while C was an American in his late thirties. J was newly married when the data collection began, whereas

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3) The participants of this study were the same as those in Lee's (2005) study.

C was single. J was outgoing and active, while C was rather reserved. J had been living with his Korean wife, and C with his home-stay Korean family. Thus, both J and C had been exposed to Korean in daily life during data collection.

3.2 Corpus and data collection

The corpus used in the present study was oral interaction data which comprised 13, 536 utterances and 44,222 *ecel.*[4] The data had been collected for seven months from December, 2000 to June, 2001 to examine the acquisition of L2 Korean by English native speakers. One native Korean speaker, the researcher of this study, collected the data. She met two KSL learners every other week for a seven-month period (i.e., 13 times for each learner), and had one-on-one NS-NNS interactions for 50-60 minutes in a naturalistic setting.

Each and every oral interaction between NS-NNS was recorded in 26 cassette tapes (2 learners x 13 cassette tapes=26), and transcribed by native Korean speakers. During the interactions, various kinds of common topics such as family, food, school life, Korean culture, etc. were dealt with, and pictures and cartoons were sometimes used to illicit learners' utterances.

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4) The same corpus was used in Lee (2005). Lee (2005) examined whether various types of negative feedback influenced the acquisition of Korean case particles, while the present study investigated the relation between one feedback type (i.e., recasts) and learner uptake.

3.3 Data coding and analysis

To analyze the data, we adopted Lyster and Ranta's (1997) operationalization of error treatment sequences, which consists of the learner's non-targetlike utterance, the NS's corrective feedback (e.g., recast), and the learner's immediate response to the feedback (i.e., uptake) or topic continuation move. For the analysis, all of NS's recasts throughout 13 sessions were identified. Then, they were coded as one of four categories according to the linguistic focus: phonological, lexical, grammatical and particle-focused. Although recasts focused on particle errors were included in grammatical recasts, they were coded separately because unlike phonological errors, grammatical errors included a wide range of error types such as word order, tense, verbal suffixes, so on. Furthermore, particles[5] are one of the unique characteristics of Korean language and are claimed to be one of the most difficult areas for English-speaking KSL learners to acquire (Jung, 2010). This study only deals with (pronunciation-focused) phonological and particle-focused recasts. Phonological and particle-focused recasts are illustrated in (2) and (3), respectively:

(2) Phonological recast

1 C: Kunday, yeol...*yeo tal?   ten months   (phonological error)
       anyhow ten   ten months ten months
       'anyhow, ten... ten months?'

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5) Korean particles are of three types: case particles, delimiters and conjunctive particles (Sohn, 1999).

2 NS: **yeol** tal   (recast)

     ten   months

     'ten months'

3 C: yeol tal   (repair)

     ten   months

     'ten months'

     (C from session 1)

(3) Particle-focused recast

1 J: Canada-eyse *Toronto o-ass-e.yo?   (particle error)

     Canada LOC   Toronto come-PST-POL

     '(I) came from Toronto, Canada.'

2 NS: Toronto-**eyse**   o-ass-e.yo.   (recast)

     Toronto-LOC   come-PST-POL

     '(I) came from Toronto'.

3 J: *Toronto   o-ass-e.yo.   (needs-repair)

     Toronto   come-PST-POL

     '(I) came from Toronto'.

     (J from session 1).

While recasts were defined as NS's reformulation of NNS's non-targetlike utterance, uptake was operationalized as any learner response immediately following NS's recast (Lyster & Ranta, 1997). Following Lyster and Ranta, uptake was coded as two categories: repair or needs-repair. Repair refers to successful uptake in which NNS's initial error was corrected. It is illustrated in the third line of (2). Needs-repair refers to uptake that is non-targetlike or off-target, which is illustrated in

the third line of (3). Needs-repair encompasses acknowledgments (e.g., yes/okay), same, different or partial errors, and off-target.

To see differential effects of phonological and particle-focused recasts on learner uptake, we analyzed the frequency and distribution of phonological and particle-focused recasts. Then, the rates of learner uptake and repair following phonological and particle-focused recasts were calculated throughout 13 sessions to see whether the rates of learner uptake and repair change, as L2 proficiency increases.

4. Results

4.1 Is noticing affected by the linguistic focus?

The analysis yielded a total of 834 recasts; 171 phonological (21%), 237 lexical (28%), 333 grammatical (40%) and 93 particle-focused recast (11%). Among these, the current study examined 171 phonological and 93 particle-focused recasts only. To test Hypothesis 1, which predicted that phonological recasts yield higher rates of learner uptake and repair than particle-focused recasts, the learner uptake and repair of the two recast types were compared. In analyzing the data, we combined the results of two KSL learners because their response patterns were similar.

Table 1 presents the number and percentage distribution of learner uptake according to the linguistic focus. It shows that (1) 171 phonological and 93 particle-focused recasts were identified for 13 sessions, (2) 107 and 35 learner uptake were followed from phonological and particle-focused recasts, respectively, and (3) 81 and 22 learner repair were yielded from phonological and particle-focused recasts, respectively.
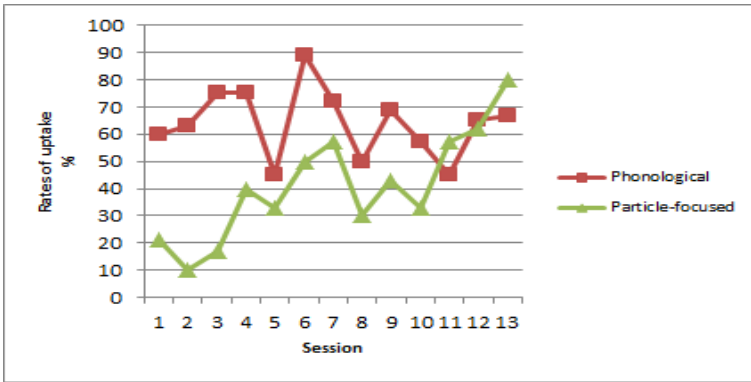
<Table 1> Number and percentage of uptake according to linguistic focus

	Phonological Recast		Particle-focused Recast	
	n	%	n	%
Uptake				
Repair	81	47%	22	24%
Needs-repair	26	15%	11	12%
No uptake	64	38%	60	64%
Total	171	100%	93	100%

Shown in Table 1, phonological recasts generated a substantially higher percentage of learner uptake (i.e., repair + needs-repair) (62%) and repair (47%) than particle-focused recasts, which is consistent with the prediction of Hypothesis 1. This result suggests that NNSs were more apt to notice corrective intention of phonological recasts than of particle-focused recasts.
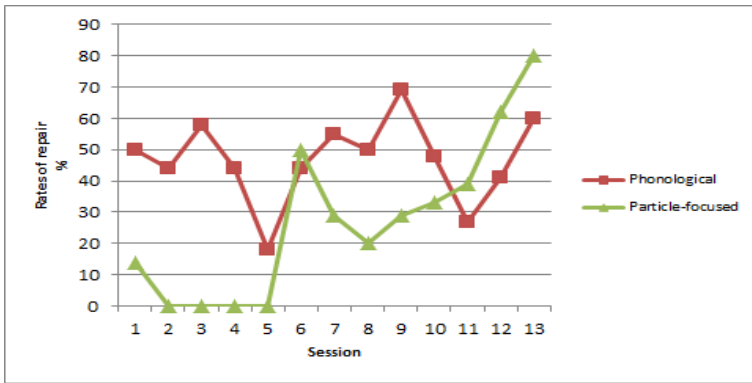
4.2 Does noticing of recasts change over time?

To test Hypothesis 2, which predicted that the rates of learner uptake and repair increase over time, the rates of learner uptake and repair following phonological and particle-focused recasts were examined throughout 13 sessions. Figure 1 graphically shows the rates of learner uptake (i.e., repair + needs-repair) following two recast types over time.

<Figure 1> Rates of learner uptake over time

The rates of uptake after phonological recasts do not show any pattern in change over time; their ups and downs appear to be irregular. For example, the percentage of learner uptake was lowest in session 5, but highest in session 6. Also, the rates of uptake in the first two sessions appear to be similar to those in the last two sessions. By contrast, the rates of learner uptake after particle-focused recasts display a tendency to gradually increase over time; in particular, there was a considerable increase in the last three sessions, in comparison to the first three sessions.

<Figure 2> Rates of learner repair over time

Figure 2 shows the rates of learner repair following two recast types. Like learner uptake, learner repair following phonological recasts do not show any increase over time; the rates of learner repair in the first three sessions were similar to or higher than those in the last three sessions. On the other hand, the rates of repair following particle-focused recasts demonstrate a tendency to increase over time. It is noteworthy that while particle errors were rarely repaired for the first five sessions, they tended to gradually increase as sessions went on.

5. Discussion

The purpose of the study was to examine the relationship between two different types of recasts and learner uptake and repair over time. Hypothesis 1, which predicted differential effects of phonological and particle-focused recasts on learner uptake and repair, was generally supported.

We speculate that a higher percentage of learner uptake and repair following phonological recasts might be due to the length of recast. In an ad hoc analysis, we examined the length of recasts, and found that the length of phonological recasts was 3.9 syllables, while that of particle-focused recasts was 7 syllables. That is, because most phonological recasts were one-word- or one-ecel-long, they were more explicit than particle-focused recasts. Sheen (2006) claimed that "when recasts are more explicit, learner uptake and concomitant noticing are greater." (p. 388)

These findings generally match those of earlier studies (Lyster, 1998; Mackey et al., 2000; Sheen, 2006), which reported that learners noticed or perceived phonological recasts as corrective feedback better than grammatical recasts. By contrast, Choi and Kim (2011), who examined beginning-level KSL learners, found that learner uptake and repair were not affected by the different linguistic focus of recasts. However, since only 12 phonological recasts were observed in their study, it is hard to compare their findings to ours.

Hypothesis 2 was only partially supported, however. The results suggested that KSL learners were better able to notice NS's corrective function of particle-focused recasts over time. In contrast, phonological recasts did not provide such evidence.

There could be a few plausible explanations for these results. They could be due to learners' "attentional limitations" (McLaughlin, 1987, p. 148). In his cognitive theory of L2 learning, McLaughlin (1987) claims that L2 learners are information processors with limited capacity. That is, L2 learners have a limitation in what they can attend to and what they can process. However, "as automaticity develops, controlled search is bypassed and attentional limitations are overcome" (McLaughlin, 1987, p.

148). In other words, as proficiency increases through practice, L2 learners are capable of automatic processing and have more attentional resources to process L2 input. We speculate that because of their attentional limitations and non-saliency of particles, KSL learners were not able to notice NS's recasts on their particle errors in earlier sessions. Probably, however, increased automaticity made it possible for KSL learners to pay attention to NS's feedback on particle errors in later sessions, resulting in a gradual increase of the rates of uptake and repair over time.

Or, they could be due to the readiness of learners. We have already noted that despite the provision of recasts, particle errors were rarely repaired by learners in the first five sessions. Particles could have been beyond the level of those KSL learners. Accordingly, they were not receptive to particle-focused recasts, which resulted in low percentage of learner uptake and repair in earlier sessions. However, as proficiency increased over time, KSL learners might have been ready to learn particles and able to be focused on recasts on particle errors. This speculation is supported by episodes (4) and (5); episode (4) was from session 1 and (5) from session 13.

(4)

1 J: hankwuk-*eyse oki cen-ey
    Korea – LOC to come before-LOC
    'before coming to Korea'

2 NS: hankwuk-**ey** oki cen-ey
    Korea-LOC to come before-LOC
    'before coming to Korea'

3 J: oki   cen-ey
          to come   before-LOC
          'before coming'
          (J from session 1)

In (4) J made a particle error in line 1; he was supposed to use locative particle ey, not eyse. Although NS's recast was provided immediately after his erroneous utterance in line 2, his uptake was off-target. However, in (5) he was able to notice NS's corrective intention of recast on a locative particle error and correctly incorporated NS's feedback into his utterance in line 3.

(5)
1 J: New Zealand*   kongpuha-ess-e.yo.   ama.
       New Zealand*   study   -PST-POL maybe
       '(He) studied in New Zealand. Maybe.'
2 NS: New Zealand-**eyse**
       New Zealand-LOC
       'in New Zealand'
3 J: New Zealand-eyse kongpuha-ess-e.yo.
       New Zealand-LOC   study-PST-POL
       'studied in New Zealand'
       (J from session 13)

Compared to particle-focused recasts, because phonological recasts were short, explicit and structurally simple, not much attentional resources might not have been required to process them. That is, their increased automaticity did not necessarily cause KSL learners to better notice

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phonological recasts, resulting in relatively high percentage of uptake and repair from the early sessions of the study and not much change over time.

The results of particle-focused recasts are consistent with those of previous studies, which found that grammatical recasts are unlikely to be noticed by learners who are not ready to learn a linguistic item in focus (Farrar, 1990; Philip, 2003). In her quasi-experimental study, for example, Philip (2003) examined the extent to which adult ESL learners notice recasts and the factors that might affect their noticing of recasts with 33 NS-NNS dyads. She compared the noticing of recasts by high, intermediate, and low groups, and found that the high and intermediate groups noticed recasts on question-formation errors better and recalled them more accurately than the low group. She attributed her finding to learners' readiness; that is, recasts were less likely to go noticed when they were beyond learners' developmental stage of question formation.

6. Conclusion

This study explored the relationship between NS recasts and learner uptake in relation to the linguistic focus of recasts. The data provided evidence that phonological recasts yielded higher learner uptake and repair than particle-focused recasts, suggesting that the linguistic focus might affect learner noticing. The data also revealed that learners' ability to notice particle-focused recasts, not phonological recasts, tended to gradually increase as L2 proficiency increases, meaning that learners' proficiency might be an important factor to affect learner noticing. These findings were attributed to the length of recasts and learners' limited

attentional resources. The results of this study have some pedagogical implications that NS recasts should be appropriate for learner's level of L2 as well as short and explicit.

The present study is one of the few longitudinal studies examining the effects of NS feedback on learner uptake in a naturalistic KSL context. It has some limitations, however. It did not examine whether learner uptake (i.e., noticing), which is claimed to be crucial in learning of a target language form (Schmidt, 1995; 2001), ultimately contributes to L2 acquisition. As mentioned earlier, using the same corpus, Lee (2005) examined the influence of NS feedback on the acquisition of case particles, whereas this study investigated the longitudinal impact of NS feedback on learner uptake. In future research, thus, it is necessary to investigate the longitudinal effects of learner uptake on L2 acquisition to ascertain the effects of NS feedback.

In addition, the number of participants was small to generalize the findings. In future research, a longitudinal study can be complemented by a cross-sectional study with more participants. Lastly, learner noticing of recasts was measured by only one method in the present study, i.e., uptake and repair. However, given the recent finding that the rates of learner noticing differed depending on a noticing measure (Bao et al., 2011), various types of noticing measures, along with learner uptake, should be employed for a data triangulation in future research.

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이다미(Dami Lee)
Division of English Language & Culture
Hanyang University
55 Hanyangdaehak-ro, Sangnok-gu,
Ansan Gyeonggi-do, 426-791, Korea
전화번호: 031-400-5349
전자우편: leedami@hanyang.ac.kr